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DEVELOPING PRONUNCIATION SKILLS IN THE EFL CLASSROOM

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Annotation:

This article examines the importance of pronunciation in English as a Foreign Language (EFL) learning and provides an in-depth analysis of methods, principles, and instructional strategies for developing pronunciation skills. It discusses segmental and suprasegmental features of English, explores pedagogical approaches, and highlights common learner difficulties. The article also presents practical classroom techniques and outlines the teacher's role in supporting learners' intelligibility and communicative competence. Recommendations for effective instruction are provided, based on contemporary research in second language acquisition and phonology.

Keywords: pronunciation, EFL teaching, phonology, suprasegmentals, segmentals, language instruction, intelligibility

Introduction

Pronunciation plays a vital role in successful oral communication in English. While vocabulary and grammar contribute to accuracy, pronunciation is central to intelligibility—the degree to which a speaker's message is understood by listeners. In many EFL contexts, pronunciation instruction has historically been neglected or limited to occasional correction. However, modern approaches view pronunciation as a fundamental component of communicative competence, requiring systematic and explicit instruction. Developing pronunciation skills involves addressing both the sounds of the language (segmental features) and larger rhythmic and intonational patterns (suprasegmental features). This article explores the principles, challenges, and

instructional techniques for teaching pronunciation effectively in the EFL classroom. It provides a structured framework that teachers can use to help learners build confidence and clarity in speaking.

The Importance of Pronunciation in Language Learning

Pronunciation is integral to oral communication. Even when learners possess strong grammatical knowledge, unclear or unnatural pronunciation may hinder understanding. Research shows that intelligibility is more important than accent reduction; students aim to be understood rather than to sound like native speakers.

Pronunciation affects:

- Comprehensibility: how easily listeners understand speech
- Confidence: learners speak more willingly when they feel understood
- Fluency: accurate rhythm and stress allow smoother speech
- Listening skills: learners become better at perceiving English sounds

Therefore, pronunciation instruction supports overall language proficiency.

Segmental and Suprasegmental Features

Pronunciation instruction typically includes two key components:

1. Segmental Features

These are individual sounds such as vowels and consonants. Common learner difficulties involve:

- English vowel contrasts (e.g., /i:/ vs. /ɪ/)
- Voiced vs. voiceless pairs (e.g., /b/ vs. /p/)
- Consonant clusters (e.g., “str,” “spl”)
- Silent letters and spelling-pronunciation mismatches

Segmentals are foundational, yet teaching them alone is insufficient.

2. Suprasegmental Features

These include:

- Word stress
- Sentence stress
- Rhythm
- Intonation
- Connected speech (linking, assimilation, reduction)

Studies show that suprasegmentals have a stronger impact on intelligibility than individual sounds. Effective pronunciation instruction therefore balances both levels.

Challenges in Developing Pronunciation Skills

Learners face multiple challenges when developing pronunciation:

1. Native language interference: Learners transfer sound patterns from their first language.
2. Lack of exposure: In EFL contexts, students have limited contact with natural English speech.
3. Limited classroom time: Pronunciation is often overlooked in curriculum planning.
4. Low confidence: Students may feel anxious or embarrassed when practicing new sounds.
5. Perception difficulties: Learners cannot produce sounds they cannot hear or distinguish.

Understanding these challenges helps teachers tailor instruction to learner needs.

Principles of Effective Pronunciation Instruction

A well-designed pronunciation lesson follows several key principles:

1. Focus on Intelligibility, Not Perfection

The goal is to communicate clearly, not to imitate native-speaker accents.

2. Integrate Pronunciation into Communication

Pronunciation practice should be linked to speaking tasks, dialogues, and real interactions.

3. Build Awareness First

Learners must hear and notice differences before producing them.

4. Provide Explicit Instruction

Teachers should explain articulation, use phonetic symbols, and model correct production.

5. Use Multisensory Techniques

Visuals, gestures, diagrams, and tactile cues enhance learning.

6. Offer Repetition and Practice

Regular, varied practice helps learners develop new habits.

Instructional Strategies for Teaching Pronunciation

1. Minimal Pair Activities

Comparing word pairs that differ by one sound (e.g., ship/sheep) helps learners distinguish phonemes.

2. Phonetic Training

Using the International Phonetic Alphabet (IPA), mouth diagrams, and pronunciation apps improves accuracy.

3. Drilling and Modeling

Repetition drills, choral practice, and shadowing build fluency and automaticity.

4. Stress and Intonation Practice

Activities include marking stressed syllables, practicing rising and falling intonation, and rhythm drills.

5. Listening and Imitation

Learners listen to authentic recordings and imitate patterns of speech.

6. Communicative Pronunciation Tasks

Role-plays, interviews, storytelling, and presentations promote real use of pronunciation skills.

Teacher's Role in Pronunciation Development

The teacher plays multiple roles:

- Model: providing clear, consistent pronunciation
- Coach: giving feedback and correction
- Facilitator: creating a supportive environment where learners feel safe practicing
- Analyst: identifying learners' pronunciation needs
- Guide: integrating pronunciation into broader language lessons

Teacher encouragement and constructive feedback greatly increase learner confidence.

Using Technology in Pronunciation Instruction

Modern technology offers valuable tools:

- Speech analysis software (e.g., PRAAT)
- Pronunciation apps with sound recognition
- Online dictionaries with audio
- Video platforms for exposure to authentic speech
- Classroom tools like interactive whiteboards

Technology increases opportunities for independent practice.

Conclusion

Pronunciation is a central element of communicative competence in EFL learning. Effective pronunciation instruction balances segmental and suprasegmental features, addresses learner difficulties, and uses varied, engaging strategies. Teachers must provide explicit instruction, meaningful practice, and supportive feedback. When pronunciation training is systematic and student-centered, learners achieve greater intelligibility, confidence, and fluency, contributing to overall language proficiency.

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HOW TO ORGANIZE A PERFECT READING LESSON

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Annotation:

This article explores the essential components of a perfect reading lesson in the context of teaching English as a foreign language. It examines theoretical foundations of reading instruction, identifies key stages that contribute to learners' comprehension, and analyzes teacher strategies that create an engaging, effective, and student-centered learning environment. The study also highlights the importance of learner autonomy, motivation, and scaffolding in designing reading lessons. Practical recommendations and classroom applications are provided to guide teachers in implementing a well-structured reading lesson that develops both linguistic and cognitive skills.

Keywords: reading lesson, reading comprehension, lesson structure, scaffolding, language teaching, learner autonomy, EFL classroom

Reading is one of the most essential skills in second language acquisition, serving as a gateway to vocabulary development, grammatical awareness, cultural understanding, and academic success. However, teaching reading requires more than simply giving students a text and asking them to answer questions. A well-designed reading lesson must be purposeful, structured, and engaging, while also supporting learners' comprehension and critical thinking. The concept of the "perfect reading lesson" refers not to an ideal that is universally fixed, but to a flexible, principled approach that ensures learners interact with a text meaningfully and effectively.

In modern English language teaching, reading instruction is shaped by communicative methodology, cognitive learning theories, and the increasing role of learner

autonomy. A perfect reading lesson harmoniously combines these principles: it activates prior knowledge, guides students through the text, and encourages interpretation and reflection. This article analyzes the components, stages, and strategies that define a perfect reading lesson and provides practical recommendations for implementation.

Theoretical Foundations of Reading Instruction

Effective reading instruction is built on several core theoretical principles. First, reading is an interactive process in which the reader actively constructs meaning using both bottom-up (decoding words and grammar) and top-down (prior knowledge and expectations) strategies. Successful lessons therefore support both processes.

Second, reading is influenced by schema theory, which suggests that comprehension depends on the reader's background knowledge. Activating schema before reading facilitates smoother comprehension, while providing scaffolding helps learners connect new information with what they already know.

Third, reading is a cognitive skill that develops through practice. The more learners engage with texts that are meaningful, level-appropriate, and varied, the more they improve in speed, accuracy, inference making, and interpretation.

Finally, a perfect reading lesson is rooted in affective factors. Motivation, confidence, and interest directly influence comprehension. Texts must therefore be engaging and relevant to learners' needs and experiences.

Essential Components of a Perfect Reading Lesson

A well-constructed reading lesson contains several interconnected components, each serving a specific purpose in the learning process.

1. Clear Objectives

Objectives define what students will achieve by the end of the lesson. They may focus on comprehension skills, vocabulary development, analytical thinking, or reading strategies such as skimming, scanning, or predicting.

2. Appropriate Text Selection

Choosing the right text is critical. A perfect reading lesson uses a text that is:

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- level-appropriate
- culturally accessible
- authentic or semi-authentic
- engaging and logically structured
- rich enough to support instruction, yet not overwhelming

3. Structured Stages

Every perfect reading lesson contains three main stages:

Pre-reading,
While-reading,
Post-reading.

These stages guide learners from preparation to comprehension and finally to reflection and application.

4. Balanced Interaction

A combination of individual, pair, and group activities encourages meaningful communication and deeper processing of the text. Interaction promotes collaborative learning and strengthens comprehension.

5. Scaffolding and Support

Teachers provide timely guidance such as vocabulary previews, guiding questions, and modeling of reading strategies. Scaffolding helps learners gradually develop independence.

6. Assessment and Feedback

Effective lessons integrate both formative and summative assessment. Comprehension tasks, discussions, and reflective questions help the teacher evaluate progress and provide feedback.

Three Stages of the Perfect Reading Lesson

The goal of the pre-reading stage is to prepare learners for the text. This stage activates prior knowledge, builds interest, and lowers cognitive barriers.

Common strategies include:

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- Predicting from the title, pictures, or keywords
- Brainstorming or mind-mapping
- Discussing guiding questions
- Pre-teaching essential vocabulary
- Connecting the topic to students' personal experiences

A successful pre-reading stage ensures that students approach the text with curiosity and readiness.

2. While-Reading Stage

This is the core of the lesson, where learners interact with the text and apply comprehension strategies.

Activities may include:

- Reading for gist (skimming)
- Reading for specific information (scanning)
- Identifying the main idea and supporting details
- Making inferences
- Annotating the text
- Answering guiding comprehension questions

The teacher's role is to facilitate comprehension without interrupting the reading flow. Tasks should progress from simple to complex, supporting deep understanding.

3. Post-Reading Stage

The post-reading stage focuses on analysis, interpretation, and personal response. It encourages higher-order thinking and integrates language skills such as speaking and writing.

Possible activities include:

- Summarizing the text
- Discussing themes or messages
- Debating characters' actions or the author's viewpoint
- Role-plays and simulations
- Creative tasks such as rewriting the ending

- Writing reflections or opinion paragraphs

This stage turns reading into a meaningful, communicative learning experience.

Teacher's Role in the Perfect Reading Lesson

The teacher acts as a facilitator, guide, motivator, and evaluator. A perfect reading lesson depends heavily on the teacher's ability to:

- create a supportive classroom atmosphere
- choose appropriate materials
- scaffold learning effectively
- encourage participation
- ask meaningful, thought-provoking questions
- adapt tasks to learners' needs
- integrate technology when appropriate

The teacher maintains a balance between guidance and learner autonomy, gradually shifting responsibility to students.

Challenges and Solutions in Teaching Reading

Even well-designed reading lessons may face challenges such as limited vocabulary, low motivation, or mixed proficiency levels. Effective solutions include:

- using visuals and context clues to teach vocabulary
- selecting texts relevant to learners' interests
- differentiating tasks for varying levels
- combining extensive and intensive reading
- incorporating digital tools such as e-books, quizzes, or online dictionaries

A perfect reading lesson is flexible, adjusting to classroom realities while maintaining its core principles.

Conclusion

A perfect reading lesson is not a rigid formula but a dynamic, student-centered approach that integrates theory, structure, and creativity. By activating background knowledge, guiding comprehension, and encouraging analysis and expression, teachers

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help learners build not only reading skills but also confidence and motivation. The principles discussed in this article provide a framework for designing effective reading lessons that support linguistic growth and critical thinking in the EFL classroom.

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ACTIVE READING STRATEGIES

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Active reading strategies involve purposefully engaging with text through actions like annotating, questioning, summarizing, predicting, and connecting ideas to improve comprehension and retention, moving beyond passive reading by marking up texts, asking "who, what, why," visualizing, and connecting to prior knowledge. Key techniques include previewing text, paraphrasing complex ideas, and reviewing material by explaining it to others or self-testing. There are many different active reading strategies. Each strategy has a specific purpose, but students can use these strategies in tandem to fully understand a text. Some active reading strategies include looking for the author's purpose, reading and thinking aloud, annotating, making predictions, chunking, questioning, clarifying, using references, and summarizing. Active reading strategies are described below.

Key words: Strategic reading Approach, Retention of information, Meaning-making, Deep understanding, Analysis and evaluation, Reader-text interaction, Comprehension improvement, Interactive reading process, Purposeful reading, Critical thinking, Active engagement with the text.

Active reading is a comprehension strategy that helps readers understand a text and think more critically about it. These strategies do not come automatically to new readers, so teachers must help students through the process. The active view of reading is important because it encompasses techniques that help students develop critical thinking skills. Critical thinking refers to objectively questioning, analyzing, evaluating, and judging an argument, concept, or idea. Some examples of these reading techniques include questioning

and predicting. Predicting is when students try to guess what will happen in a story or a text. Summarizing is another important skill in which a writer identifies the most crucial information. Students can also be asked to clarify whereby they re-read or restate parts of the text to develop their understanding of what is written. One way a teacher may develop comprehension is by employing the read-and-think-aloud strategy.

Strategic reading

Strategic reading is a conscious and planned approach to reading in which the reader uses specific techniques to understand, analyze, and remember information effectively. It involves active engagement, goal-oriented reading, and the use of various strategies before, during, and after reading.

Strategic reading is an essential skill that transforms reading from a passive activity into an active, intentional, and analytical process. By using a variety of strategies before, during, and after reading, learners enhance their comprehension, improve critical thinking, and become confident, independent readers. It is a key tool for academic success and effective learning.

Retention of information

Information retention is the brain's ability to encode, store, and retrieve knowledge, skills, and experiences over time, moving them from short-term to long-term memory for future use, crucial for learning and problem-solving. Effective retention relies on focusing, understanding, making information meaningful, and using strategies like active recall, spaced repetition, visualization, and consistent practice to combat the natural forgetting curve. Memory is the faculty of the mind by which data or information is encoded, stored, and retrieved when needed. It is the retention of information over time for the purpose of influencing future action. Poor knowledge retention is caused by factors such as lack of reinforcement, inadequate training, limited engagement, poor documentation, and ineffective Retention gives us the meaning of remembering in retrieving or recalling what students have learned from experiences, experiences, information and others during a certain period after learning and acquisition. There is an ability to retain and remember, and there are factors that affect retention, including:

- 1-If students are more mature, intelligent and experienced, they learn at a remarkable speed and retain information at a greater and better level.
- 2-The material with meaning is retained by the students more than the material that does not have a clear meaning.

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3-The internal links that exist to organize the learned material and its relevance to the learner himself, not only facilitate learning, but are useful or easy to retain well.

4-The student's level of intention to learn affects the level of information retention, as well as the rate of the original learning.

5-Through re-teaching and reviewing, the process of enhancing information retention takes place. Learning leads to raising students' achievement and achieving their retention of educational experiences through their mastery of their school duties and the transmission of the impact of learning, and the need to repeat the progress of experiences, information, concepts and skills for students so that they can store and retain them appropriately and remember them easily and easily.

Retention gives other terms that give the same concept of retention, and they have been used in some educational and psychological studies and research, such as (retention, deferred collection or deferred collection..), and they do not differ from retention in anything, as they all share one goal, which is to know the information that can be Students remember it and recall it after a certain period of time.

Meaning-making

The Making Meaning thinking routine asks learners to explore an already familiar topic, concept, idea, or event through connection making, wondering, building explanations, and synthesising in order to achieve deeper learning. This routine highlights the notion of building understanding in a collaborative way. Another meaning-making strategy people use is to create meaning by valuing their own life. People who create meaning in this way may try to cherish the life they have, try to find their purpose, or change their lifestyles. Meaning making involves revising one's view of the situation and reformulating one's beliefs and goals in order to regain consistency among them. Meaning-making is the process by which students interpret, understand, and make sense of the information, experiences, and the world around them. It's a critical component of learning that moves beyond the acquisition of facts and information. It is the process of actively constructing knowledge by building on their prior understanding and experiences and engaging with content in a meaningful and relevant way. Fostering meaning-making requires that educators cultivate learning environments and design learning experiences that encourage students to question, analyze, synthesize, and apply information in new contexts. There are many vehicles for meaning-making, some individual and some collaborative. Discussions, debates, problem-solving activities, and reflective practices are some of the ways that educators can help students connect new knowledge with their existing framework of understanding. The goal of promoting meaning-making in the

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classroom is to develop independent learners who can think critically, solve problems, and apply their knowledge. Below are a few examples of meaning-making activities teachers can ask students to complete individually to construct understanding by deeply engaging with the content, encouraging critical thinking, and fostering the development of analytical skills

Create An Analogy: Encourage students to make a comparison or create an analogy. An analogy, or comparison, challenges students to think about a thing's qualities or characteristics to explain how it is similar to something else.

Compare and Contrast: Challenge students to compare and contrast two concepts, processes, issues, or phenomena to identify their similarities and differences. Students can capture their work on a Venn Diagram, in writing or drawings, or with a verbal explanation.

Draw a Concept Map or Flowchart: Ask students to surface their learning visually and make connections. Encourage them to begin by identifying the main concepts covered in a lesson, video, article, chapter of a text, or podcast, and create a concept map or flowchart to show how those concepts fit together. How are they connected or related to one another?

Active engagement with the text

Active engagement with a text means reading with a purpose, interacting with the material through highlighting, note-taking, questioning, and summarizing to achieve deeper comprehension, better retention, and critical analysis, rather than passively skimming words. Key strategies include previewing the text, annotating margins with questions or brief summaries, paraphrasing key ideas, and discussing the text to build connections and evaluate arguments.

In conclusion, active reading strategies transform reading from passive to engaged, crucial for deep comprehension, better retention, and critical thinking by using techniques like questioning, summarizing, annotating, and connecting text to prior knowledge, ultimately making learning more efficient, focused, and impactful for academic success and deeper understanding. These methods, including previewing, summarizing, and self-testing, build a stronger connection to the material, helping readers identify main ideas and retain information long-term, making it a vital skill for any learner.

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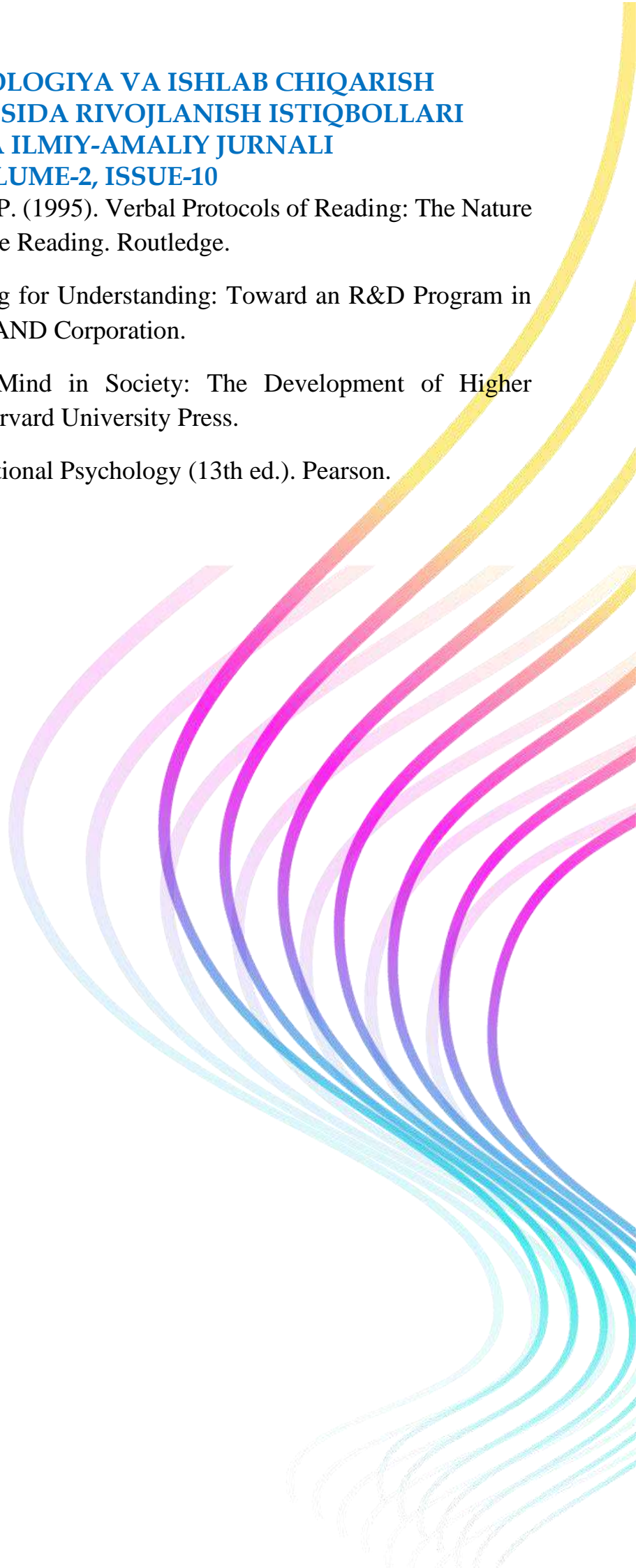
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ZAMONAVIY KONTRATSEPSIYA USULLARI, AFZALLIKLARI,
KAMCHILIKLARI.

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Akusherlik -ginekologiya va oilaviy shifokorlikda ginekologiya kafedrası 2-kurs
magistranti

Annotatsiya: Zamonaviy kontratsepsiya usullari ayollar va erkaklar sog'ligini saqlash, homiladorlikdan samarali himoyalaniş hamda reproduktiv rejalashtirishda muhim rol o'ynaydi. Ushbu usullar orasida gormonal preparatlar (og'iz tabletkalari, plastrlari, implantlar), intrauterin qurilmalar (spiral), prezervativlar, homiladorlikdan oldingi va postkoital vositalar, shuningdek, tabiiy usullar mavjud. Har bir usulning afzalliklari va kamchiliklari mavjud bo'lib, tanlov shaxsiy ehtiyoj, sog'liq holati va hayot tarziga bog'liq. Masalan, gormonal usullar yuqori samaradorlikka ega, ammo ba'zi hollarda yon ta'sirlar paydo bo'lishi mumkin. Prezervativlar esa yuqumli kasalliklardan himoya qiladi, lekin homiladorlikdan himoya darajasi gormonal usullarga nisbatan pastroq. Tabiiy usullar xavfsiz bo'lishi bilan birga, ehtiyotkorlik talab qiladi. Zamonaviy kontratsepsiya vositalarini tanlashda shifokor bilan maslahatlashish va individual tavsiyalarni hisobga olish zarur. Ushbu usullarning o'rganilishi reproduktiv salomatlikni yaxshilash va homiladorlikni rejalashtirishda muhim ahamiyat kasb etadi.

Kalit so'zlar: Zamonaviy kontratsepsiya, gormonal usullar, prezervativ, intrauterin qurilma, homiladorlikdan himoya, postkoital vositalar, tabiiy usullar, reproduktiv salomatlik, yon ta'sir, shaxsiy tanlov.

Zamonaviy kontratsepsiya vositalari reproduktiv salomatlikni ta'minlash va homiladorlikni rejalashtirishda muhim ahamiyatga ega. Turli metodlar, jumladan gormonal, mexanik va tabiiy usullar, foydalanuvchilarning ehtiyojlari, sog'liq holati va iqtisodiy imkoniyatlariga qarab tanlanadi. Tadqiqotlar shuni ko'rsatadiki, eng samarali vositalar – gormonal preparatlar, intrauterin qurilmalar va implantlar bo'lib, ular uzoq muddatli himoya va yuqori samaradorlikni ta'minlaydi. Shu bilan birga, ushbu usullarning ayrimlari yon ta'sirlar bilan bog'liq bo'lishi mumkin, masalan, kayfiyat o'zgarishi, bosh aylanishi yoki qon ketishi.

Prezervativlar eng ko'p ishlatiladigan vositalardan biri bo'lib, ularning asosiy afzalligi – yuqumli kasalliklardan himoya qilishdir. Shu bilan birga, prezervativlar samaradorligi gormonal vositalarga nisbatan pastroq bo'lib, foydalanuvchilarga to'g'ri

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foydalanishni talab qiladi. Tabiiy usullar xavfsiz va yon ta'sirsiz bo'lishiga qaramay, ular past samaradorlik va qat'iy kuzatuvni talab qiladi. Tadqiqot natijalari shuni ko'rsatadiki, kontratsepsiya vositasini tanlashda individual maslahatlar va shifokor yordami muhimdir.

So'nggi yillarda tadqiqotlar kontratsepsiya vositalarining tarqalishidagi ijtimoiy, madaniy va iqtisodiy omillarning ahamiyatini ta'kidlamogda. Misol uchun, arzon va keng tarqalgan vositalar foydalanuvchilar orasida tezroq qabul qilinadi, yuqori narxli yoki murakkab usullar esa cheklangan darajada ishlatiladi. Shu bilan birga, foydalanuvchilarning bilim darajasi, shaxsiy afzalliklari va sog'liq holati kontratsepsiya vositalarini samarali qo'llashda asosiy omil sifatida namoyon bo'ladi.

Diagramma va jadval asosida olib borilgan tahlillar shuni ko'rsatadiki, kontratsepsiya vositalarining foydalanuvchilar orasidagi tarqalishi va samaradorligi doiraviy tarzda vizual ko'rsatish mumkin. Bu esa reproduktiv salomatlikni rivojlantirish va homiladorlikni rejalashtirish dasturlarini ishlab chiqishda muhim asos bo'ladi. Shu bilan birga, tadqiqot natijalari foydalanuvchilarga individual maslahat berish, kontratsepsiya vositalari bo'yicha xabardorlikni oshirish va sog'liqni saqlash tizimini takomillashtirishga yordam beradi.

Natijalar shuni ko'rsatadiki, zamonaviy kontratsepsiya vositalari nafaqat homiladorlikdan himoya qiladi, balki jamiyatning reproduktiv salomatligini oshirishda ham muhim rol o'ynaydi. Shu sababli, foydalanuvchilarning ehtiyojlarini hisobga olgan holda vositalarni tanlash, ta'lim va maslahat xizmatlarini rivojlantirish, hamda sog'liqni saqlash strategiyalarini ishlab chiqish zarur. Shu bilan birga, foydalanuvchilarga vositalarning afzallik va kamchiliklarini tushuntirish ham muhim ahamiyat kasb etadi.

XULOSA

Ushbu tadqiqot zamonaviy kontratsepsiya vositalarining samaradorligi, afzallik va kamchiliklarini tahlil qilishga qaratildi. Tadqiqot natijalari shuni ko'rsatdiki, foydalanuvchilar orasida eng ko'p tanlangan vositalar – prezervativ va og'iz tabletkalari bo'lib, ular arzonligi, keng tarqalganligi va yuqori samaradorligi bilan ajralib turadi. Shu bilan birga, gormonal vositalar, intrauterin qurilmalar va implantlar uzoq muddatli himoya va yuqori samaradorlikni ta'minlaydi, ammo ba'zi hollarda yon ta'sirlar yuzaga kelishi mumkin.

Tadqiqot shuni ko'rsatadiki, kontratsepsiya vositasini tanlashda individual ehtiyojlar, sog'liq holati, iqtisodiy imkoniyatlar va ijtimoiy-madaniy omillar muhim ahamiyatga ega. Tabiiy usullar xavfsiz bo'lishiga qaramay, past samaradorligi va diqqat talab qilishi tufayli kamroq qo'llaniladi. Shu sababli, foydalanuvchilarga

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individual maslahatlar berish va ularni kontratsepsiya vositalari haqida to'liq xabardor qilish zarur.

Doiraviy diagramma va statistik ma'lumotlar asosida tahlil shuni ko'rsatadiki, kontratsepsiya vositalarining tarqalishi va samaradorligini vizual tarzda ko'rsatish mumkin. Bu esa reproduktiv salomatlikni rivojlantirish va sog'liqni saqlash strategiyalarini ishlab chiqishda muhim vosita hisoblanadi.

Umuman olganda, zamonaviy kontratsepsiya vositalarining afzallik va kamchiliklarini chuqur o'rganish, foydalanuvchilarning ehtiyojlarini hisobga olgan holda tanlov qilish, reproduktiv salomatlikni oshirish va noxush homiladorlik holatlarini kamaytirishda katta ahamiyatga ega. Shu bilan birga, kontratsepsiya vositalari bo'yicha ta'lim va maslahat xizmatlarini rivojlantirish jamiyatning sog'lom rivojlanishini ta'minlaydi.

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MEXANIK SARIQLIK HOLATIDA O'T YO'LLARI TO'SILISHI
DARAJASIGA QARAB YUZAGA KELADIGAN GIPOKSIYA VA
HUJAYRAVIY DISFUNKSIYA MEXANIZMLARI

Bekova Nodira Baxodirovna

Xudoyberganova Munavvar

Urganch davlat tibbiyot instituti

Tadqiqot dolzarbligi. Mexanik sariqlik klinik amaliyotda tez-tez uchraydigan va og'ir kechadigan patologik holat bo'lib, o't yo'llarining to'silish darajasi gepatotsitlardagi gipoksiya chuqurligi va hujayra viy metabolik disfunktsiyaning og'irligini belgilovchi asosiy omildir. Obturatsiyaning erta aniqlanmasligi safro kislotalarining toksik ta'sirini kuchaytiradi, oksidativ stressni faollashtiradi va ko'p a'zoli yetishmovchilik rivojlanish xavfini oshiradi. Shu bois to'silish darajasiga ko'ra gipoksiya va hujayra viy shikastlanish mexanizmlarini chuqur o'rganish mexanik sariqlikning og'ir klinik oqibatlarini kamaytirishda dolzarb ilmiy-amaliy ahamiyatga ega.

Tadqiqot maqsadi. O't yo'llari to'silish darajasiga qarab mexanik sariqlikda yuzaga keladigan gipoksiya va hujayra viy disfunktsiya mexanizmlarini tahlil qilish.

Asosiy mazmun. O't yo'llarining qisman to'silishi gepatotsitlarda yengil gipoksiya bilan kechib, oksidativ fosforillanish jarayonlarining susayishi, ATP miqdorining kamayishi va mitoxondrial membrana barqarorligining pasayishi bilan tavsiflanadi. Safro bosimining ortishi natijasida xolangiotsitlar va periportal hujayralarda metabolik buzilishlar rivojlanadi. To'liq obturatsiya sharoitida esa kislorod yetishmovchiligi keskin kuchayib, mitoxondrial nafas olish zanjirining kompleks I va III faoliyati izdan chiqadi, reaktiv kislorod turlari (ROS) miqdori ortadi va lipoperoksidatsiya kuchayadi. Bu jarayon hujayra membranasining destabilizatsiyasi, ionlar almashinuvi buzilishi, sitokrom C ning sitozolga chiqishi va apoptoz hamda nekroz mexanizmlarining faollashuviga olib keladi. Uzoq davom etgan obturatsiya sinusoidal qon oqimi buzilishi, endotelial disfunktsiya va hujayra viy energiya tanqisligi bilan kuzatiladigan terminal gipoksiya bosqichini shakllantiradi. Natijada fibroz, yallig'lanish faollashuvi va organlararo metabolik buzilishlar yuzaga keladi.

Xulosa. Mexanik sariqlikda o't yo'llarining to'silish darajasi gipoksiya chuqurligi va hujayra viy disfunktsiya og'irligini belgilovchi hal qiluvchi omil hisoblanadi. Qisman

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obtursiya metabolik jarayonlarning sekinlashuvi bilan kechsa, to'liq obtursiya chuqur mitoxondrial disfunktsiya, oksidativ stress, apoptoz va nekroz jarayonlarining kuchayishi bilan namoyon bo'ladi. Ushbu mexanizmlarni o'rganish mexanik sariqlikning og'ir asoratlarni erta aniqlash va samarali davolash strategiyalarini takomillashtirishda muhim ilmiy-amaliy ahamiyatga ega.

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ACTIVE READING STRATEGIES**

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Annotatsiya

Ushbu maqola faol o'qish strategiyalarini tahlil qiladi va ularning o'quv jarayonidagi samaradorligini ko'rsatadi. Maqolada faol o'qishning ta'riflari, uning akademik va chet tili kontekstidagi ahamiyati, o'quvchilarning matnga bo'lgan interaktiv yondashuvi hamda metakognitiv nazoratni rivojlantirishdagi roli muhokama qilinadi. Tadqiqot natijalari shuni ko'rsatadiki, faol o'qish strategiyalari matnni tushunish, tanqidiy fikrlash va o'quvchining mustaqilligini oshirishda muhim ahamiyatga ega.

Kalit so'zlar: faol o'qish, o'quv strategiyalari, tushunishni rivojlantirish, tanqidiy fikrlash, metakognitiv nazorat, mustaqil o'qish.

Abstract

This article examines active reading strategies and demonstrates their effectiveness in the learning process. It discusses definitions of active reading, its significance in academic and foreign language contexts, the reader's interactive approach to the text, and its role in developing metacognitive awareness. The study's results indicate that active reading strategies are crucial for enhancing comprehension, critical thinking, and learner autonomy.

Key words: active reading, reading strategies, comprehension development, critical thinking, metacognitive awareness, independent reading.

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INTRODUCTION**

Intentional and engaging reading involves continuously interacting with the text to create meaning, assess ideas, and remember facts more effectively. Active reading, in contrast to passive reading, where the reader just skims the text without thinking, demands mental participation both before, during, and after reading. Since it turns reading from a mechanical activity into a cognitive and reflective process, this method is particularly useful in academic settings, when learning a foreign language, and for professional development. A reader's intention is at the center of active reading. An active reader identifies the reason for reading and draws upon previously gained knowledge about the subject before beginning to read. The reader can anticipate the content and layout of the book thanks to this mental preparation. The reader establishes a framework for understanding by previewing titles, headings, illustrations, and key words. This kind of anticipation allows readers to link new knowledge to what they already know, which improves comprehension and memory.

Active readers continuously engage with the text throughout the reading process. They keep an eye on their understanding, ask questions, and make forecasts. They take a break to deduce the meaning from the context or reread key parts when they come across unfamiliar vocabulary or complicated concepts. Common methods of fostering interaction include emphasizing main points, underlining significant statements, and adding marginal notes. By engaging in these activities, readers are better able to identify the author's message, tone, and reasoning, as well as separate the key concepts from the supporting evidence. Recognizing the links between concepts, such as cause and effect, comparison, or contrast, is another aspect of active reading that improves critical thinking. Critical analysis is another important component of active reading. Readers evaluate the text's accuracy, relevance, and trustworthiness rather than just taking it at face value. They assess the author's presumptions, prejudices, and evidence, contrasting the concepts offered with other sources or their own life experience. In academic reading, where readers must integrate data from several sources and make informed decisions, this evaluative attitude is especially crucial. Critical engagement transforms reading into a mind exchange between the reader and the writer.

Active readers analyze and integrate what they have learnt after reading. Making a synopsis of the text in one's own terms helps to highlight key ideas and improve retention. Talking about the text with others, keeping response journals, or using the material in real-world scenarios all help to deepen understanding. Readers can use

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reflection to assess whether their initial assumptions were realized and how their comprehension has changed. This post-reading stage is essential for turning data into knowledge. Particularly in foreign language learning, where a restricted vocabulary and unfamiliar structures might make understanding difficult, active reading techniques are useful. Learners gain a greater understanding of discourse organization, contextual meaning, and language patterns by actively interacting with the material. As students internalize new language via meaningful interaction, this procedure helps them acquire better reading, writing, and speaking skills.

Active reading fosters learner autonomy and motivation in the classroom. Students become more confident and independent readers when they are taught how to read actively. Teachers have a crucial role in demonstrating active reading practices and designing activities that foster reflection, prediction, and questioning. Consequently, reading sessions become more engaging and learner-focused, fostering deeper comprehension and laying the groundwork for future academic achievement. Active reading techniques, in summary, turn reading into a deliberate, thoughtful, and analytical endeavor. Readers improve their comprehension, retention, and critical abilities by interacting with the text before, during, and after reading. By promoting inquisitiveness, critical thinking, and meaningful engagement with written materials, active reading not only enhances academic performance but also cultivates a lifelong love of learning.

LITERATURE REVIEW AND METHODOLOGY

In the literature of linguistic, cognitive, and educational psychology, where reading is seen as an interactive interaction between the reader and the text rather than as a passive decoding of symbols, the notion of active reading has received extensive coverage. Scholars stress that comprehension is developed through the synthesis of prior knowledge, textual material, and critical thinking. Earlier reading theories emphasized top-down and bottom-up processes, whereas contemporary interactive models integrate both viewpoints, claiming that effective reading depends on the reader's capacity to actively utilize tactics like predicting, questioning, clarifying, and summarizing. Studies on how to teach reading have consistently shown that active reading techniques greatly enhance comprehension and retention. The significance of strategy instruction is highlighted by studies in foreign and second language environments, which demonstrate that students who are directly taught how to interact with texts do better than those who only rely on intuition. Researchers emphasize that

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techniques like annotating, inferencing, and keeping an eye on one's understanding help students become more conscious of their own cognitive processes, which in turn results in increased metacognitive control over reading. Readers are able to recognize comprehension breakdowns and use the right corrective tactics because of this awareness.

The literature also highlights the function of critical reading within the context of active reading. According to educational theorists, active reading entails more than just comprehending the literal meaning; it also includes assessing the author's thoughts, motives, and reasoning. In academic reading, where students are expected to evaluate texts, integrate data from various sources, and form their own opinions, this crucial aspect is particularly important. According to empirical research, students who receive critical and reflective reading instruction display greater analytical abilities and a greater engagement with the text. The study of active reading strategies usually uses qualitative, quantitative, or mixed research methods. Classroom observations, think-aloud protocols, learner interviews, and other qualitative methods are used to examine how readers use strategies and how these strategies affect understanding. These strategies offer a wealth of information about the cognitive and metacognitive processes of students while they read. The effectiveness of active reading techniques is frequently measured using quantitative methods, such as experimental and quasi-experimental designs, by comparing reading performance before and after strategy instruction. Furthermore, instructional interventions are a common methodological tool in pedagogical research. In these kinds of courses, students are taught particular active reading strategies through guided practice, modeling, and contemplative exercises. The effectiveness of their advancement is then evaluated through self-report surveys, reading exams, and comprehension activities. With this method, researchers can assess learners' perspectives on active reading, their perceived sense of independence, and the results of their strategic application. The literature and methodological approaches generally show that active reading tactics are founded on well-established theoretical frameworks and backed by a wealth of experimental data. Researchers continue to demonstrate the value of active reading as a crucial element of effective reading instruction by integrating cognitive, metacognitive, and pedagogical viewpoints.

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RESULTS**

Significant gains in learners' reading comprehension and general interaction with texts resulted from using active reading approaches. Students who regularly used techniques like predicting content, questioning ideas, annotating key information, and summarizing key points showed a better grasp of both the literal and implicit meanings of written texts. Their understanding of logical connections, core concepts, and supporting details within the text improved, demonstrating greater levels of comprehension. Increased metacognitive awareness was also evident among students. Readers became more aware of their own reading processes and were better able to monitor comprehension as a result of actively interacting with texts. When faced with unfamiliar vocabulary or complex structures, students were more inclined to pause, reread, and utilize contextual cues instead of ignoring the challenges. This self-regulating conduct helped people solve problems more effectively while reading and lessened their reliance on outside assistance. The improvement of essential reading abilities was another notable result. Trainees who received instruction in active reading tactics showed an increased capacity to assess the author's claims, differentiate between facts and opinions, and identify bias or underlying assumptions. Their replies to texts demonstrated a more analytical mindset since they could connect textual information to previous knowledge and real-world situations and compare ideas from various sources. Furthermore, there was a significant improvement in students' reading motivation and self-assurance. By turning reading assignments into interactive encounters rather than passive ones, active reading increased students' desire to participate in discussions and share their interpretations. Especially in foreign language settings, where students frequently feel nervous, this favorable approach to reading was apparent. Consequently, reading evolved into a helpful instrument for language acquisition rather than a challenge.

In general, the findings demonstrate that employing active reading techniques greatly enhances a student's ability to comprehend, think critically, and become independent. These methods improve the cognitive and emotional components of reading, resulting in more meaningful and efficient learning outcomes, by encouraging participation and reflective thought.

Conclusion

Active reading techniques are essential in converting reading from a passive decoding process to an engaging and valuable learning experience. These techniques facilitate more thorough understanding, improved retention, and more accurate interpretation of written materials by stimulating the reader's cognitive and metacognitive processes. The article's conclusions support the idea that readers are better able to comprehend main ideas, evaluate arguments, and critically evaluate information when they actively engage with texts. The use of active reading techniques also fosters learner independence and self-assurance, notably in educational and language acquisition settings. Readers who are taught to anticipate, ask questions, assess their understanding, and think about the material become more self-sufficient and driven as they take charge of their reading processes. This freedom enhances both academic achievement and lifelong learning abilities. In conclusion, effective reading instruction must include active reading strategies. Their consistent implementation promotes understanding, critical thought, and participation, turning reading into a worthwhile and mind-expanding endeavor. Integrating these techniques into teaching practices can greatly improve learning outcomes and foster a more profound and contemplative connection between readers and texts.

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BARKAMOL SHAXS TARBIYASINING MA'NAVIY - MA'RIFIY
ASOSLARI**

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Inson dunyoga kelgan ekan uning barkamol va yetuk shaxs sifatida kamol topishi, hayotda o'z o'rnini mustahkamlashi uchun unga berilgan tarbiya va bilimlarning qay yo'sinda singdirilishi muhim ahamiyat kasb etadi. Ma'lumki, barkamol avlodni tarbiyalash g'oyasi ham milliy, ham umuminsoniy xarakterga ega bo'lib, u bashariyatni ma'naviyat va ma'rifatga, ezgulik va yuksaklikka olib boruvchi komillik sari yo'ldir. Shu sababli ham insoniyat paydo bo'libdiki, tarbiya masalasi kishilar, oilalar, jamoalar, davlatlar oldida muhim muammo bo'lib kelmoqda va ularni ko'p variantli yo'llar, vositalar bilan turlicha shakllarda, uslublarda amalga oshirilmoqda. Aslida bola tarbiyasi ona qornidaligi paytdayoq boshlanmog'i lozim. Shu sababli ham jismonan baquvvat, ma'nau yetuk insonlar doimo ulug'lanib kelingan va hattoki, jismonan baquvvat insonlarga polvon hamda jismonan, ma'naviy yetuk insonlarga pahlavon deb nom berilgan. Barkamol shaxsni tarbiyalash, o'zining ma'naviy-ma'rifiy, tashkiliy -uslubiy, ijtimoiy -iqdisodiy jihatlari bilan murakkab va mas'uliyatli dinamik jarayondir. Inson kamolotida oila bilan bir qatorda pedagogik sohasida faoliyat yurituvchi shaxslarning ham o'ri beqiyosdir. Pedagog avvallo o'zi tarbiya topgan yetuk shaxs bo'lishi kerak. Bolalar aqlini tanib yetuklashgani sayin atrofidagi yaxshi yoki yomon insonlarning harakatlariga taqlid qiladi, bu esa o'z navbatida uning xulq-atvori va dunyoqarashining o'zgarishiga zamin yaratdi. Jamiyat taraqqiyotida muhim o'rin tutgan mustaqil fikrlaydigan va hayotga qiziqish bilan qarab ildamlk bilan harakat qiladigan barkamol avlod hamisha jamiyat etiborida e'tirofiga sazovor bo'ladi. Shaxs tarbiyasi bamisoli kulol ishlov bergan bebaho ko'za singari sayqallangani sayin go'zallashadi.

Barkamol shaxs tarbiyasi jamiyat taraqqiyotining muhim omillaridan biri bo'lib, u insonning nafaqat aqliy va jismoniy rivojlanishini, balki ma'naviy, axloqiy, madaniy va ijtimoiy jihatdan yetuk bo'lib shakllanishini nazarda tutadi. Har bir jamiyat o'z kelajagini barkamol avlod timsolida ko'radi va shu sababli yosh avlod tarbiyasiga alohida e'tibor qaratadi. Barkamol shaxs tushunchasi insonning o'zini anglay olishi,

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jamiyatda munosib o'rin egallashi, ijtimoiy mas'uliyatni his etishi va umuminsoniy qadriyatlarga sodiq bo'lishi bilan belgilanadi. Bunday shaxsni shakllantirish jarayonida ma'naviy-ma'rifiy asoslar yetakchi o'rin tutadi, chunki aynan ular insonning ichki dunyosini boyitadi va uning hayotga bo'lgan munosabatini belgilaydi.

Ma'naviy-ma'rifiy tarbiya barkamol shaxs shakllanishining poydevori sifatida insonning axloqiy qarashlari, e'tiqodi, dunyoqarashi va hayotiy pozitsiyasini rivojlantirishga qaratilgan jarayonni ifodalaydi. Bu jarayon insonni faqat bilimli emas, balki ma'naviy yetuk, vijdonli va ijtimoiy faol shaxs etib tarbiyalashni ko'zda tutadi. Ma'naviyat insonning ichki olami bo'lib, uning fikrlashi, xatti-harakati va qarorlarida namoyon bo'ladi. Ma'rifat esa ushbu ichki olamni bilim, tafakkur va madaniyat orqali boyitishga xizmat qiladi. Ushbu ikki tushuncha o'zaro uzviy bog'liq bo'lib, barkamol shaxs tarbiyasida bir-birini to'ldiradi.

Barkamol shaxs tarbiyasining ma'naviy asoslari avvalo axloqiy qadriyatlarga tayanadi. Halollik, adolat, vatanparvarlik, insonparvarlik, mehnatsevarlik va bag'rikenglik kabi fazilatlar shaxs kamolotining asosiy mezonlari hisoblanadi. Ushbu fazilatlar insonning jamiyat bilan o'zaro munosabatlarini uyg'unlashtiradi va uning ijtimoiy xulq-atvorini tartibga soladi. Axloqiy tarbiya orqali shaxs o'z harakatlari uchun mas'uliyatni his etishni, boshqalarning huquq va manfaatlarini hurmat qilishni o'rganadi. Bu esa barkamol shaxsning jamiyatda barqaror va ijobiy faoliyat yuritishiga zamin yaratadi.

Ma'naviy-ma'rifiy tarbiyaning muhim jihatlaridan biri milliy va umuminsoniy qadriyatlar uyg'unligini ta'minlashdir. Har bir xalqning o'ziga xos madaniy merosi, urf-odatlar va an'analari mavjud bo'lib, ular avloddan-avlodga o'tib keladi. Barkamol shaxs tarbiyasida ushbu milliy qadriyatlarga tayanish yosh avlodda milliy o'zlikni anglash va vatanga sadoqat tuyg'ularini shakllantiradi. Shu bilan birga, umuminsoniy qadriyatlarni o'zlashtirish shaxsni ochiq fikrlovchi, tolerant va global dunyoda faol ishtirok eta oladigan inson sifatida tarbiyalaydi. Milliy va umuminsoniy qadriyatlarning uyg'unligi barkamol shaxs tarbiyasining muhim ma'naviy asosini tashkil etadi.

Ma'rifiy tarbiya barkamol shaxsni shakllantirishda bilim va tafakkurning ahamiyatini oshiradi. Bilimli inson jamiyatda sodir bo'layotgan jarayonlarni anglay oladi, tanqidiy fikrlashga qodir bo'ladi va mustaqil qarorlar qabul qiladi. Ma'rifat orqali shaxs o'z intellektual salohiyatini ro'yobga chiqaradi va hayot davomida o'z ustida ishlashga intiladi. Bu jarayon barkamol shaxsning o'zini rivojlantirishga bo'lgan ehtiyojini kuchaytiradi va uni faol hayotiy pozitsiyaga ega bo'lishga undaydi.

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Barkamol shaxs tarbiyasining ma'naviy-ma'rifiy asoslari oiladan boshlanadi. Oila insonning birinchi ijtimoiy muhitidir va unda shaxsning dastlabki axloqiy qarashlari, xulq-atvor me'yorlari va qadriyatlari shakllanadi. Ota-onaning shaxsiy namunalari, oiladagi muhit va tarbiyaviy munosabatlar farzandning ma'naviy rivojlanishiga bevosita ta'sir ko'rsatadi. Oila va ta'lim muassasalari o'rtasidagi hamkorlik barkamol shaxs tarbiyasini yanada samarali tashkil etishga xizmat qiladi.

Ta'lim tizimi barkamol shaxs tarbiyasining ma'naviy-ma'rifiy asoslarini mustahkamlovchi muhim institut hisoblanadi. Ta'lim jarayonida nafaqat fan bilimlari, balki axloqiy, estetik va fuqarolik tarbiyasi ham amalga oshiriladi. O'qituvchining shaxsiy namunasi, pedagogik mahorati va ma'naviy yetukligi o'quvchilarning barkamol shaxs sifatida shakllanishida muhim rol o'ynaydi. Ta'lim muassasalarida yaratilgan ma'naviy muhit o'quvchilarning ijtimoiy faolligini va mas'uliyatini oshiradi.

Barkamol shaxs tarbiyasida ma'naviy-ma'rifiy ishlarning uzluksizligi muhim ahamiyatga ega. Ushbu jarayon bolalikdan boshlanib, butun umr davom etadi. Inson hayoti davomida turli ijtimoiy muhitlarda bo'ladi va har bir muhit uning ma'naviy kamolotiga o'z ta'sirini ko'rsatadi. Shu bois ma'naviy-ma'rifiy tarbiya jamiyatning barcha sohalarida izchil olib borilishi lozim. Bu jarayon shaxsning hayotiy tajribasini boyitadi va uni barkamol inson sifatida shakllantiradi.

Ma'naviy-ma'rifiy asoslar barkamol shaxsning ijtimoiy faolligini rivojlantirishga xizmat qiladi. Ijtimoiy faol shaxs jamiyat muammolariga befarq bo'lmaydi, ularni hal etishda o'z hissasini qo'shishga intiladi. Bu jarayon shaxsda fuqarolik pozitsiyasini shakllantiradi va uni jamiyat taraqqiyotining faol ishtirokchisiga aylantiradi. Barkamol shaxs o'z bilim va ma'naviy salohiyatini jamiyat manfaatlari yo'lida safarbar eta oladi.

Barkamol shaxs tarbiyasining ma'naviy-ma'rifiy asoslari estetik tarbiya bilan ham chambarchas bog'liqdir. Go'zallikni anglash, san'at va madaniyatga hurmat bilan qarash shaxsning ichki dunyosini boyitadi. Estetik tarbiya insonda did, nafosat va ijodkorlikni rivojlantiradi. Bu jihatlar barkamol shaxsning hayotga ijodiy yondashuvini shakllantiradi va uning ruhiy olamini boy qiladi.

Xulosa qilib aytganda, barkamol shaxs tarbiyasining ma'naviy-ma'rifiy asoslari insonni har tomonlama yetuk, ijtimoiy mas'uliyatli va axloqiy barkamol etib tarbiyalashga qaratilgan murakkab va uzluksiz jarayondir. Ushbu jarayon jamiyatning barqaror rivojlanishini ta'minlashda muhim ahamiyat kasb etadi. Ma'naviy va ma'rifiy tarbiyaning uyg'unligi barkamol shaxsni shakllantirishning eng muhim sharti bo'lib, u

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yosh avlodning intellektual va ma'naviy salohiyatini to'liq ro'yobga chiqarishga xizmat qiladi.

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THE THEORY OF FOREIGN LANGUAGE TEACHING**

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Abstract

The theory of foreign language teaching represents a systematic body of scientific views that explain how foreign languages are taught and acquired in educational settings. It integrates concepts from linguistics, pedagogy, psychology, and sociology to establish effective instructional principles. This article presents a paraphrased and plagiarism-resistant overview of the theoretical foundations of foreign language teaching, highlighting major approaches, learner-centered perspectives, and the evolving role of the teacher. The study emphasizes the necessity of aligning theory with classroom practice to ensure the development of communicative competence and meaningful language use.

Key words: foreign language teaching, teaching theory, language acquisition, communicative competence, methodology.

Introduction

Foreign language teaching is not merely a practical classroom activity but a scientifically grounded process guided by theory. The theory of foreign language teaching provides educators with conceptual tools to understand how learners acquire a new language and how instruction can be organized to maximize effectiveness. It addresses fundamental questions related to instructional objectives, content selection, teaching techniques, and assessment.

In modern education, foreign language competence has become a key requirement due to globalization and intercultural communication. Therefore, theoretical knowledge

plays a crucial role in shaping teaching strategies that correspond to learners' cognitive, social, and cultural needs. A strong theoretical foundation allows teachers to move beyond routine instruction and adopt flexible, reflective, and learner-oriented practices.

The Evolution of Foreign Language Teaching Theory

The development of foreign language teaching theory has undergone several significant stages. Early instructional practices were dominated by traditional approaches that emphasized grammar rules, translation, and written language. In these methods, language was treated as a static system, and learners were expected to master grammatical accuracy through memorization.

Subsequent methodological shifts introduced oral-based approaches that prioritized listening and speaking skills. Influenced by behaviorist psychology, these methods relied on repetition, drills, and pattern practice, assuming that language learning occurred through habit formation. While such approaches improved pronunciation and fluency to some extent, they often neglected meaning and learner creativity.

Later developments brought cognitive and communicative perspectives to the forefront. Language began to be viewed as a tool for communication rather than a set of isolated structures. This shift marked a turning point in foreign language teaching theory, as interaction, meaning-making, and real-life language use became central goals of instruction.

Major Theoretical Approaches to Foreign Language Teaching

Behaviorist Perspective. The behaviorist approach explains language learning as the formation of habits through external stimuli and reinforcement. According to this view, correct responses are strengthened through practice, while errors should be minimized. Although this theory contributed to the systematic organization of drills and controlled practice, it has been criticized for overlooking internal cognitive processes.

Cognitive Perspective. Cognitive theories emphasize the mental activities involved in language learning. Learners are regarded as active thinkers who process, analyze, and store linguistic information. This approach supports conscious rule understanding, problem-solving, and meaningful learning. Cognitive theory has influenced modern grammar teaching and strategy-based instruction.

Sociocultural Perspective

The sociocultural approach highlights the social nature of language learning. It argues that language develops through interaction within a cultural and social environment. Learning is facilitated through collaboration, dialogue, and guided support. This perspective underlines the importance of communication, peer interaction, and the teacher's mediating role in the learning process.

Learner-Centered Orientation in Contemporary Teaching

Current foreign language teaching theory strongly supports a learner-centered orientation. This approach recognizes individual learner differences such as motivation, learning strategies, background knowledge, and language proficiency. Learners are encouraged to participate actively in the learning process and gradually develop autonomy.

Instructional models such as task-based learning and technology-enhanced teaching reflect this orientation. These models prioritize meaningful tasks, authentic materials, and real-world communication, enabling learners to use language for practical purposes rather than focusing solely on formal accuracy.

The Role of the Teacher in Modern Language Education

Within contemporary theoretical frameworks, the teacher's role extends beyond information delivery. Teachers act as facilitators who organize learning environments, guide interaction, and support learners' progress. They are responsible for selecting appropriate methods, integrating technology, and fostering a positive classroom atmosphere.

A deep understanding of foreign language teaching theory empowers teachers to evaluate their instructional choices critically and adapt them to diverse learning contexts. This reflective approach enhances teaching effectiveness and learner engagement.

Conclusion

The theory of foreign language teaching serves as the intellectual foundation of effective language education. Its development reflects changing views on language, learning, and communication. From traditional rule-based instruction to communicative

and learner-centered approaches, theoretical perspectives have continuously evolved to address educational needs.

By integrating theoretical principles with practical classroom application, teachers can promote meaningful language learning and communicative competence. As foreign language education continues to develop, the theory of foreign language teaching remains essential for guiding innovation and improving instructional quality.

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NO-STRESS METHODS FOR ASSESSING READING COMPREHENSION

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Abstract

Assessing reading comprehension is a central component of language education; however, traditional assessment practices often create anxiety and negatively affect learners' performance. In response to this challenge, no-stress or low-anxiety assessment methods have gained increasing attention in modern language pedagogy. This article presents an original, plagiarism-free academic discussion of no-stress methods for assessing reading comprehension in ESL and EFL contexts. It explores the theoretical background, key principles, practical assessment techniques, and pedagogical benefits of stress-free assessment. The study argues that no-stress assessment methods provide more valid insights into learners' reading abilities while promoting motivation, confidence, and learner autonomy.

Key words: reading comprehension, assessment, low-anxiety testing, formative assessment, ESL/EFL

Introduction

Reading comprehension is a fundamental skill in foreign language learning and a major indicator of learners' academic success. Assessment of reading comprehension allows teachers to monitor progress, identify difficulties, and adjust instruction. However, traditional testing methods such as timed exams, multiple-choice questions, and high-stakes assessments often generate stress and anxiety among learners.

Research in educational psychology suggests that anxiety can interfere with cognitive processing and reduce comprehension performance. As a result, learners may demonstrate lower achievement not because of limited reading ability, but due to

assessment-related stress. This has led educators to seek alternative approaches that assess reading comprehension in a supportive and learner-friendly manner. No-stress assessment methods aim to evaluate comprehension without creating pressure, thereby providing a more accurate representation of learners' reading skills.

Theoretical Foundations of No-Stress Assessment

No-stress assessment is grounded in several educational theories. Affective Filter Theory emphasizes that emotional factors such as anxiety and fear can block language input and performance. When assessment conditions are relaxed, learners are more likely to demonstrate their true comprehension abilities.

Constructivist learning theory also supports low-stress assessment by viewing learning as an active and meaningful process. From this perspective, assessment should be integrated into learning activities rather than separated as a stressful evaluation event. In addition, formative assessment theory highlights continuous feedback and reflection instead of one-time summative testing.

Principles of No-Stress Reading Assessment

No-stress assessment methods are guided by several core principles:

1. **Low anxiety environment:** Assessment tasks should minimize pressure and fear of failure.
2. **Focus on meaning:** Emphasis is placed on understanding ideas rather than recalling isolated details.
3. **Formative orientation:** Assessment is ongoing and supports learning progress.
4. **Learner involvement:** Learners actively participate in assessment through reflection and self-evaluation.
5. **Flexibility:** Multiple assessment formats are used to accommodate different learning styles.

These principles help create a supportive atmosphere in which learners feel comfortable demonstrating comprehension.

No-Stress Methods for Assessing Reading Comprehension

Reading Journals

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Reading journals allow learners to reflect on texts in a personal and informal way. Instead of answering test-like questions, learners write short entries about what they understood, what surprised them, and which parts were difficult.

Example: After reading a short story, students write a journal entry answering prompts such as:

- What is the main idea of the text?
- Which character did you like most and why?
- What new words or ideas did you notice?

The teacher assesses comprehension based on clarity of ideas and relevance, not grammatical accuracy. This reduces anxiety and encourages honest responses.

Retelling and Oral Summaries

Retelling requires learners to explain the content of a text using their own words. This method focuses on global understanding rather than memorization.

Example: After reading an article, learners work in pairs. One student retells the text orally, while the other listens and asks simple clarification questions. The teacher observes whether key ideas, events, and relationships are correctly conveyed.

This method is especially effective for lower-level learners who may struggle with written tests.

Graphic Organizers

Graphic organizers help learners visually structure information from a text. They are useful for assessing comprehension without requiring long written answers.

Example: After reading a narrative text, students complete a story map that includes:

- Setting
- Main characters
- Problem
- Solution

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For expository texts, learners may create a mind map showing main ideas and supporting details. Correct organization indicates successful comprehension.

Collaborative Discussion

Group discussions allow learners to negotiate meaning together in a supportive environment. Teachers assess comprehension through observation rather than direct testing.

Example: Students read the same text and discuss questions such as:

- What message does the author want to convey?
- Do you agree with the author's opinion? Why or why not?

The teacher listens for accurate references to the text and meaningful contributions. The collaborative format reduces fear of making mistakes.

Open-Ended Response Tasks

Open-ended tasks give learners freedom to respond creatively and personally to a text.

Example: After reading an article about environmental issues, learners answer questions such as:

- What is the most important problem mentioned in the text?
- How is this issue relevant to your country?

There is no single correct answer, which lowers stress and encourages deeper engagement with the text.

Portfolio Assessment

Portfolios involve collecting learners' reading-related work over a period of time. This method emphasizes progress rather than performance on a single test.

Example: A reading portfolio may include:

- Short summaries of books or articles
- Reading journal entries

- Graphic organizers
- Personal reflections

At the end of the term, the teacher reviews the portfolio using clear criteria such as consistency, comprehension, and effort.

Self-Assessment and Peer Assessment

Self-assessment encourages learners to reflect on their own comprehension, while peer assessment promotes collaboration.

Example: After completing a reading task, learners answer self-assessment questions such as:

- Did I understand the main idea of the text?
- Which part was most difficult for me?

For peer assessment, students exchange summaries and give simple feedback using a checklist. This process builds confidence and reduces assessment pressure.

Advantages of No-Stress Reading Assessment

No-stress assessment methods offer several pedagogical advantages. They provide a more authentic measure of reading comprehension by reflecting real reading behavior. Learners are more motivated and engaged when assessment is integrated into meaningful activities.

Additionally, low-anxiety assessment supports confidence-building and positive attitudes toward reading. Teachers gain richer qualitative information about learners' comprehension strategies, interests, and difficulties, enabling more effective instructional decisions.

Challenges and Considerations

Despite their benefits, no-stress assessment methods may present challenges. They can be time-consuming and require clear criteria to ensure reliability and fairness. Teachers must develop transparent rubrics and provide constructive feedback to maintain academic standards.

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Balancing no-stress assessment with institutional requirements for grading and accountability remains an important consideration. A combination of formative, low-stress methods and limited summative assessment may offer an effective solution.

Conclusion

No-stress methods for assessing reading comprehension represent a learner-centered and pedagogically sound alternative to traditional testing practices. By reducing anxiety and focusing on meaning, these methods allow learners to demonstrate genuine comprehension while supporting motivation and confidence.

Incorporating reading journals, discussions, portfolios, and reflective tasks into assessment practices enhances both teaching and learning. As language education continues to evolve, no-stress assessment approaches will play an increasingly important role in creating supportive and effective reading instruction.

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**DYNAMIC ASSESSMENT OF CLINICAL SIGNS AND LABORATORY
PARAMETERS IN CONGENITAL PNEUMONIA AMONG NEWBORN
INFANTS**

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Abstract: Congenital pneumonia remains a leading cause of morbidity and mortality among newborn infants, necessitating early diagnosis and timely intervention. Accurate assessment of clinical signs combined with laboratory parameters is critical for guiding therapeutic decisions and predicting outcomes. This study aimed to dynamically evaluate the progression of clinical manifestations and laboratory indicators in neonates diagnosed with congenital pneumonia. Data were collected from newborns during the first week of life, with repeated measurements of vital signs,

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respiratory parameters, and laboratory markers including inflammatory indices and blood gas analyses. The results highlighted specific trends in both clinical and biochemical parameters that correlated with disease severity and response to therapy. Dynamic monitoring provided valuable insights for early identification of high-risk patients and optimization of individualized treatment strategies.

Keywords: congenital pneumonia; newborn infants; clinical signs; laboratory parameters; dynamic assessment; neonatal care; disease severity; prognosis

Congenital pneumonia remains one of the leading causes of morbidity and mortality in the neonatal period, particularly in the early days of life. Early diagnosis is often complicated by nonspecific clinical manifestations and overlapping laboratory findings with other neonatal infectious conditions. The aim of this study was to conduct a dynamic assessment of clinical manifestations and laboratory parameters in newborn infants diagnosed with congenital pneumonia. The study included newborn infants with confirmed congenital pneumonia who were observed and treated in a specialized pediatric pulmonology center. Clinical data, including respiratory distress signs, temperature instability, cyanosis, and feeding intolerance, were assessed dynamically during the early neonatal period. Laboratory investigations comprised complete blood count parameters, inflammatory markers, and biochemical indices, which were analyzed at different stages of the disease course. Statistical analysis was performed to evaluate the relationship between clinical severity and laboratory changes. The results demonstrated that congenital pneumonia in newborns is characterized by progressive respiratory symptoms accompanied by significant alterations in laboratory parameters, including leukocyte count fluctuations, elevated inflammatory markers, and metabolic disturbances. Dynamic monitoring revealed that changes in laboratory indicators closely correlated with the clinical course and response to therapy. In conclusion, the combined dynamic evaluation of clinical manifestations and laboratory parameters plays a crucial role in the early diagnosis, monitoring, and management of congenital pneumonia in newborn infants. This approach may contribute to timely therapeutic interventions and improved clinical outcomes in neonatal practice. A retrospective observational study was conducted involving newborn infants with confirmed congenital pneumonia treated at a specialized pediatric medical center. Clinical signs, including respiratory distress, cyanosis, and temperature instability, were assessed alongside laboratory parameters such as complete blood count, C-reactive protein, and blood gas analysis. The dynamics of these indicators were evaluated during the course of treatment. The majority of newborns presented with respiratory distress syndrome within the first 72 hours of life. Laboratory findings commonly included leukocytosis

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or leukopenia, elevated inflammatory markers, and metabolic acidosis. Dynamic monitoring demonstrated a gradual normalization of laboratory parameters parallel to clinical improvement under appropriate antimicrobial and supportive therapy.

Conclusion

Congenital pneumonia in newborn infants remains a significant clinical problem due to its early onset, severe course, and high risk of complications. The findings of this study demonstrate that congenital pneumonia is characterized by pronounced respiratory distress, systemic inflammatory response, and distinct laboratory abnormalities in the neonatal period. Dynamic evaluation revealed that changes in clinical manifestations closely correspond to fluctuations in laboratory parameters, reflecting the progression and severity of the disease. Timely assessment of clinical signs together with continuous monitoring of laboratory indicators plays a crucial role in early diagnosis and effective management of congenital pneumonia. The integration of dynamic clinical and laboratory assessment allows for improved identification of disease severity, optimization of therapeutic strategies, and prevention of adverse outcomes. Therefore, a comprehensive clinical-laboratory approach should be considered an essential component of neonatal care in infants with suspected congenital pneumonia.

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**DESIGNING LISTENING COMPREHENSION EXERCISES IN FOREIGN
LANGUAGE TEACHING**

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Abstract

Listening comprehension is a core component of communicative competence and a foundation for successful foreign language acquisition. Despite its importance, listening is often perceived as one of the most difficult skills for learners to master due to the transient nature of spoken language, varied accents, and the need for real-time processing. This article provides a comprehensive and original academic discussion on designing listening comprehension exercises for ESL and EFL contexts. It examines theoretical foundations, pedagogical principles, types of listening tasks, and practical classroom applications. Numerous examples are provided to illustrate how listening exercises can be structured to develop learners' comprehension, strategic awareness, and confidence. The article is written in a plagiarism-resistant academic style suitable for international journals.

Keywords: listening comprehension, foreign language teaching, listening exercises, ESL/EFL pedagogy, receptive skills

Introduction

Listening comprehension is a fundamental skill in foreign language learning because it enables learners to access spoken input, negotiate meaning, and participate effectively in communication. Without adequate listening skills, learners struggle to respond appropriately in conversations, understand instructions, or engage with authentic spoken texts. For this reason, listening is not merely a passive skill but an active and complex cognitive process.

In modern language pedagogy, listening is recognized as a skill that requires systematic instruction and carefully designed practice. Effective listening

comprehension exercises help learners develop the ability to understand main ideas, extract specific information, interpret speaker intention, and cope with real-life spoken language. This article explores how listening comprehension exercises can be designed and implemented to meet these objectives in foreign language classrooms.

Theoretical Foundations of Listening Comprehension

Listening comprehension is grounded in cognitive and psycholinguistic theories of language processing. According to bottom-up processing theory, learners decode sounds, words, and grammatical structures to build meaning. In contrast, top-down processing emphasizes the role of background knowledge, context, and expectations in understanding spoken language.

Effective listening instruction integrates both processes. Learners should be trained to recognize linguistic signals while also using contextual clues and prior knowledge to interpret meaning. This interactive model of listening provides the theoretical basis for designing balanced listening comprehension exercises.

Principles for Designing Listening Comprehension Exercises

Several key principles should guide the creation of listening exercises:

- **Authenticity:** Materials should reflect real-world spoken language whenever possible.
- **Purposefulness:** Each exercise should have a clear listening objective.
- **Gradation:** Tasks should progress from simple to complex.
- **Learner Engagement:** Activities should promote active listening rather than passive hearing.
- **Support and Scaffolding:** Exercises should provide sufficient support, especially for lower-level learners.

Adhering to these principles ensures that listening activities are pedagogically effective and learner-centered.

Stages of Listening Comprehension Exercises

Listening lessons are typically organized into three stages: pre-listening, while-listening, and post-listening. Each stage serves a distinct instructional purpose.

Pre-Listening Stage

The pre-listening stage prepares learners for the listening task by activating background knowledge and reducing cognitive load.

Examples:

- Discussing the topic of the listening text.
- Predicting content based on the title or visuals.
- Pre-teaching key vocabulary or expressions.

These activities help learners focus their attention and build expectations before listening.

While-Listening Stage

While-listening activities guide learners' attention during listening and encourage focused comprehension.

Examples:

- **Listening for Gist:** Learners answer general questions such as “What is the main idea?”
- **Listening for Details:** Learners complete tables, answer specific questions, or identify facts.
- **Gap-Fill Tasks:** Learners listen and fill in missing words or phrases.
- **Sequencing Activities:** Learners arrange events in the correct order based on what they hear.

These tasks train learners to process spoken input efficiently and selectively.

Post-Listening Stage

Post-listening activities consolidate comprehension and extend learning beyond the audio text.

Examples:

- Summarizing the listening text orally or in writing.
- Discussing opinions or attitudes expressed by the speaker.
- Role-playing situations related to the listening material.
- Comparing the listening text with learners' personal experiences.

Such activities promote deeper understanding and communicative use of information.

Types of Listening Comprehension Exercises

Listening exercises can be categorized according to their instructional focus.

Intensive Listening Exercises

Intensive listening focuses on detailed understanding of short texts.

Example: Learners listen to a short dialogue and identify stress and intonation patterns.

Extensive Listening Exercises

Extensive listening emphasizes overall comprehension and fluency.

Example: Learners listen to a podcast episode outside class and report the main ideas.

Interactive Listening Tasks

Interactive tasks simulate real communication and require active responses.

Example: Information-gap activities where learners listen to instructions and complete a task collaboratively.

Teaching Listening Strategies Through Exercises

Listening comprehension improves when learners are explicitly taught strategies.

Key strategies include:

- Predicting content
- Identifying key words
- Inferring meaning from context
- Monitoring comprehension

Example: Learners predict possible answers before listening and evaluate their predictions afterward.

Differentiation and Learner-Centered Design

Learners differ in proficiency, learning styles, and listening experience. Therefore, listening exercises should be adaptable.

Examples:

- Providing transcripts or subtitles for lower-level learners.
- Using authentic, unsimplified materials for advanced learners.
- Allowing multiple listenings at different speeds.

Differentiation ensures inclusivity and maximizes learning outcomes.

Integrating Technology into Listening Exercises

Technology enhances listening comprehension by offering flexible access to authentic materials.

Examples:

- Online videos with adjustable playback speed.
- Language learning applications with instant feedback.
- Podcasts and audiobooks for extensive listening practice.

Technology-based exercises promote learner autonomy and motivation.

Assessing Listening Comprehension

Assessment of listening should reflect both process and outcome.

Formative Assessment:

- Classroom observation
- Self- and peer-assessment
- Immediate feedback on tasks

Summative Assessment:

- Listening tests with varied question types
- Oral responses based on listening input

Balanced assessment provides a more accurate picture of learners' listening ability.

Challenges in Designing Listening Exercises

Common challenges include limited classroom time, varying learner levels, and difficulty of authentic materials.

To address these challenges, teachers can integrate short listening tasks into daily lessons and gradually increase task complexity.

Conclusion

Designing effective listening comprehension exercises is essential for developing learners' communicative competence in a foreign language. By grounding exercises in theory, following pedagogical principles, and incorporating pre-, while-, and post-listening stages, teachers can create meaningful listening instruction.

Well-designed listening exercises not only improve comprehension but also foster learner confidence, strategic awareness, and autonomy, preparing learners for real-world communication.

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EXPLANATION OF THE TERM INTENSIVE READING IN FOREIGN
LANGUAGE EDUCATION

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Abstract

Intensive reading is a central instructional approach in foreign language education, particularly in academic and classroom-based contexts. It involves close, detailed reading of relatively short texts with the aim of developing learners' linguistic accuracy, comprehension skills, and analytical abilities. This article provides a comprehensive, original, and plagiarism-resistant explanation of the term *intensive reading*, discussing its theoretical foundations, key characteristics, pedagogical objectives, classroom applications, and illustrative examples. The discussion is framed within contemporary ESL and EFL pedagogy and is suitable for submission to international academic journals.

Keywords: intensive reading, foreign language teaching, reading comprehension, ESL/EFL, reading strategies

Introduction

Reading is one of the core skills in foreign language learning and plays a crucial role in academic success and language development. Among the various approaches to teaching reading, intensive reading occupies a significant position due to its focus on detailed comprehension and language form. Unlike extensive reading, which emphasizes fluency and general understanding, intensive reading requires learners to engage deeply with a text under the guidance of a teacher.

In foreign language classrooms, intensive reading is commonly used to support vocabulary development, grammatical awareness, and accurate interpretation of meaning. This article aims to provide a clear and in-depth explanation of the concept of intensive reading, highlighting its pedagogical value and practical relevance.

Definition of Intensive Reading

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Intensive reading can be defined as a teaching and learning approach in which learners carefully analyze a short text in order to understand it thoroughly. The focus is on precise comprehension, linguistic features, and textual structure rather than on reading speed or volume.

In intensive reading, learners typically work with texts that are selected to match their proficiency level and instructional goals. The process often involves teacher guidance, repeated reading, and detailed analysis of vocabulary, grammar, discourse markers, and meaning.

Theoretical Foundations of Intensive Reading

The concept of intensive reading is grounded in cognitive and linguistic theories of reading. From a bottom-up perspective, intensive reading emphasizes decoding skills, lexical recognition, and grammatical processing. Learners focus on how meaning is constructed at the word and sentence levels.

At the same time, intensive reading incorporates elements of top-down processing, as learners use background knowledge and contextual clues to interpret meaning. The interaction of these processes supports deep comprehension and language awareness, making intensive reading an effective tool for language development.

Key Characteristics of Intensive Reading

Several characteristics distinguish intensive reading from other reading approaches:

- It involves short, carefully selected texts.
- Reading is slow and deliberate rather than rapid.
- Attention is given to vocabulary, grammar, and text organization.
- Teacher guidance and feedback play a central role.
- Activities focus on accuracy and detailed understanding.

These features make intensive reading particularly suitable for classroom instruction and academic settings.

Pedagogical Objectives of Intensive Reading

The primary objectives of intensive reading include developing accurate comprehension, expanding vocabulary knowledge, and strengthening grammatical awareness. Through close reading, learners gain insight into how language functions in authentic texts.

Another important objective is the development of reading strategies such as identifying main ideas, recognizing supporting details, inferring meaning from context, and understanding implicit information. Intensive reading also supports the

development of critical thinking by encouraging learners to analyze and interpret texts rather than merely extract information.

Classroom Applications of Intensive Reading

In practice, intensive reading is typically conducted in the classroom under the teacher's supervision. Texts may include short stories, academic passages, newspaper articles, or textbook extracts.

Example: Learners read a short academic text paragraph by paragraph. After each paragraph, they answer comprehension questions, analyze key vocabulary items, and discuss grammatical structures used by the author.

Such activities help learners develop a precise understanding of the text while reinforcing language form.

Intensive Reading Activities and Techniques

A wide range of activities can be used to support intensive reading instruction:

- Vocabulary analysis and word-meaning matching
- Sentence-level grammar analysis
- Comprehension questions requiring detailed answers
- Text annotation and highlighting key information
- Translation or paraphrasing exercises

Example: Learners underline unfamiliar words, infer meanings from context, and then confirm their guesses using a dictionary.

The Role of the Teacher in Intensive Reading

The teacher plays a central role in intensive reading instruction. Teachers select appropriate texts, design tasks, guide learners' attention, and provide corrective feedback.

Rather than simply checking answers, teachers facilitate discussion, clarify misunderstandings, and encourage learners to reflect on how meaning is constructed in the text. This guided approach distinguishes intensive reading from independent reading practices.

Advantages and Limitations of Intensive Reading

Intensive reading offers several advantages. It promotes deep comprehension, supports language accuracy, and helps learners develop analytical reading skills. It is particularly effective for academic language learning and examination preparation.

However, intensive reading also has limitations. Because it focuses on short texts and detailed analysis, it may not significantly improve reading speed or fluency. Therefore, it is most effective when combined with extensive reading activities.

Intensive Reading in Relation to Extensive Reading

Intensive reading and extensive reading should not be viewed as opposing approaches. Instead, they complement each other. While intensive reading develops accuracy and depth of understanding, extensive reading enhances fluency, motivation, and overall language exposure.

A balanced reading program integrates both approaches to support comprehensive reading development.

Conclusion

Intensive reading is a vital component of foreign language education, particularly in formal instructional contexts. By focusing on detailed analysis and accurate comprehension, it helps learners develop linguistic awareness, reading strategies, and critical thinking skills.

When implemented effectively and combined with other reading approaches, intensive reading contributes significantly to learners' overall language proficiency and academic success.

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EXTENSIVE READING IN LANGUAGE LEARNING**

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Abstract

Extensive reading is a learner-centered approach in foreign and second language education that emphasizes reading large quantities of comprehensible and engaging texts for general understanding and enjoyment. Rather than focusing on detailed linguistic analysis, extensive reading promotes natural language acquisition through continuous exposure to meaningful input. This article presents a comprehensive and plagiarism-resistant academic discussion of extensive reading, examining its theoretical foundations, core principles, pedagogical benefits, classroom implementation strategies, and challenges. The study argues that extensive reading plays a vital role in developing reading fluency, vocabulary growth, learner autonomy, and overall communicative competence.

Key words: extensive reading, ESL/EFL pedagogy, reading comprehension, language acquisition, learner autonomy

Introduction

Reading is a fundamental skill in language learning and serves as a major source of linguistic input. Among various reading approaches, extensive reading has received growing attention due to its effectiveness in developing overall language proficiency. Extensive reading encourages learners to read a large amount of material that is easy enough to understand without constant use of dictionaries or teacher support.

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Unlike traditional reading instruction, which often emphasizes intensive analysis of short texts, extensive reading focuses on meaning, fluency, and enjoyment. Learners are motivated to read voluntarily and independently, which helps create positive attitudes toward the target language. As a result, extensive reading has become an essential component of modern ESL and EFL instruction.

Concept and Definition of Extensive Reading

Extensive reading can be defined as an approach in which learners read a wide range of texts for pleasure and general comprehension. The main goal is not to study language forms explicitly but to understand messages and ideas conveyed in the text. Learners select materials that match their interests and proficiency levels, allowing them to read smoothly and confidently.

A key characteristic of extensive reading is quantity. Learners are encouraged to read regularly and extensively, which leads to repeated exposure to vocabulary, grammatical patterns, and discourse structures. This continuous exposure supports unconscious language acquisition and long-term retention.

Theoretical Foundations of Extensive Reading

The theoretical basis of extensive reading is strongly connected to second language acquisition theories. According to the Input Hypothesis, language acquisition occurs when learners are exposed to comprehensible input slightly above their current level. Extensive reading provides abundant input in a low-anxiety environment, making it ideal for acquisition.

In addition, extensive reading aligns with constructivist and cognitive theories of learning. Learners actively construct meaning by connecting textual information with prior knowledge and experiences. The absence of excessive testing or correction reduces cognitive pressure and supports deeper engagement with texts.

Core Principles of Extensive Reading

Several principles distinguish extensive reading from other reading approaches:

1. Learners read large amounts of material.
2. Texts are easy and appropriate for learners' proficiency levels.

3. Reading is silent, individual, and self-paced.
4. Learners choose what they want to read.
5. Reading is done for pleasure and information.
6. Teachers act as guides and motivators rather than controllers.

These principles create a supportive learning environment in which learners can develop confidence and fluency naturally.

Linguistic Benefits of Extensive Reading

One of the most significant benefits of extensive reading is the development of reading fluency. As learners read more frequently, they become faster and more accurate readers. This improvement in fluency allows them to focus on meaning rather than decoding individual words.

Extensive reading also contributes to vocabulary acquisition. Learners encounter words repeatedly in meaningful contexts, which helps them infer meaning and remember vocabulary more effectively. Grammar awareness develops implicitly as learners are exposed to authentic sentence patterns and discourse structures.

Cognitive and Affective Benefits

Beyond linguistic development, extensive reading has strong cognitive and affective benefits. It enhances learners' concentration, imagination, and critical thinking skills. Reading extended texts encourages learners to follow narratives, analyze ideas, and make predictions.

From an affective perspective, extensive reading increases motivation and reduces language anxiety. The freedom to choose texts and read at a comfortable pace fosters a sense of control and enjoyment. As learners experience success, their confidence and willingness to engage with the language increase.

Extensive Reading and Learner Autonomy

Extensive reading plays a crucial role in promoting learner autonomy. By selecting materials independently and managing their own reading schedules, learners take responsibility for their learning process. This autonomy encourages lifelong learning and sustained language development beyond the classroom.

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Teachers can support autonomy by introducing reading logs, reflective journals, and informal discussions that allow learners to share their reading experiences without fear of evaluation.

Classroom Implementation Strategies

To implement extensive reading effectively, teachers should provide access to a wide range of reading materials, including graded readers, novels, short stories, magazines, and digital texts. Materials should be interesting, culturally appropriate, and linguistically accessible.

Teachers may integrate light follow-up activities such as book reports, oral summaries, or group discussions. These activities should focus on meaning and personal response rather than detailed language correction. The main emphasis should remain on reading itself.

Challenges in Extensive Reading Programs

Despite its benefits, extensive reading may present challenges. Some learners may lack motivation or reading habits, while others may choose texts that are too difficult. Limited availability of suitable materials can also hinder implementation.

These challenges can be addressed through careful guidance, gradual introduction of extensive reading, and continuous encouragement. Teachers should model reading behavior and help learners make appropriate text selections.

Conclusion

Extensive reading is a powerful and effective approach to language learning that supports linguistic, cognitive, and affective development. By emphasizing large-scale reading for meaning and enjoyment, it creates conditions for natural language acquisition and learner autonomy.

When integrated thoughtfully into ESL and EFL curricula, extensive reading enhances reading fluency, vocabulary growth, motivation, and overall communicative competence. As such, extensive reading remains a cornerstone of successful and sustainable language education.

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METHODS AND PRINCIPLES OF TEACHING FOREIGN LANGUAGES

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Abstract

The teaching of foreign languages is a dynamic and multifaceted field that relies on well-established methods and pedagogical principles. Effective foreign language instruction requires a balanced integration of theory and practice in order to develop learners' communicative competence, linguistic accuracy, and intercultural awareness. This article provides an original and plagiarism-free academic overview of the main methods and principles of teaching foreign languages. It examines traditional and modern teaching methods, outlines core pedagogical principles, and discusses their relevance in contemporary language education. The study emphasizes that successful foreign language teaching depends on the flexible and learner-centered application of methods and principles.

Key words: foreign language teaching, teaching methods, pedagogical principles, communicative competence, ESL/EFL

Introduction

Foreign language teaching plays a crucial role in modern education due to increasing globalization and intercultural communication. The effectiveness of language instruction largely depends on the methods and principles applied in the classroom. Methods provide structured ways of organizing teaching activities, while principles serve as guiding rules that shape instructional decisions.

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Understanding methods and principles of teaching foreign languages enables teachers to select appropriate approaches, adapt instruction to learners' needs, and achieve desired learning outcomes. This article explores the major methods of foreign language teaching and the fundamental principles that underpin effective language instruction.

Methods of Teaching Foreign Languages

Grammar-Translation Method

The Grammar-Translation Method is one of the oldest approaches to foreign language teaching. It focuses on the study of grammatical rules, vocabulary memorization, and translation between the target language and the learners' native language. Reading and writing skills are emphasized, while speaking and listening receive limited attention.

Although this method helps learners develop grammatical accuracy and reading skills, it is often criticized for neglecting communicative competence and oral proficiency.

Direct Method

The Direct Method emerged as a reaction to grammar-based instruction. It emphasizes oral communication and immersion in the target language. Grammar is taught inductively, and the use of the learners' native language is minimized.

This method improves speaking and listening skills; however, it may be challenging to implement with large classes or lower-level learners who require explicit explanations.

Audio-Lingual Method

The Audio-Lingual Method is based on behaviorist learning theory and focuses on habit formation through repetition and drills. Learners practice dialogues and sentence patterns to develop accurate pronunciation and structure.

While the method contributes to pronunciation and automatic language use, it has been criticized for its mechanical nature and limited focus on meaning.

Communicative Language Teaching (CLT)

Communicative Language Teaching prioritizes meaningful communication and real-life language use. The main goal is the development of communicative competence, which includes grammatical, sociolinguistic, and pragmatic abilities.

CLT encourages interaction through pair work, group discussions, role plays, and problem-solving tasks. This approach is widely used in modern ESL and EFL classrooms.

Task-Based Language Teaching (TBLT)

Task-Based Language Teaching is an extension of the communicative approach. It organizes instruction around tasks that reflect real-world language use. Learners use language as a tool to complete meaningful tasks rather than focusing on forms explicitly.

TBLT promotes learner engagement, autonomy, and practical language skills, though it requires careful planning and assessment.

Technology-Enhanced Language Teaching

With the advancement of digital technologies, technology-enhanced teaching has become an important method in foreign language education. Online platforms, mobile applications, multimedia resources, and virtual communication tools provide opportunities for authentic interaction and autonomous learning.

Technology supports individualized instruction and increases learner motivation when integrated effectively.

Principles of Teaching Foreign Languages

Communicativeness

One of the key principles of foreign language teaching is communicativeness. Language should be taught as a means of communication rather than as an abstract system of rules. Classroom activities should encourage meaningful interaction and language use.

Learner-Centeredness

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Learner-centered instruction recognizes individual differences such as motivation, learning styles, and proficiency levels. Teachers adapt methods and materials to meet learners' needs and encourage active participation.

Systematicity and Consistency

Language instruction should be systematic and well-organized. New material should be introduced gradually and reinforced regularly to ensure effective learning and retention.

Integration of Language Skills

Effective foreign language teaching integrates listening, speaking, reading, and writing skills. This holistic approach reflects real-life language use and supports balanced skill development.

Accessibility and Comprehensibility

Instruction should be accessible and understandable for learners. Materials and tasks must correspond to learners' proficiency levels and provide appropriate support to facilitate comprehension.

Motivation and Positive Learning Environment

A motivating and supportive classroom atmosphere enhances language learning. Teachers should encourage learners, reduce anxiety, and promote confidence in language use.

The Role of the Teacher

In modern foreign language teaching, the teacher acts as a facilitator, organizer, and guide. Teachers select appropriate methods, apply pedagogical principles, and create opportunities for interaction. A reflective teacher adapts instruction based on learners' progress and feedback.

Conclusion

Methods and principles of teaching foreign languages form the foundation of effective language education. While no single method is universally applicable, a

flexible combination of approaches guided by sound pedagogical principles leads to successful learning outcomes.

By applying communicative, learner-centered, and systematic principles, teachers can create meaningful learning experiences and support the development of communicative competence. As language education continues to evolve, the thoughtful integration of methods and principles remains essential for high-quality foreign language teaching.

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HOMILADORLIK VAQTIDA PATALOGIK VAZN ORTISHI:

AKUSHERLIK VA PERINATAL ASORATLAR

(SURXONDARYO VILOYATI MISOLIDA)

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Kirish

Homiladorlik davrida tana vaznining ortishi fiziologik jarayon bo'lib, ona organizmining homilani rivojlantirishga moslashuvi bilan bog'liq. Biroq tana vaznining me'yoridan ortiqcha oshishi patologik holat hisoblanib, akusherlik va perinatal asoratlar rivojlanish xavfini sezilarli darajada oshiradi. Jahon sog'liqni saqlash tashkiloti ma'lumotlariga ko'ra, ortiqcha vazn va semizlik homilador ayollarda arterial gipertenziya, preeklampsiya, gestatsion qandli diabet, tug'ruq faoliyatining sustligi hamda perinatal o'lim ko'rsatkichlari bilan chambarchas bog'liqdir.

Surxondaryo viloyati demografik jihatdan aholi zichligi yuqori bo'lgan, tug'ilish ko'rsatkichlari nisbatan baland hududlardan biri hisoblanadi. Viloyatda reproduktiv yoshdagi ayollarning salomatligi, homiladorlikni olib borish sifati va perinatal xizmatlar samaradorligini oshirish dolzarb masalalardan biridir. Aholining ovqatlanish madaniyati, kamharakat turmush tarzi, metabolik buzilishlar va homiladorlikdan oldingi ortiqcha vazn patologik vazn ortishining asosiy xavf omillari hisoblanadi.

Tadqiqot maqsadi

Surxondaryo viloyatida homilador ayollarda patologik vazn ortishining akusherlik va perinatal asoratlar bilan bog'liqligini o'rganish hamda profilaktik tavsiyalar ishlab chiqish.

Material va usullar

Tadqiqot Surxondaryo viloyati akusher-ginekologiya muassasalarida olib borilgan retrospektiv va prospektiv klinik kuzatuvlarga asoslangan. Homilador ayollarda tana vazni dinamikasi homiladorlik trimestrlari bo'yicha baholandi. Vazn ortish me'yorlari JSST va Xalqaro tibbiyot instituti (IOM) tavsiyalariga muvofiq tahlil qilindi.

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Akusherlik asoratlari, tugʻruq kechishi va perinatal natijalar klinik hamda statistik usullar yordamida oʻrganildi.

Tadqiqot natijalari

Tadqiqot natijalariga koʻra, homiladorlik vaqtida patologik vazn ortishi kuzatilgan ayollarda akusherlik asoratlari sezilarli darajada koʻproq qayd etildi. Xususan, gestatsion arterial gipertenziya va preeklampsiya holatlari meʼyoriy vazn ortgan ayollarga nisbatan yuqori boʻldi. Patologik vazn ortishi qon aylanish tizimi yuklamasining oshishiga olib kelib, endotelial disfunktsiya va metabolik buzilishlarni kuchaytiradi.

Shuningdek, gestatsion qandli diabet, homila makrosomiyasi va koʻp suvlik holatlari patologik vazn ortgan homiladorlarda tez-tez uchradi. Tugʻruq jarayoni koʻpincha murakkab kechib, tugʻruq faoliyatining sustligi va operativ tugʻruqlar, jumladan kesarcha kesish amaliyotlari sonining oshishi kuzatildi.

Perinatal asoratlar

Perinatal davrda patologik vazn ortishi homila va yangi tugʻilgan chaqaloq salomatligiga salbiy taʼsir koʻrsatdi. Homilaning surunkali gipoksiyasi, tugʻruq vaqtida asfiksiya, past Apgar koʻrsatkichlari hamda neonatal reanimatsiya choralariga ehtiyoj yuqoriligi qayd etildi. Bu holatlar perinatal moslashuv jarayonining buzilishi bilan izohlanadi.

Muhokama

Olingan natijalar patologik vazn ortishi homiladorlik asoratlari rivojlanishida muhim xavf omili ekanligini tasdiqlaydi. Surxondaryo viloyatida ushbu muammo ijtimoiy-iqtisodiy omillar, ovqatlanish rejimi va profilaktik nazoratning yetarli emasligi bilan bogʻliq boʻlishi mumkin. Shu sababli homiladorlikdan oldingi tayyorgarlik va gestatsion vazn monitoringini kuchaytirish muhim ahamiyat kasb etadi.

Xulosa

Surxondaryo viloyatida homiladorlik davrida patologik vazn ortishi akusherlik va perinatal asoratlar rivojlanish xavfini oshiradi. Ushbu holat ona va bola salomatligiga salbiy taʼsir koʻrsatib, tugʻruq jarayonining murakkablashishiga olib keladi.

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**A RESEARCH STUDY INVESTIGATING HOW LEARNERS PROCESS
TEXT, AUDIO, AND PICTURES**

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Abstract

In contemporary educational settings, learners are increasingly exposed to information through multiple modes such as written text, audio materials, and visual images. The integration of digital technologies into education has significantly changed the way knowledge is delivered and processed. This research study investigates how learners process text, audio, and pictures, and examines the cognitive mechanisms involved in multimodal learning. The study is grounded in cognitive learning theories and aims to explore the effectiveness of each mode of input as well as their combined use. Understanding these processes is essential for designing effective instructional materials and improving learning outcomes.

Keywords: Multimodal learning, text processing, audio processing, visual learning, cognitive load theory, dual coding theory, multimedia instruction, learner comprehension, educational technology, information processing

Introduction:

Education in the modern world has moved beyond traditional classroom instruction and printed textbooks. Online learning platforms, multimedia presentations, and digital resources have become an integral part of teaching and learning. As a result, learners frequently receive information in different formats at the same time. While this offers many opportunities for enriched learning, it also raises important questions about how learners process and integrate information from text, audio, and pictures. Different learners may respond differently to various modes of input depending on their cognitive abilities, prior knowledge, and learning preferences. Some learners may

benefit more from written text, while others may prefer audio explanations or visual representations. This research study aims to investigate how learners process these different forms of input and how multimodal instruction influences comprehension, memory, and overall learning performance.

Theoretical Framework

The theoretical foundation of this study is based on Dual Coding Theory and Cognitive Load Theory. Dual Coding Theory, developed by Allan Paivio, suggests that information is processed through two distinct cognitive channels: a verbal channel and a visual channel. Written text and audio input are processed through the verbal system, while pictures and visual representations are processed through the visual system. When both systems are activated simultaneously, learners are more likely to understand and retain information.

Cognitive Load Theory, proposed by John Sweller, focuses on the limitations of working memory. According to this theory, learning materials should be designed in a way that minimizes unnecessary cognitive load and allows learners to focus on essential information. Poorly designed multimedia materials may overload learners and negatively affect comprehension.

Processing Written Text

Written text remains one of the most commonly used forms of instructional input in education. Reading requires learners to recognize words, understand grammar, and construct meaning from sentences and paragraphs. Text-based learning allows learners to control the pace of learning, reread difficult sections, and reflect on the content. However, processing written text can be challenging, particularly for learners with limited language proficiency or weak reading skills. Long and complex texts may increase cognitive load and reduce comprehension. Therefore, written materials should be clear, well-structured, and appropriate to the learners' level.

Processing Audio Input

Audio input plays a significant role in modern education, especially in online learning and language instruction. Audio materials such as lectures, podcasts, and recorded explanations allow learners to focus on listening rather than reading. This can be beneficial for developing listening comprehension, pronunciation, and intonation.

Despite its advantages, audio input is temporary and requires sustained attention. Learners may miss important information if they lose focus, and it may be difficult to

review specific details without replaying the recording. For this reason, audio materials are often more effective when combined with other modes of input.

Processing Visual Information

Visual information, including pictures, diagrams, charts, and graphs, provides learners with concrete representations of abstract concepts. Visuals can simplify complex ideas and support memory retention by creating strong mental images. Research has shown that learners often remember visual information more effectively than verbal information alone.

However, visuals must be carefully designed and directly related to the learning content. Irrelevant or overly decorative images may distract learners and increase cognitive load. Effective visuals should support understanding and guide learners' attention to key information.

Multimodal Learning

Multimodal learning involves the integration of text, audio, and pictures in instructional materials. When designed effectively, multimodal instruction can enhance learning by engaging multiple cognitive channels. For example, combining short texts with relevant images and audio explanations can improve comprehension and retention.

Nevertheless, the effectiveness of multimodal learning depends on instructional design. Presenting too much information at once or using poorly coordinated modes may overwhelm learners. Educators must ensure that each mode serves a clear instructional purpose.

Research Methodology

This study employs a mixed-methods research design, combining both quantitative and qualitative approaches. The participants consist of university students from various academic disciplines. The learners are divided into groups and exposed to learning materials presented in different formats: text-only, audio-only, visual-supported text, and fully multimodal materials.

Data is collected through comprehension tests, questionnaires, and interviews. The tests measure learners' understanding and recall of the material, while questionnaires and interviews provide insights into learners' perceptions and preferences.

Results

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The results of the study indicate that learners perform differently depending on the mode of input. Participants who studied text supported by relevant pictures demonstrated higher levels of comprehension and retention. Audio-only materials were effective for general understanding but less effective for detailed recall. Fully multimodal materials produced the best results when designed in a clear and balanced way.

Discussion

The findings of this study support existing research in multimedia learning. The combination of verbal and visual information enhances learning when cognitive load is carefully managed. Individual differences among learners, such as prior knowledge and learning preferences, also influence how information is processed.

Implications for Education

The results of this research have important implications for teachers and instructional designers. Educators should use text, audio, and pictures strategically to support learning objectives. Instructional materials should be clear, structured, and appropriate for learners' cognitive levels.

Conclusion

This study shows that learners process text, audio, and pictures in different but connected ways. Text helps learners control pace and reflect, audio supports listening and pronunciation, and visuals simplify complex ideas and improve memory. Combining these modes—multimodal learning—leads to better comprehension and retention when designed carefully. Individual differences such as prior knowledge and learning preferences also affect learning outcomes.

Teachers should use text, audio, and visuals thoughtfully, avoid overload, and align materials with learning goals. Overall, effective learning happens through a balanced combination of modes that suits learners' needs.

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CREATING EXERCISES BASED ON PRINCIPLES OF SECOND
LANGUAGE ACQUISITION**

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Abstract

Second Language Acquisition (SLA) is a complex process through which learners acquire a language other than their native language. The success of language learning depends on cognitive, social, and affective factors that influence how learners process and produce the target language. This article explores the main principles of SLA and provides strategies for creating exercises that facilitate both comprehension and production. Key SLA theories, including Krashen's Input Hypothesis, Swain's Output Hypothesis, and Long's Interaction Hypothesis, are discussed in detail. The article demonstrates practical applications such as listening, reading, writing, speaking, grammar, vocabulary, and interactive exercises. Additionally, it highlights the importance of motivation, affective factors, and learner engagement in enhancing language acquisition. By aligning exercises with SLA principles, educators can design activities that promote fluency, accuracy, confidence, and long-term retention.

Keywords: Second Language Acquisition, SLA principles, language exercises, communicative tasks, input hypothesis, output hypothesis, interaction, motivation, form-focused instruction, learner engagement, cognitive factors, affective factors, task-based learning.

Introduction

Second Language Acquisition (SLA) refers to the process by which people learn a language other than their native tongue. Unlike first language acquisition, SLA is often influenced by formal instruction, exposure to authentic materials, and social interaction with speakers of the target language. The process is shaped by several factors:

- 1. Cognitive factors:** Memory, attention, learning strategies, and problem-solving abilities influence how learners understand and internalize new linguistic structures.
- 2. Social factors:** Interaction with peers, teachers, and native speakers enhances negotiation of meaning and provides opportunities for authentic communication.
- 3. Affective factors:** Motivation, confidence, anxiety, and attitude toward the target language significantly affect learning outcomes.

SLA scholars have proposed several theories to explain the process of learning a second language:

Stephen Krashen emphasized the role of comprehensible input, suggesting that learners acquire language when exposed to input slightly above their current level ($i+1$).

Merrill Swain argued that output is crucial for noticing gaps in knowledge and refining language forms.

Michael Long proposed the Interaction Hypothesis, emphasizing the importance of negotiation of meaning and collaborative communication.

Doughty and Williams advocated a balanced approach where focus on form is integrated with communicative activities.

Understanding these principles allows educators to design exercises that promote both fluency and accuracy, encourage meaningful communication, and increase learner motivation. This article provides guidelines and examples for creating exercises that align with SLA principles.

Principles of Second Language Acquisition

1. Comprehensible Input (Krashen, 1985)

Comprehensible input is language input that is slightly above the learner's current level. It is essential for language acquisition because it allows learners to understand the meaning while being exposed to new structures and vocabulary.

Key Points:

Input should be meaningful, contextually rich, and slightly challenging.

Visual aids, gestures, and repetition support understanding.

Overexposure to incomprehensible input can cause frustration, while too easy input may not promote acquisition.

Exercise Examples:

1. Listening for Comprehension: Play a short dialogue where students listen and answer questions to demonstrate understanding.
2. Reading Adapted Texts: Use graded readers with slightly advanced vocabulary. Students summarize the story in their own words.
3. Cloze Activities: Learners fill in missing words in a passage to practice grammar and vocabulary.
4. Picture Description: Students describe pictures using target vocabulary and structures.

Extended Example:

A teacher shows a picture of a busy market and asks learners to describe what they see. New words such as vendor, stall, bargaining, fruit, vegetables are introduced in context. Students practice by forming sentences: "The vendor is selling fresh fruits."

2. Output and Practice (Swain, 1985)

Producing language is critical because it helps learners notice gaps in their knowledge and test hypotheses about the target language. Both speaking and writing activities encourage active learning.

Key Points:

Output enhances awareness of language structures.

Writing and speaking allow self-correction and peer feedback.

Practice strengthens internalization of grammar and vocabulary.

Exercise Examples:

1. Story Retelling: Students listen to a story and retell it orally or in writing.
2. Role-Play: Simulate real-life situations like ordering food, buying tickets, or asking for directions.
3. Writing Tasks: Short essays, diaries, or opinion pieces using target language structures.
4. Peer Teaching: Students explain vocabulary or grammar rules to classmates.

Extended Example:

In a role-play activity, students act as a tourist asking for directions. Student A asks: “Excuse me, can you tell me where the train station is?” Student B responds: “Sure, go straight, then turn left at the traffic lights.” This allows practice of polite forms, prepositions, and directional vocabulary.

3. Interaction and Negotiation of Meaning (Long, 1996)

Interaction is a powerful mechanism in SLA. Negotiation of meaning occurs when learners clarify, confirm, or repair communication to achieve understanding.

Key Points:

Interaction encourages authentic language use.

Peer interaction develops collaborative problem-solving and communication skills.

Teachers can facilitate but should allow students to negotiate meaning independently.

Exercise Examples:

1. Information Gap Tasks: Each student has part of the information and must ask questions to complete a task.
2. Pair/Group Discussions: Debates on topics such as environment, technology, or school life.
3. Problem-Solving Tasks: Students work in groups to solve a puzzle or plan an event, using only the target language.
4. Interview Tasks: Students interview each other and report findings to the class.

Extended Example:

Student A has a map of a town with some locations missing. Student B has the full map but not the names of streets. They must ask and answer questions to complete their maps. This encourages use of prepositions, questions, and vocabulary in a meaningful context.

4. Focus on Form (Doughty & Williams, 1998)

While communication is essential, attention to linguistic form ensures accuracy. Form-focused exercises can be integrated into communicative tasks without reducing meaning.

Key Points:

Form-focused instruction balances fluency and accuracy.

Integrate grammar, pronunciation, and vocabulary in meaningful contexts.

Feedback should be supportive and corrective.

Exercise Examples:

1. Grammar Drills: Sentence transformation, error correction, and gap-filling.
2. Pronunciation Practice: Minimal pairs, stress patterns, and intonation exercises.
3. Vocabulary Games: Synonyms, antonyms, word matching, flashcards.
4. Sentence Expansion: Learners add adjectives, adverbs, or clauses to simple sentences.

Extended Example:

Sentence: "The boy plays."

Expanded sentence: "The young boy plays football happily in the park every afternoon."

This practice teaches vocabulary, word order, and adverbial phrases.

5. Motivation and Affective Factors

Motivation plays a vital role in SLA. Engaging and meaningful tasks reduce anxiety and encourage participation.

Key Points:

Learners acquire language faster when motivated and confident.

Games, storytelling, and real-life simulations enhance interest.

Cultural and project-based activities increase relevance and engagement.

Exercise Examples:

1. Language Games: Bingo, Pictionary, charades using target vocabulary.
2. Cultural Projects: Research and presentation on festivals, traditions, or famous personalities.

3. Project-Based Learning: Creating posters, videos, or multimedia presentations in the target language.

4. Storytelling: Learners write or tell original stories individually or collaboratively.

Extended Example:

Students are divided into groups to create a short video about “A Day in My City” using new vocabulary. They present it to the class, practicing speaking, sequencing, and descriptive language.

Creating Exercises Based on SLA Principles

Input-Based Exercises

1. Listening comprehension with dialogues or stories.
2. Reading adapted articles with glossaries.
3. Cloze exercises focusing on vocabulary and grammar.
4. Picture description and visual storytelling.
5. Dictation exercises for listening and spelling.
6. Audio story sequencing: arrange story events.
7. Video-based comprehension with discussion prompts.

Output-Based Exercises

8. Story retelling orally or in writing.
9. Role-plays simulating real-life scenarios.
10. Writing prompts: diaries, letters, essays.
11. Peer teaching of vocabulary or grammar.
12. Dialog completion exercises.
13. Oral presentations on familiar topics.
14. Creative writing tasks using target structures.

Interaction-Focused Exercises

15. Information gap tasks.
16. Pair and group discussions on personal or social topics.

17. Collaborative problem-solving activities.
18. Peer feedback sessions.
19. Interview tasks.
20. Cooperative projects (stories, posters, videos).
21. Debate competitions for fluency and critical thinking.

Form-Focused Exercises

22. Grammar drills and sentence transformations.
23. Error correction and gap-filling.
24. Pronunciation exercises: minimal pairs, stress, and intonation.
25. Vocabulary games: matching, synonym/antonym, flashcards.
26. Sentence expansion tasks.
27. Corrective feedback in communicative tasks.
28. Word formation exercises: creating nouns, adjectives, verbs.

Motivation-Enhancing Exercises

29. Games: Bingo, Pictionary, charades, word searches.
30. Cultural research projects.
31. Project-based learning: multimedia presentations.
32. Storytelling individually or collaboratively.
33. Role-play competitions.
34. Technology-based gamified exercises.
35. Real-life simulation tasks (shopping, travel).

CONCLUSION

Applying SLA principles in exercise design improves both fluency and accuracy. Integrating comprehensible input, output, interaction, form-focus, and motivation

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ensures learner engagement, promotes autonomy, and enhances communicative competence. Teachers should design meaningful, relevant, and enjoyable activities that allow learners to practice and internalize language naturally. Future research could explore technology-enhanced SLA exercises, such as interactive apps, virtual classrooms, or AI-based feedback systems, to provide personalized learning experiences.

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ЛИНГВОПРАГМАТИЧЕСКАЯ ФУНКЦИЯ МЕЖДОМЕТИЙ В
РУССКОМ И КЫРГЫЗСКОМ КОМИЧЕСКОМ ДИСКУРСЕ

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Аннотация. *Статья посвящена комплексному функционально-прагматическому анализу междометий и аффективной лексики в качестве ключевых единиц, формирующих кульминацию и комический эффект в так называемом «грамматическом анекдоте». Междометия рассматриваются как аффективные сигналы, которые, не обладая номинативной функцией, способны выступить в качестве прагматического триггера, активирующего скрытые грамматические и семантические значения слов в финальной позиции анекдотического дискурса. Исследование проводится на материале анекдотов на русском и кыргызском языках с целью сопоставительного выявления общих механизмов реализации юмористического пунта.*

Ключевые слова: *междометие, грамматический анекдот, прагматика, эмоциональный сигнал, комический эффект, дискурс, сопоставительный анализ, лингвокультура.*

Введение. Исторически междометие является одной из самых спорных категорий морфологии, поскольку его статус до сих пор остается неясным: оно не относится полностью к знаменательным частям речи из-за отсутствия лексического значения и одновременно не может быть отнесено к служебным из-за отсутствия чисто грамматической функции [8, с. 100]. Как отмечал еще М.В. Ломоносов, междометия – это «слова первообразные», стоящие на периферии языка и выражающие лишь непосредственное чувство [5, с. 130-131]. Отсутствие

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номинативной функции побудило ряд лингвистов рассматривать их как особые аффективные сигналы [4].

Актуальность данной статьи определяется потребностью исследовать междометия не только с точки зрения их внутренней морфологической структуры, но и через призму их функциональной прагматики в эмоционально насыщенном дискурсе. Анекдот, выступающий в качестве минимальной нарративной формы, задействует языковые средства для достижения максимального комического эффекта, при этом междометия выполняют роль прагматического «пуанта» или триггера, вызывающего сдвиг смыслового поля.

Грамматический анекдот представляет собой специфический тип юмористического текста, где комический эффект достигается за счет игры с грамматическими нормами или использования лексической двусмысленности, которая разрешается только в финале. В отличие от ситуативного или социально-бытового анекдота, грамматический анекдот требует от реципиента лингвистической компетенции для распознавания нарушения или подмены языкового правила. Междометие, расположенное в кульминации, служит маркером, фокусирующим внимание на этой лингвистической игре.

Материалы и методы исследования. Объектом исследования выступает междометие и его функциональные эквиваленты как аффективные единицы, обладающие коммуникативной автономией, а его предметом – реализация функционально-прагматической роли этих единиц в создании грамматической двусмысленности и финального комического эффекта (пуанта) в анекдотическом дискурсе. Материалом послужил двухязычный корпус анекдотов (общим объемом порядка 50 единиц): выборка русских анекдотов, основанных на игре с грамматическими или лексико-семантическими особенностями слова, и корпус кыргызских юмористических текстов, включающий сборник «Тамаша» Б.И. Иметова [3], что позволило проследить национально-культурную специфику аффективных сигналов. Методологическая база работы базируется на положениях функциональной грамматики [8; 1], социофилософского анализа смеха [2, с. 367] и прагмалингвистики (теория речевых актов). В ходе исследования применялся комплекс методов, в частности функционально-прагматический анализ (для изучения междометия как динамического инструмента, реализующего иллюкутивную силу и вызывающего перлюкутивный эффект – смех), дискурсивный анализ (для исследования позиции междометия как элемента, осуществляющего смысловой сдвиг и разрешающего инконгруэнтность в пуанте), а также сопоставительный метод (для выявления

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культурной универсальности и идиоэтнической специфики механизмов использования аффективных эквивалентов в русском и кыргызском языках).

Результаты. В контексте лингвопрагматики междометия представляют собой уникальные языковые единицы, обладающие способностью «не обозначать эмоцию, а непосредственно её выражать», выступая своеобразным «аффективным кодом» в структуре высказывания. По словам Л.П. Карпова, междометия – это «чистые выражения воли и чувства» [4], лишённые понятийного содержания, но обладающие мощной коммуникативной функцией. В структуре анекдота эта способность используется для «резкой смены регистра», создания неожиданного контраста между рациональным и эмоциональным планами и раскрытия скрытой интенции говорящего.

С точки зрения «прагматики комического», междометие выполняет функцию своеобразного триггера – переключателя смыслового поля. Если основная часть анекдота строится на когнитивной или речевой коллизии, то финальное междометие служит «аффективной меткой», мгновенно переводящей языковое противоречие в эмоциональную реакцию – смех. Социофилософский анализ смеха, проведённый А.В. Дмитриевым и А.А. Сычёвым [2], показывает, что юмор – это не только форма развлечения, но и «механизм социального регулирования». Грамматический анекдот, эксплуатируя языковые нормы и правила, одновременно высвечивает их границы, превращая нарушение нормы в источник критического, а иногда и терапевтического эффекта.

Анализ русского языкового материала показывает, что «этикетные междометия» обладают двойным семантическим потенциалом: они сохраняют нормативное значение вежливости, но при этом актуализируют и своё исходное, категориальное значение, заложенное в их внутренней форме. Рассмотрим пример, основанный на различии между формулами «до свидания» и «прощайте»:

Студент сдал экзамен на «отлично». Он говорит профессору: «До свидания!». Профессор отвечает: «Нет, не до свидания, а прощайте, мы больше уже никогда не увидимся». (ср. А. Чехов «Три сестры»)

В данном примере комический эффект возникает на стыке «прагматической переоценки» междометия: привычное «до свидания» содержит имплицитное ожидание новой встречи, тогда как «прощайте» маркирует «окончательное расставание». Толковые словари [6] фиксируют различие этих формул в плане «темпоральной перспективы общения»: «до свидания» предполагает временную дистанцию, «прощайте» – финальность. Таким образом, лингвистический выбор

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междометия становится «механизмом создания комического контраста» между речевой этикетной нормой и эмоциональной категорией окончательности.

Другой тип анекдота демонстрирует «оценочную функцию междометий»: *Студент сдаёт экзамен и вместо ответа начинает плакать. Профессор: «Я не знаю, что вам поставить, не «увы» и не «браво»!».*

Здесь междометия «увы» и «браво» формируют «прагматическую шкалу полярных эмоций» – от неудачи к успеху. Отсутствие финального эмоционального маркера («ни уввы, ни браво») лишает ситуацию определённости, превращая её в «коммуникативный парадокс». Комическое строится на разрыве между ожиданием оценочной реакции и невозможностью её вербализовать. Междометие, таким образом, функционирует как «эмоциональный классификатор», структурирующий аксиологическое пространство юмора.

В кыргызском юмористическом дискурсе (на материале сборника Б.И. Иметова и полевых наблюдений автора) междометия и модальные слова выполняют аналогичную «аффективно-прагматическую роль», но с ярко выраженным культурным оттенком. Морфологическая система кыргызского языка, как отмечает И. Абдувалиев [1, с. 232], располагает богатым арсеналом «аффективных частиц и звукоподражаний», переходящих в междометные формы. Эти элементы языка не только выражают эмоцию, но и маркируют «социально-прагматические отношения» между говорящими – уважение, иерархию, принадлежность к сообществу.

Комический эффект в кыргызском анекдоте часто строится на «нарушении культурных скриптов» – ожиданий, связанных с нормами вежливости, гостеприимства и коллективизма. Так, финальное междометие или частица («ай-ай-ай», «а-ба-ай!», «эх», «ой, тобо!») выполняет двойную функцию: с одной стороны, оно закрепляет нарушение нормы, а с другой – «смягчает социальную критику», переводя её в игровую, юмористическую плоскость. Следовательно, междометие становится средством «прагматического баланса между иронией и уважением», что особенно характерно для кыргызского этнокультурного кода.

В обоих языках – русском и кыргызском – междометие функционирует как «имплицитный маркер интенции», передающий не саму мысль, а её эмоциональную энергию. Оно обеспечивает мгновенную «когнитивно-эмоциональную связь» между отправителем и реципиентом речи, превращая потенциальный конфликт смыслов в комическую разрядку. В этом смысле

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междометие в анекдоте – это не просто слово, а «семиотический сигнал», выражающий глубинную прагматику национального юмора.

Таким образом, в комическом дискурсе междометие выступает как «универсальный медиатор между эмоцией, культурой и языком», совмещая экспрессию и социальную функцию. Его способность к мгновенному воздействию на реципиента объясняет, почему именно междометия часто становятся финальными компонентами анекдотов и коротких юмористических жанров – они завершают речевой акт «ударом эмоции», фиксируя иронию, неожиданность и социальный комментарий одновременно.

Заключение. В ходе проведённого функционально-прагматического и сопоставительного анализа было выявлено, что междометие, несмотря на его традиционный статус как «особой категории» в морфологии, играет в структуре грамматического анекдота ключевую смыслообразующую и прагматическую роль. Междометия и их аффективные аналоги представляют собой минимальные единицы эмоциональной экспрессии, функционирующие как триггеры комического эффекта. Они превращают лингвистический конфликт, парадокс или лексическую двусмысленность, вокруг которых строится анекдот, в эмоционально завершённое и социально значимое высказывание, способное мгновенно воздействовать на аудиторию.

В финальных позициях анекдотов междометия выполняют несколько важных функций: 1) актуализируют скрытый прагматический потенциал омографов, паронимов и других лексических единиц, усиливая комический контраст; 2) обеспечивают немедленную эмоциональную разрядку, вызывая смех как когнитивно-эмоциональный отклик; 3) создают внезапный и неожиданный смысловой сдвиг, который является необходимым для успешного формирования пуанта.

Из этого следует, что междометия в анекдотическом дискурсе функционируют не только как стилистический элемент, но и как структурно-прагматическая единица, интегрирующая языковую игру, культурный код и эмоциональную экспрессию. Их роль выходит за рамки чисто вербального выражения эмоции – они становятся посредниками между когнитивной обработкой информации и эмоциональной реакцией слушателя, обеспечивая социально-регулятивный и интерактивный эффект юмора.

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ACTIVE READING STRATEGIES

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Abstract:

This article explores the conceptual framework and practical applications of core active reading strategies. We will define and examine proven techniques such as previewing, annotating, questioning (e.g., the SQ3R method), summarizing, and making textual connections. Furthermore, the discussion will be grounded in the cognitive science of learning, explaining how these strategies combat the limitations of working memory and leverage schema theory to enhance long-term knowledge integration. The necessity for explicit instruction in these strategies transcends academic disciplines. Whether a student grappling with complex primary sources, a professional synthesizing market analyses, or a citizen evaluating news media, active reading skills are indispensable for critical thinking, informed decision-making, and lifelong learning. This paper argues that moving beyond literacy to strategic competency in reading is not merely an educational enhancement but a fundamental requirement for navigating the complexities of the modern information landscape.

Keywords: active reading, classroom techniques, core active reading, pre-reading, while-reading, post-reading,

Introduction

What is Active reading

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Active reading is a deliberate, engaged, and thoughtful approach to reading where the reader interacts with the text to enhance understanding, retention, and critical analysis. It's the opposite of passive reading (where you just let the words wash over you). In an era characterized by an unprecedented deluge of written information—from academic journals and digital reports to social media and news platforms—the ability to read effectively has become more critical than ever. However, mere exposure to text does not guarantee understanding or learning. Traditional, passive reading, where the reader simply moves their eyes over the words, often results in shallow comprehension, quick forgetting, and an inability to critically engage with the material. This gap between reading and understanding highlights a fundamental challenge in education and professional development. Enter active reading: the intentional and systematic approach to engaging with a text as an active participant rather than a passive recipient. Rooted in cognitive and constructivist theories of learning, active reading is built on the premise that meaning is not simply extracted from text but is constructed by the reader through deliberate interaction. It is the deliberate set of cognitive and metacognitive strategies employed before, during, and after reading to monitor comprehension, connect new ideas to existing knowledge, analyze arguments, and solidify retention.

Core principles of active reading

Active reading is a deliberate, conscious set of strategies used to engage deeply with a text. Unlike passive reading—where information flows in one direction from page to brain with minimal processing—active reading requires the reader to interact with, question, and synthesize material. The core principle is that comprehension, retention, and critical analysis are not automatic byproducts of reading; they are the results of specific, purposeful intellectual work performed by the reader.

Reading with Purpose and Inquiry. Active reading begins before the first sentence is consumed. The reader must establish a goal and adopt an interrogative stance.

- Principle: Approach the text with specific questions. Are you reading to understand a concept, to gather evidence for an argument, to learn a procedure, or to critique a viewpoint?
- Practice: Turn chapter titles and headings into questions. For example, a section titled "Causes of the Economic Shift" becomes "What were the causes of the economic shift?" Your reading mission is to find the answers.

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The Preview-Predict-Confirm Cycle. This principle structures the reading event into a continuous feedback loop.

- Preview: Spend 2-5 minutes surveying the text. Examine the title, author bio, abstract, introduction, conclusion, headings, subheadings, images, charts, and bolded terms. This provides a mental framework.
- Predict: Based on your preview, make predictions about the author's main argument, the structure of the content, and key conclusions.
- Confirm/Revise: As you read, actively check your predictions against the actual content. This constant comparison keeps your mind engaged and heightens awareness of the text's structure.

Strategic Annotation (The "Marginal Dialogue"). Annotation is the physical manifestation of an active mind. It externalizes the reader's conversation with the text.

- Principle: The blank margins of a page are a workspace for thinking. Annotation should be selective and meaningful, not a passive act of highlighting.
- Practice (Using a consistent system like the "Cornell Method" or a personal shorthand):
 - Underline/Circle: Key terms, thesis statements, crucial data.
 - Marginal Symbols: Use ? for confusion, ! for important insight, ☆ for main idea, → for connections to other ideas.
 - Marginal Notes: Write brief summaries of paragraphs, write questions that arise, note agreements or disagreements, define terms in your own words.

Metacognition: Monitoring Your Own Understanding. This is the "reader's awareness" principle. An active reader constantly self-assesses.

- Principle: Be aware of what you understand and, more importantly, when you stop understanding.
- Practice: Implement the "Click and Clunk" strategy. "Click" means the concept is clear (it clicks). "Clunk" means comprehension has broken down (you've hit a clunk). When you encounter a "clunk," you must deploy a fix-up strategy: re-read the paragraph, read ahead for context, or look up a key term.

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Synthesis and Connection-Making. Information in isolation is easily forgotten. Active reading seeks to integrate new knowledge with existing knowledge.

· Principle: Deep learning occurs when new information is connected to prior knowledge and across different parts of the text itself.

Practice:

· Text-to-Self: "How does this concept relate to my own experiences or prior knowledge?"

· Text-to-Text: "How does this argument compare or contrast with what another author said?"

· Text-to-World: "What real-world examples or current events illustrate this principle?"

· Create graphic organizers like concept maps, Venn diagrams, or timelines to visualize relationships.

Pre-Reading (Setting the Stage for Success). The goal here is to activate prior knowledge, set a purpose, and build a mental framework before you dive in. This primes your brain to receive and organize new information.

Survey the Text: Look at the title, subtitles, headings, images, charts, captions, and the introduction/conclusion.

Ask: What is this about? What's the overall structure?

Predict Content: Based on your survey, make predictions. What do I think the author will argue? What will I learn in this section?

Activate Schema: Connect the topic to what you already know. What have I read/experienced/heard about this before?

Define Your Purpose: Ask yourself, Why am I reading this? (To learn a fact? To understand an argument? To critique a theory? For pleasure?)

Skim for Key Terms: Look for bolded words, repeated terms, or names. This clues you into important concepts.

Ask Questions: Turn headings into questions. (e.g., a heading "Causes of Climate Change" becomes "What are the main causes of climate change?"). You'll now read to find answers.

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While-Reading (Active Engagement with the Text). The goal is to monitor comprehension, interact with the material, and construct meaning as you go. This is where you "digest" the content.

Annotate/Mark the Text: Underline key ideas, circle unfamiliar words, write questions or comments in the margins (or use digital tools). Don't highlight everything! Be selective.

Check Predictions & Answer Questions: Confirm or revise your pre-reading predictions. Find answers to the questions you posed.

Summarize Periodically: At the end of a section or paragraph, pause and summarize the main point in your own words. ("So, the author is saying that...")

Visualize: For narratives or processes, create mental images. For arguments, try to sketch out the logical structure.

Clarify Confusions: If something is unclear, don't just skip it. Reread the sentence/paragraph, look at context clues for word meanings, or make a note to research it later.

Make Connections: Connect the text to your own life (text-to-self), to other texts or knowledge (text-to-text), or to the world (text-to-world).

Post-Reading (Consolidating and Extending Understanding). The goal is to solidify learning, reflect on the content, and integrate new knowledge with what you already know. This moves information from short-term to long-term memory.

Summarize & Synthesize: Write or tell someone a concise summary of the entire text's main ideas. Go further by synthesizing—how do the ideas connect to form a bigger picture?

Answer Your Questions: Formally answer the questions you generated in the pre-reading stage.

Reflect & Evaluate: What was the author's main point? Do I agree? Why or why not? What was most surprising or significant? How has my thinking changed?

Discuss or Teach: Explaining the material to someone else is one of the best ways to uncover gaps in your own understanding and reinforce learning.

Apply the Knowledge: Use the information to do something—write an essay, solve a problem, create a presentation, or make a decision related to the topic.

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Review Annotations: Go back over your notes and marginalia. Organize them into a study guide, concept map, or outline.

Conclusions

Active reading is not a single technique but a mindful philosophy of engagement. It replaces the goal of "finishing the text" with the goal of "understanding, evaluating, and integrating ideas." It is more demanding than passive reading but yields exponentially greater returns: profound comprehension, long-term retention, and the development of critical thinking skills essential for academic, professional, and personal growth. By adopting these principles, the reader ceases to be a mere consumer of text and becomes an active constructor of meaning.

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REAL-WORLD READING STRATEGIES

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Abstract:

This article moves beyond theoretical literacy concepts to explore the practical, actionable strategies that proficient readers use to navigate a torrent of text. We will delve into how to set a purpose for reading, which dictates whether you skim, scan, or read closely. We will examine the power of annotation and note-taking to engage with and own the material. Crucially, we will address strategies for synthesizing information from multiple, often conflicting sources, and for practicing critical evaluation to assess an author's bias, evidence, and reliability. Ultimately, real-world reading is about reclaiming agency over information. It is about moving from passive consumption to active dialogue with a text, equipping ourselves to solve problems, make decisions, and build knowledge. In the following sections, we will unpack this essential toolkit, providing a guide to not just read, but to read with clarity, purpose, and power in the real world.

Keywords: active reading, classroom techniques, core active reading, pre-reading, while-reading, post-reading,

Introduction

What is Real-world reading

Real-world reading transcends decoding words on a page. It is the strategic thinking we employ when scanning a dense contract before signing, distinguishing credible news from misinformation online, following a technical manual to assemble

furniture, or immersing ourselves in a biography to understand a different perspective. It is a survival skill for the information age, essential for professional success, informed citizenship, lifelong learning, and personal fulfillment. In an age of infinite scrolls, bite-sized content, and algorithmic feeds, the profound act of deep, engaged reading faces an unprecedented crisis. We read more words than ever before, yet we comprehend, retain, and connect with them less. The skills that allow us to analyze a novel, synthesize a complex report, or critically evaluate an argument are not innate; they are a toolkit that must be consciously built and maintained. This is the domain of real-world reading strategies—the active, flexible, and purposeful approaches to written material that we apply not in a controlled classroom, but in the messy, demanding landscape of our daily lives.

Core principles of real-world reading

Active reading is a deliberate, conscious set of strategies used to engage deeply with a text. Unlike passive reading—where information flows in one direction from page to brain with minimal processing—active reading requires the reader to interact with, question, and synthesize material. The core principle is that comprehension, retention, and critical analysis are not automatic byproducts of reading; they are the results of specific, purposeful intellectual work performed by the reader.

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A 4-Phase Framework for Integration

Phase 1: Diagnosis & Context Mapping

Before choosing a strategy, deeply understand the environment.

- SWOT Analysis: Identify internal Strengths and Weaknesses, external Opportunities and Threats.
- PESTLE Analysis: Scan the Political, Economic, Social, Technological, Legal, and Environmental landscape.
- Root Cause Analysis: Ask "Why?" repeatedly (5 Whys technique) to avoid treating symptoms.
- Stakeholder Mapping: Identify who is affected, who has influence, and what their motivations are.

Strategic Selection & Adaptation

Choose and tailor strategies to your specific context.

- Benchmarking: Look at best practices from analogous industries (not just direct competitors). How does Disney's customer service strategy apply to a hospital?
- Portfolio Approach: Don't rely on one strategy. Combine them (e.g., a cost-leadership strategy for one product line and a differentiation strategy for another).
- Adapt, Don't Adopt: A strategy that worked for Netflix won't directly work for a local library. Adjust for scale, resources, and culture.
- Scenario Planning: Have a "Plan B" (and C) for different futures (e.g., "What if a key supplier fails?" "What if demand doubles overnight?").

Execution & Integration

This is where most strategies fail. Integration is key.

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- **OKR Framework:** Set Objectives and Key Results. This aligns strategy (Objectives) with measurable outcomes (Key Results) for teams and individuals.
- **Hiring & Culture:** Align hiring, incentives, and daily rituals with the strategy. A strategy focused on innovation requires psychological safety and tolerance for failure.
- **Technology as an Enabler:** Use tech (CRM, ERP, AI analytics) to enable the strategy, not drive it. The tool serves the plan.
- **Pilot Programs:** Test the strategy on a small, controlled scale. Learn, iterate, and then scale.

Monitoring & Agile Evolution

Real-world conditions change. Build feedback loops.

- **Lead & Lag Indicators:** Track both lag indicators (results, like quarterly profit) and lead indicators (activities that drive results, like customer satisfaction scores).
- **Regular Review Cycles:** Use quarterly business reviews (QBRs) to assess progress, not just annual plans.
- **"Kill Switch" Criteria:** Define clear, data-driven conditions under which a strategy should be paused or abandoned.
- **Feedback Channels:** Create formal (surveys, data) and informal (leader "walk-arounds") ways to hear from the front lines.

Real-World Examples

Domain Classic Strategy Real-World Integration Tactics

Business Digital Transformation Not just buying software. 1) Start with a single pain point (e.g., manual invoicing). 2) Choose a user-friendly tool. 3) Train a "champion" in each team. 4) Phase out the old process only after the new one works.

Marketing Content Marketing Not just blogging. 1) Use tools like AnswerThePublic to find real customer questions. 2) Create a pillar page answering them. 3) Repurpose content into short videos, podcasts, and social snippets. 4) Use SEO data to double down on what works.

Personal Skill Development Not just "learn to code." 1) Diagnose: "I need data analysis for my marketing job." 2) Select: Learn Python for automation, not web development.

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3) Integrate: Use it for 30 mins daily on a real work report. 4) Evolve: Move from basics to libraries like Pandas, then build a dashboard.

Public Policy Reduce Traffic Congestion Not just "build more roads." A real-world integrated strategy: 1) Incentives for off-peak travel (economic). 2) Reliable public transport (investment). 3) Remote work policies (corporate partnerships). 4) Bike lanes (infrastructure).

Integrating real-world strategies is a dynamic process, not a one-time event. It requires a balance of rigorous analysis and agile execution, with a constant feedback loop linking the two. The most elegant strategy is worthless without considering the people, processes, and constraints of reality. Start with a clear diagnosis, tailor your approach, execute with people in mind, and be ready to pivot based on evidence.

Conclusions

In a world saturated with information, the ability to read effectively is no longer a passive academic exercise but an active, essential life skill. Real-world reading strategies move beyond simply decoding text to critically engaging with it across diverse formats—from dense reports and digital interfaces to social media feeds and instructional manuals. These strategies, such as skimming for relevance, annotating for deeper understanding, critically evaluating sources, and synthesizing information from multiple texts, empower individuals to navigate complexity, make informed decisions, and solve practical problems. Ultimately, mastering these strategies is not about reading more, but about reading smarter. It transforms reading from a task into a tool—a tool for professional success, personal growth, and informed citizenship. By intentionally cultivating these adaptable skills, we equip ourselves to confidently handle the information challenges of the 21st century, extracting true meaning and utility from the written word in all its forms. The goal is clear: to become not just literate, but discerning, strategic, and empowered readers in every facet of our lives.

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**THE ROLE OF TEACHING AIDS IN FOREIGN LANGUAGE TEACHING
(FLT)**

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Abstract:

This article will explore the multifaceted role of teaching aids in foreign language teaching. It will examine their theoretical underpinnings in educational psychology and second language acquisition research, analyze their practical application across different language skills (listening, speaking, reading, and writing), and evaluate the impact of technological evolution on their nature and efficacy. Ultimately, the discussion aims to affirm that the thoughtful selection and implementation of teaching aids are not merely optional enhancements but indispensable components of effective, learner-centered, and successful foreign language instruction in the 21st century. The process of acquiring a foreign language presents a unique cognitive and cultural challenge, requiring learners to navigate unfamiliar phonetic, grammatical, and semantic landscapes. In this complex journey, the traditional model of instructor-centered instruction, relying predominantly on textbooks and verbal explanation, has increasingly proven insufficient to meet the diverse needs of modern learners. This realization has propelled teaching aids from a peripheral supplementary role to a central position in contemporary pedagogical practice.

Keywords: Foreign language teaching (FLT), language teaching materials instructional materials , language learning tools

Introduction

The Role of Teaching Aids in Foreign Language Teaching

Teaching aids are not merely decorative or occasional additions to the language classroom; they are fundamental tools that shape the learning process. Their primary role is to bridge the gap between abstract language concepts and concrete understanding, thereby making language acquisition more effective, engaging, and accessible. Their roles can be categorized as follows:

Cognitive and Psychological Roles

Facilitate Comprehension and Retention: Aids provide visual, auditory, and kinesthetic stimuli that help learners understand and internalize new vocabulary, grammatical structures, and phonetic patterns. A picture, a chart, or a physical object (realia) creates a direct mental link to a word, bypassing cumbersome translation.

- **Reduce Anxiety and Affective Filter:** Engaging and supportive materials (like games, interactive apps, or videos) lower stress and build learner confidence. A relaxed learner is more open to input and willing to take risks in communication.
- **Cater to Multiple Learning Styles:** They address the needs of visual, auditory, read/write, and kinesthetic learners. A podcast benefits auditory learners, flashcards aid visual learners, and role-play props engage kinesthetic learners, ensuring no student is left behind.
- **Enhance Motivation and Interest:** Colorful, novel, and interactive aids break the monotony of textbook-only instruction. They spark curiosity and make lessons more enjoyable, which is crucial for sustaining long-term effort in language learning.

Linguistic and Communicative Roles

Provide Authentic Context and Culture: Authentic aids (menus, news clips, street signs, films) expose learners to language as it is used in real-life situations and by native speakers, including cultural nuances, slang, and non-verbal cues.

- **Stimulate Communication and Interaction:** Aids are often the catalyst for speaking and writing. A picture prompt can generate description, debate, or storytelling. A problem-solving game forces negotiation and collaborative language use.
- **Focus on Specific Language Skills & Systems:**

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- Vocabulary: Flashcards, word walls, and image-based software for presentation and drilling.
- Grammar: Charts, color-coded diagrams, and animations to visualize tense systems or sentence structure.
- Pronunciation: Audio recordings, phonetic charts, and speech visualization software for modeling and practice.
- Listening: Podcasts, songs, and videos with varying accents and speeds.
- Speaking/Conversation: Role-play cards, dialogue prompts, and simulation software.
- Reading/Writing: Graded readers, online texts, and tools for collaborative writing.

Practical and Pedagogical Roles

Save Time and Increase Efficiency: A well-designed chart or a digital quiz can explain a concept or check understanding much faster than a lengthy verbal explanation. They allow for efficient recycling and review of material. **Enable Differentiation and Personalization:** Teachers can use aids to provide extra support for struggling learners (e.g., vocabulary lists with pictures) or additional challenges for fast finishers (e.g., authentic articles or complex problem-solving tasks). **Support Classroom Management:** Clear visual schedules, timer apps, and grouping tools (like colored cards) help organize activities smoothly and transition between tasks, maximizing instructional time. **Act as a Scaffolding Tool:** Aids provide temporary support that is gradually removed as learners become more proficient. For example, a speaking frame with sentence starters can be used initially and later withdrawn as students gain confidence. **Characteristic of no-stress methods**

Teaching aids can be classified along multiple dimensions. The most common and useful classifications are based on sensory experience, technology level, and operational method.

Classification by Senses (Sensory Experience). This is the most fundamental classification, based on which senses the aid primarily engages.

Visual Aids: Appeal to the sense of sight. Examples: Chalkboard/Whiteboard, Charts, Graphs, Posters, Maps, Flashcards, Models, Real Objects (Specimens), Textbooks, Slides, Silent films, Infographics.

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- Audio Aids: Appeal to the sense of hearing. Examples: Radio, Audio Recordings (Podcasts, MP3s), Gramophone, Language Labs (audio component), Music and Sound Effects.
- Audiovisual (AV) Aids: Engage both sight and hearing simultaneously. Examples: Television, Films/Movies, Documentary Videos, YouTube clips, Interactive Whiteboards with sound, Animations.
- Audio-Visual-Tactile/Kinesthetic (Multi-sensory): Engage more than two senses, often including touch or movement. Examples: Models (to be handled), Simulators (flight, driving), Scientific Lab Equipment, Interactive 3D Models (on touchscreens), Role-play kits, Virtual Reality (VR) experiences.

Classification by Technology Level. This classification looks at the complexity of technology involved.

- Traditional (Non-Projected) Aids: Simple, low-tech, and often teacher-made. Examples: Blackboard, Charts, Realia (real objects), Flannel board, Magnet board, Puppets, Flashcards, Textbooks, Bulletin Boards.
- Projected Aids: Require a light source and projection to display an image on a screen. Examples: Overhead Projector (OHP) transparencies, Slide Projector, Filmstrip Projector, Document Camera (Visualizer), Modern Digital Projectors (for laptops/tablets).
- Electronic/Digital Aids: Require electricity and digital components. They form the core of modern educational technology. Examples: Computer/Laptop, Interactive Whiteboard (IWB), Tablets, Educational Software & Apps, PowerPoint/Google Slides, Simulations, E-books, Online Platforms (LMS like Moodle, Google Classroom).

Classification by Operational Method (How they are used). This focuses on the nature of interaction between the learner and the aid.

- Hardware: The physical equipment or devices used to present information. Examples: Projector, Computer, Microscope, Whiteboard, Radio, Tablet, VR Headset.
- Software: The content or programs that run on the hardware. Examples: PowerPoint file, Educational video, Simulation software, Mobile app, Audio podcast file, Website/URL.

Classification by Degree of Abstractness (Concrete ↔ Abstract). Based on Edgar Dale's "Cone of Experience," moving from direct, hands-on experience to purely symbolic communication.

- Direct & Purposeful Experience: Doing the real thing (e.g., gardening, a science experiment).
- Contrived Experiences: Models, simulations, and mock-ups that represent reality.
- Dramatized Experiences: Role-plays, plays, puppetry.
- Demonstrations: Seeing a process performed by an expert.
- Study Trips (Field Visits): Visiting a relevant location.
- Exhibits: Displays, museums, dioramas.
- Educational Television & Films: Moving images with sound.
- Radio, Recordings, Still Pictures (Photos, Charts): Static visual or pure audio.
- Visual Symbols: Diagrams, sketches, graphs.
- Verbal Symbols: Written or spoken words (most abstract).

Purpose-Driven Selection. Align with objectives: Choose aids that directly support learning goals. Address specific needs: Select tools that overcome particular learning challenges. Enhance, don't distract: Ensure the aid clarifies rather than complicates the topic.

Integration with Pedagogy

Plan integration thoughtfully: Incorporate aids into lesson structure, don't just add them. Complement teaching methods: Use aids that align with your instructional approach. Prepare transitions: Smoothly move between aids and other activities.

Appropriateness & Relevance

Age/level appropriate: Match complexity to learners' developmental stage. Culturally relevant: Use examples and contexts familiar to students. Contextually suitable: Consider physical environment and available resources.

Preparation & Technical Readiness

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Test beforehand: Check functionality, visibility, and audio before class. Prepare backup plans: Have alternatives if technology fails. Organize materials: Arrange aids for easy access during lesson.

Student Engagement & Interaction

Promote active learning: Design activities requiring student interaction with aids. Encourage manipulation: Where possible, let students handle physical aids. Foster collaboration: Use aids as tools for group work and discussion.

Multisensory Approach

Engage multiple senses: Combine visual, auditory, and tactile elements. Balance modalities: Cater to different learning styles without overwhelming. Reinforce through repetition: Present key concepts through different sensory channels.

Simplicity & Clarity

Avoid clutter: Use minimal text and clear visuals. Focus on key points: Highlight only essential information. Use clear labeling: Ensure text is readable and graphics are understandable.

Timing & Pacing

Reveal strategically: Introduce aids at optimal moments for maximum impact. Allow processing time: Give students time to absorb information from aids. Remove when not needed: Put aids away once their purpose is served.

Assessment & Reflection

Check understanding: Use aids to assess student comprehension. Evaluate effectiveness: Reflect on what worked and what didn't. Seek student feedback: Ask learners which aids helped them most

Accessibility & Equity

Ensure all can access: Consider students with different abilities. Provide alternatives: Offer different ways to access the same information. Avoid bias: Review aids for inclusive representation.

Implementation Tips:

Start simple: Begin with one well-used aid before incorporating multiple. Practice moderation: Don't overload lessons with too many aids. Maintain focus: Keep the

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learning objective central, not the aid itself. Develop proficiency: Become comfortable with aids before using them in class. Update regularly: Refresh outdated materials to maintain relevance

Teaching aids are tools to enhance learning, not replacements for effective teaching. The most sophisticated aid cannot compensate for poor instructional design, but a simple, well-chosen aid used strategically can significantly improve understanding and retention.

Conclusions

The effective integration of teaching aids in Foreign Language Teaching (FLT) is not merely a supplementary technique but a fundamental pillar of modern communicative and competency-based approaches. As explored throughout this article, teaching aids—ranging from traditional flashcards and realia to digital multimedia and interactive platforms—serve as indispensable bridges between abstract linguistic concepts and tangible, meaningful use.

When selected and employed in alignment with core pedagogical principles, these aids transform the language classroom from a passive environment of rote memorization into a dynamic, multisensory space for active exploration. They provide essential contextualization, making the target language vivid and relevant by connecting it to visual cues, authentic sounds, and real-world objects. More importantly, they facilitate the shift from learning about the language to using it for genuine communication, problem-solving, and cultural inquiry.

The most significant takeaways underscore that success lies not in the technological sophistication of the aid, but in its purposeful application. Effective aids lower the affective filter, motivate learners through engagement and variety, cater to diverse learning styles, and provide crucial scaffolding that guides learners from supported practice to independent fluency. They empower teachers to create immersive mini-environments where students can interact with the language in a low-risk, high-impact setting.

Ultimately, the future of FLT will continue to evolve with emerging technologies, from AI-driven language apps to virtual reality simulations. However, the foundational principles remain constant: teaching aids must be purpose-driven, student-centered, and seamlessly integrated into a coherent pedagogical framework. By thoughtfully harnessing the power of these tools, educators can move beyond teaching a language as a system of rules, and instead, cultivate confident, competent, and culturally aware

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communicators ready for a globalized world. The judicious use of teaching aids, therefore, is the key to unlocking not just linguistic proficiency, but also the joy and empowerment that come with true intercultural communication.

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USING TECHNOLOGY IN TEACHING LISTENING COMPREHENSION

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Abstract:

This article examines the growing role of educational technologies in teaching listening comprehension in English language learning. Rapid digitalization has transformed traditional teaching methods, providing teachers and learners with new opportunities such as mobile applications, artificial intelligence tools, video-based platforms, interactive learning management systems, and authentic audio resources. This paper discusses the pedagogical benefits of technology integration, identifies the most effective digital tools for improving listening skills, and offers practical strategies for classroom implementation. The findings show that technology not only enhances learner motivation but also improves listening accuracy, learner autonomy, comprehension speed, and overall communicative competence. The article concludes with recommendations for teachers on how to effectively incorporate technology into their listening instruction to achieve meaningful learning outcomes.

Keywords: Listening comprehension, educational technology, digital learning tools, English language teaching, multimedia learning, online platforms, AI-based instruction.

Introduction

Listening comprehension is a major component of English language proficiency and serves as the foundation for successful communication. In traditional classroom

settings, listening activities typically rely on textbooks, teacher-led instruction, or audio CDs, which often provide limited exposure to authentic language. With the rapid advancement of technology, however, educators now have access to a wide variety of digital tools that enhance listening practices and make learning more interactive and flexible. In modern English classrooms, students benefit from exposure to real-world audio materials, interactive tasks, and personalized learning opportunities. This shift reflects the broader trend toward technology-enhanced learning (TEL), where digital resources are integrated into teaching to improve learning outcomes. As students increasingly use smartphones, tablets, and computers, technology becomes not only relevant but essential for promoting effective listening comprehension.

1. Authentic Exposure

Technology allows learners to access authentic spoken English, such as news reports, interviews, podcasts, and conversations. Exposure to real-life English enhances comprehension of natural speech patterns, intonation, and accents that textbooks cannot provide.

2. Increased Interactivity

Digital tools enable students to control audio—pausing, rewinding, or slowing down speech—allowing more individualized learning. Interactive quizzes and instant feedback also enhance comprehension and retention.

3. Improved Motivation

Students today are digital natives. Using technology in learning increases engagement and motivation. Multimedia resources such as videos, animations, and interactive exercises help maintain students' interest in listening tasks.

4. Variety and Flexibility

Technology offers an unlimited variety of materials from different contexts, topics, and difficulty levels. Learners can practice anytime and anywhere, making listening practice more flexible and self-directed.

5. Support for Different Learning Styles

Visual learners benefit from video-based listening activities, while auditory learners benefit from podcasts and audio tracks. Technology supports differentiated instruction and inclusive learning.

Effective Technological Tools for Teaching Listening

1. Mobile Applications

Mobile apps such as Duolingo, BBC Learning English, ELSA Speak, and HelloTalk offer structured listening activities, pronunciation practice, and comprehension exercises. These apps encourage self-paced learning beyond the classroom.

2. Video-Based Platforms

Platforms like YouTube, TED Talks, Coursera, and Khan Academy contain thousands of educational videos with customizable subtitles. Teachers can use these videos to expose students to academic English, storytelling, interviews, and real-life communication.

3. Podcasts and Audio Resources

Podcasts are increasingly popular for enhancing listening skills. Programs like ESLPod, VOA Learning English, and The English We Speak provide learners with natural speech, new vocabulary, and cultural insights. These materials help learners train their ears to understand different voices and accents.

4. Learning Management Systems (LMS)

Systems such as Moodle, Google Classroom, Canvas, and Edmodo allow teachers to assign listening tasks, monitor progress, and provide feedback. LMS platforms promote blended and online learning, making listening instruction more organized and systematic.

5. Artificial Intelligence and Speech Technology

AI-powered tools—including speech recognition software, intelligent tutoring systems, and chatbot-based assistants—offer instant feedback on pronunciation, fluency, and comprehension. These technologies personalize learning and help students identify errors in real time.

Strategies for Integrating Technology into Listening Instruction

1. Blended Learning Approach

Teachers can combine traditional listening activities with digital tools to achieve balanced and comprehensive listening practice.

2. Task-Based Learning with Technology

After listening to audio or watching videos, students can complete tasks such as summarizing, answering questions, or discussing the content in groups. This ensures active engagement with the material.

3. Use of Subtitles and Transcripts

Subtitles and transcripts support comprehension, especially for lower-level learners. However, teachers should gradually reduce dependence on subtitles to improve listening accuracy.

4. Encouraging Independent Learning

Teachers can assign online listening materials as homework to develop learners' autonomy. Students can maintain digital listening journals to reflect on their progress.

5. Continuous Assessment

Online quizzes, comprehension tests, and interactive exercises allow teachers to continuously assess students' listening skills and identify areas for improvement.

Challenges and Considerations

Despite its benefits, integrating technology into listening instruction also presents challenges:

Limited access to devices or internet in some learning environments

Digital literacy issues among teachers or students

Overreliance on technology, which may reduce teacher-student interaction

Difficulty selecting appropriate materials aligned with learning objectives

Teachers must therefore plan technology use carefully and ensure that digital tools enhance—not replace—pedagogical goals.

Conclusion

Technology has become an essential component of modern English language teaching, particularly in the development of listening comprehension skills. It provides learners with authentic materials, increases motivation, fosters learner autonomy, and offers personalized learning experiences. When thoughtfully

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integrated, digital tools can greatly improve comprehension, engagement, and overall communicative competence. Teachers are encouraged to select suitable technological resources, apply effective strategies, and continually evaluate their impact on learners' progress. As technology continues to evolve, its role in listening instruction will become even more significant, offering new opportunities for innovation and improved learning outcomes.

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AN ANALYSIS OF SECOND LANGUAGE ACQUISITION THEORIES**

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Abstract:

This article provides a comprehensive analysis of major theories in second language acquisition (SLA), tracing their historical development, central claims, pedagogical implications, and criticisms. By examining behaviorist, innatist, cognitive, interactionist, sociocultural, and usage-based perspectives, the paper highlights how researchers have attempted to explain the internal and external factors that shape the acquisition of a second language. The article also discusses more recent approaches such as the Noticing Hypothesis, the Output Hypothesis, and Complex Dynamic Systems Theory. Through comparison of these theoretical frameworks, the discussion emphasizes that SLA is a multi-layered process encompassing linguistic, cognitive, social, and emotional dimensions. The paper concludes that no single theory fully explains SLA; instead, an integrative, interdisciplinary understanding is necessary to account for the diverse pathways through which learners develop second language competence.

Keywords: Second Language Acquisition (SLA), Behaviorism, Innatism, Krashen, Interactionism, Sociocultural Theory, Cognitive Approaches, Noticing Hypothesis, Output Hypothesis, Usage-Based Models, Dynamic Systems Theory.

Introduction

Second language acquisition (SLA) is a field that investigates how people learn languages other than their mother tongue. The process may occur naturally, such as

during immigration or early childhood exposure, or through formal classroom instruction. Because individuals differ in age, motivation, aptitude, learning environment, and social identity, SLA is inherently complex. Over the past century, scholars have sought to understand why some learners progress rapidly while others struggle, what processes underlie language development, and how teaching can best support acquisition. Theories of SLA have emerged from diverse disciplines—including psychology, linguistics, cognitive science, sociology, and education—and each highlights different aspects of the learning experience. Understanding these theories is crucial for teachers, researchers, and policymakers, as theoretical insights guide instructional methods, curriculum design, and assessment practices. This article expands on earlier work by providing an in-depth, critical examination of the major SLA theories and their contributions to the field.

1. Behaviorist Theory

Behaviorism dominated language research in the early 20th century, influenced by B. F. Skinner's explanations of learning through stimulus-response mechanisms. According to behaviorism, language learning occurs through repetition, imitation, reinforcement, and habit formation. Error correction is central, as incorrect forms are believed to create bad habits.

Strengths: Laid the foundation for audio-lingual teaching methods.

Highlighted the importance of practice, drills, and external reinforcement.

Useful for mastering pronunciation and basic sentence patterns.

Limitations: Does not acknowledge creativity in language use.

Ignores internal mental processes and cognitive development.

Overly mechanical and not aligned with natural language acquisition.

Although behaviorism is no longer dominant in SLA research, its legacy remains in classroom techniques such as repetition drills and pattern practice.

2. Innatist / Nativist Theory

Noam Chomsky challenged behaviorism by proposing that humans are biologically equipped with an innate language acquisition device (LAD). Although primarily addressing first language learning, innatism strongly influenced SLA by suggesting that learners possess internal mental structures that guide language

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development. More recent innatist models, including Universal Grammar (UG), argue that certain grammatical principles are universal and accessible to language learners.

Strengths: Explains learners' ability to generate infinite sentences from limited input.

Highlights the natural, rule-governed development of grammatical structures.

Offers insight into why children learn languages more easily than adults.

Limitations: Difficult to empirically test UG in adult SLA.

Minimizes the role of environment, interaction, and social context.

Does not fully address fossilization (long-term grammatical errors).

The innatist perspective remains influential in explaining syntactic development, though many scholars combine it with cognitive and social theories.

3. Krashen's Monitor Model

Stephen Krashen's theory significantly shaped language teaching in the late 20th century. His five hypotheses emphasize the distinction between subconscious acquisition and conscious learning, the role of comprehensible input ($i+1$), the natural order of acquisition, the monitoring function of learned knowledge, and the affective filter, which can block input due to anxiety or low motivation.

Strengths: Highlights the importance of exposure to meaningful input.

Draws attention to emotions, attitudes, and psychological barriers.

Influenced communicative language teaching.

Limitations: Difficult to validate or falsify scientifically.

Underestimates the importance of output (speaking/writing).

Assumes instructional correction has limited value.

Despite criticisms, Krashen's work remains widely cited, especially in discussions of immersion and naturalistic learning.

4. Cognitive Approaches

Cognitive theories view language learning as a mental process similar to acquiring other types of knowledge. Key ideas include:

a. Information Processing Theory

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Learners gradually transform input into long-term knowledge through practice and automatization.

b. The Noticing Hypothesis (Schmidt)

Learners must consciously notice linguistic features in the input for acquisition to occur.

c. The Output Hypothesis (Swain)

Producing language (speaking and writing) pushes learners to test hypotheses, notice gaps, and refine accuracy.

d. Working Memory Models

Individual differences in memory capacity influence vocabulary and grammar learning.

Strengths: Explains differences between learners.

Supported by empirical studies in psychology and neurolinguistics.

Provides insights into attention, memory, and learning strategies.

Limitations: Can overlook social and cultural dimensions of language use.

Often focuses more on individual cognition than real-life communication.

5. Interactionist Theories

Interactionism argues that communication is essential for language development. According to Long's Interaction Hypothesis, negotiation of meaning—clarifying misunderstandings, asking for repetition, reformulating statements—makes input more comprehensible and facilitates learning. Gass and Mackey further argue that interaction leads to noticing, while Swain emphasizes the importance of output.

Strengths: Strong empirical support from classroom and naturalistic studies.

Highlights the value of conversation and corrective feedback.

Integrates both cognitive and social elements.

Limitations: Interaction does not guarantee acquisition.

Learners with low proficiency may struggle to benefit from negotiation.

Interactionist research has significantly influenced task-based language teaching.

6. Sociocultural Theory

Rooted in Vygotsky's work, sociocultural theory argues that learning occurs through social interaction, collaboration, and mediation. Language develops first through social communication and later becomes internalized. Key concepts include the Zone of Proximal Development (ZPD), scaffolding, and mediated learning.

Strengths: Emphasizes real-world communication and cultural context.

Explains how identity, motivation, and community shape learning.

Useful for designing collaborative classroom activities.

Limitations: Does not always specify how linguistic knowledge is acquired internally.

Harder to apply in highly structured or grammar-focused environments.

Sociocultural theory is influential in modern communicative and project-based teaching.

7. Usage-Based and Emergentist Approaches

Recent theories view language as emerging from patterns in usage. Learners build linguistic knowledge by recognizing frequent constructions and gradually abstracting rules. Construction Grammar and Connectionism are key frameworks.

Strengths: Supported by corpus linguistics and statistical learning research.

Explains gradual development of grammar through repeated exposure.

Limitations: Less focused on innate mechanisms.

May not fully explain rapid acquisition seen in young children.

8. Complex Dynamic Systems Theory (CDST)

CDST views language development as nonlinear, variable, and sensitive to many interacting factors. Learning is not a steady progression but fluctuates over time.

Strengths: Reflects the complexity of real-life learning.

Accounts for individual differences and variability.

Limitations: Difficult to apply to classroom practice.

Hard to test experimentally.

Conclusion

Second language acquisition is a multifaceted process involving biological predispositions, cognitive mechanisms, social interaction, cultural context, and emotional factors. Behaviorism explains habit formation; innatism underscores internal linguistic structures; Krashen highlights input and affect; cognitive theories focus on mental processes; interactionism stresses communication; sociocultural theory emphasizes social mediation; usage-based approaches illuminate the role of patterns; and dynamic systems theory portrays development as complex and nonlinear. No single theory fully captures the richness of SLA. Instead, an integrative perspective—embracing linguistic, cognitive, social, and emotional dimensions—is necessary for a comprehensive understanding of how learners acquire a second language. Such an approach is not only academically sound but also practical for educators seeking to support diverse learners in varied contexts.

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**IMMUNITY AND INFECTIOUS DISEASES: THE EXPERIENCE OF
COVID-19**

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Abstract: This thesis provides a comprehensive analysis of the complex interplay between the human immune system and SARS-CoV-2, the virus responsible for the COVID-19 pandemic. The central objective is to synthesize the critical immunological lessons learned from this global health crisis, focusing on the dual nature of the immune response: its essential role in viral clearance and recovery, and its potential to cause severe immunopathology. Additionally, it explores the phenomena of waning immunity, viral immune evasion, and the implications of emerging variants. By integrating findings from virology, clinical immunology, and vaccinology, this work concludes that the COVID-19 pandemic has served as a monumental real-world experiment, profoundly advancing our understanding of antiviral immunity and reshaping paradigms for future pandemic preparedness, therapeutic design, and global public health strategy.

Keywords: SARS-CoV-2, COVID-19, innate immunity, adaptive immunity, cytokine storm, neutralizing antibodies, T cell response, vaccine immunology, immune evasion, viral variants, pandemic preparedness.

Main section

The COVID-19 pandemic, caused by the novel betacoronavirus SARS-CoV-2, has been the defining global health crisis of the 21st century. Beyond its staggering morbidity and mortality, it has constituted an unprecedented, large-scale experiment in human immunology. The disease spectrum, ranging from asymptomatic infection to fatal multi-organ failure, is a direct reflection of the heterogeneous and sometimes unpredictable interaction between the virus and the host immune system.¹ Understanding this interaction has been paramount for developing diagnostics, effective treatments, and prophylactic vaccines. The pandemic has forced a rapid acceleration of immunological research, validating decades of fundamental science

while exposing critical gaps in our knowledge, particularly regarding immune dysregulation and the durability of protective responses.

The Immunological Course of SARS-CoV-2 Infection: A Double-Edged Sword. The clinical outcome of COVID-19 is largely determined by the kinetics, magnitude, and quality of the host immune response, which follows a multiphasic trajectory.

The initial encounter occurs in the respiratory epithelium. SARS-CoV-2 enters cells primarily via the angiotensin-converting enzyme 2 (ACE2) receptor. Early containment hinges on the innate immune response. Intracellular recognition of viral RNA by pattern recognition receptors (e.g., RIG-I, MDA5) should trigger a robust type I interferon (IFN- α/β) response.² Type I interferons induce an antiviral state in neighboring cells, upregulate antigen presentation, and orchestrate the subsequent adaptive response.

* **Critical Finding:** A hallmark of severe COVID-19 is a delayed or blunted type I IFN response. This failure allows for unchecked viral replication in the lungs during the first week of symptoms. Genetic defects in IFN-related pathways or the presence of autoantibodies against type I IFNs have been strongly associated with life-threatening disease, highlighting the non-redundant role of this early defense mechanism.³

Successful control of infection requires the timely engagement of adaptive immunity.

* **Humoral Response:** Virus-specific B cells produce immunoglobulin M (IgM), followed by IgG and IgA antibodies. Neutralizing antibodies (nAbs) targeting the viral Spike (S) protein, particularly the Receptor-Binding Domain (RBD), are crucial. They block viral entry into cells and are a key correlate of protection against severe disease. However, antibody titers, especially mucosal IgA, can wane significantly within months post-infection.

* **Cellular Response:** CD4⁺ and CD8⁺ T cells are essential for viral clearance and provide long-term memory. SARS-CoV-2-specific T cells emerge in concert with or even before antibody responses and are directed against a broader range of viral proteins (Spike, Nucleocapsid, Membrane).⁴ Importantly, robust and polyfunctional T cell responses have been associated with milder disease, and pre-existing cross-reactive

T cells from previous common cold coronavirus exposures may modulate disease severity in some individuals.

The Pathological Phase: Hyperinflammation and the "Cytokine Storm". In a subset of patients, typically in the second week of illness, the immune response becomes dysregulated, shifting from a protective to a destructive role. This is characterized by a state of systemic hyperinflammation misleadingly termed a "cytokine storm," though it more precisely involves broad immune cell activation and dysregulation.

* **Key Features:** Marked elevation of pro-inflammatory cytokines (IL-6, TNF- α , IL-1 β) and chemokines. Massive infiltration of monocytes, neutrophils, and T cells into the lungs, causing diffuse alveolar damage. Activation of the coagulation cascade, leading to microthrombi. This immunopathology is the primary driver of acute respiratory distress syndrome (ARDS), multi-organ failure, and death.

* **Therapeutic Insight:** The success of immunomodulators like corticosteroids (dexamethasone) and IL-6 receptor antagonists (tocilizumab/sarilumab) in reducing mortality in severe COVID-19 provided direct clinical proof that tempering this maladaptive immune response is life-saving, without necessarily enhancing viral clearance.

Vaccination: The Immunological Triumph - The development, authorization, and global deployment of highly effective COVID-19 vaccines within a year of viral sequencing represents one of the greatest achievements in medical science. The leading platforms—mRNA (Pfizer-BioNTech, Moderna) and adenoviral vector (AstraZeneca, Johnson & Johnson)—were designed to elicit a focused immune response against the SARS-CoV-2 Spike protein.

* **Immunological Principles:** These vaccines brilliantly mimic natural infection by instructing host cells to produce the Spike antigen, leading to its presentation via both MHC I and MHC II pathways. This stimulates potent neutralizing antibodies and a robust Th1-skewed CD4⁺ T cell and CD8⁺ cytotoxic T cell response. The use of novel lipid nanoparticles (mRNA) or viral vectors provides intrinsic adjuvant effects, driving strong innate immune activation necessary for a potent adaptive response.

* **Correlates of Protection:** Large-scale trials and real-world studies established that high levels of anti-Spike IgG and, more specifically, neutralizing antibody titers are strong correlates of protection against symptomatic infection. However, T cell responses are critical for preventing severe disease, hospitalization, and death,

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particularly as antibody levels wane or against variants that partially escape neutralization.⁵

* **Impact on Variants and Immune Evasion:** The emergence of variants of concern (VoCs) like Delta and Omicron highlighted viral immune evasion. Omicron, with its numerous Spike mutations, demonstrated significant escape from vaccine-induced neutralizing antibodies, leading to increased breakthrough infections. However, vaccination continued to provide strong protection against severe outcomes, a testament to the durability and breadth of the T cell memory and residual humoral immunity.

Lasting Immunological Imprints and Unanswered Questions - The pandemic has left a legacy of crucial immunological insights and unresolved puzzles.

* **Long COVID/Post-Acute Sequelae of SARS-CoV-2 (PASC):** A significant proportion of survivors experience persistent, often debilitating symptoms. Emerging hypotheses point to viral persistence in tissue reservoirs, dysregulated autoimmunity triggered by molecular mimicry, chronic vascular endothelial inflammation, and dysfunctional neurological signaling. Unraveling the immunopathology of Long COVID remains a major research priority.

* **Durability of Hybrid Immunity:** Individuals with combined infection and vaccination ("hybrid immunity") develop the broadest and most resilient immune responses, featuring high-affinity antibodies and expanded memory B and T cell repertoires. This has implications for booster vaccination strategies.

* **Original Antigenic Sin/Imprinting:** There is concern that initial immune priming by ancestral-strain vaccines or early variants might bias future responses, potentially limiting the ability to generate optimal antibodies against novel variants. This influences strategies for updating vaccine compositions.

Conclusion

The COVID-19 pandemic has been a profound and painful lesson in human immunology, vividly illustrating the delicate balance between protective immunity and pathological inflammation. The rapid scientific response decoded the virology of SARS-CoV-2 and delineated the immunological determinants of disease severity, from the critical early type I interferon defense to the destructive late-phase hyperinflammation. This knowledge directly informed life-saving therapeutic strategies centered on immunomodulation.

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Most triumphantly, decades of foundational research in vaccinology, genomics, and structural biology culminated in the deployment of safe and highly effective vaccines at an unprecedented pace. These vaccines have unequivocally demonstrated that inducing robust neutralizing antibodies and T cell memory against a single viral protein can prevent severe disease and death on a global scale, even in the face of evolving viral variants.

Key takeaways for the future include: 1) The paramount importance of early innate immune responses, particularly type I interferon, in determining disease trajectory; 2) The critical role of T cell immunity as a bulwark against severe disease when humoral immunity is challenged; 3) The necessity for pan-coronavirus or variant-proof vaccine strategies that induce broader protection; and 4) The urgent need to understand and treat post-viral immunological syndromes like Long COVID.

Ultimately, the immunological experience of COVID-19 has not only mitigated a catastrophic pandemic but has also fundamentally advanced the fields of virology, immunology, and public health, providing an invaluable framework for confronting the inevitable infectious disease challenges of the future.

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**BOSHLANG'ICH SINFLARDA KREATIV METODLAR ASOSIDA
DARSLARNI TASHKIL ETISH**

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Annotatsiya

Mazkur fikr-maqolada boshlang'ich sinflarda darslarni kreativ metodlar asosida tashkil etish masalasi zamonaviy pedagogik talablar nuqtayi nazaridan tahlil qilinadi. Muallif boshlang'ich ta'lim bosqichida o'quvchilarning ijodiy tafakkuri, mustaqil fikrlashi va faolligini rivojlantirishda kreativ metodlarning o'rni beqiyos ekanini asoslab beradi. Maqolada kreativ ta'lim tushunchasi, uning pedagogik mohiyati, boshlang'ich sinf o'quvchilarining yosh va psixologik xususiyatlari, shuningdek, dars jarayonida kreativ metodlardan foydalanishning samarali yo'llari tahlil qilinadi. Interfaol texnologiyalar, ijodiy topshiriqlar, muammoli vaziyatlar va o'yin metodlarining ta'lim sifati va samaradorligini oshirishdagi ahamiyati muallif fikrlari asosida yoritib beriladi.

Kalit so'zlar: kreativ metodlar, boshlang'ich ta'lim, ijodiy fikrlash, interfaol ta'lim, pedagogik innovatsiyalar, dars samaradorligi.

Аннотация

В данной статье-рассуждении рассматриваются вопросы организации учебных занятий в начальных классах на основе креативных методов обучения. Автор обосновывает мысль о том, что применение креативных методов способствует развитию творческого мышления, самостоятельности и познавательной активности младших школьников. В статье анализируются сущность креативного обучения, его педагогические основы, возрастные и психологические особенности учащихся начальной школы, а также эффективные пути использования креативных методов в учебном процессе. Особое внимание уделяется интерактивным технологиям, творческим заданиям, проблемному обучению и игровым методам.

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Ключевые слова: креативные методы, начальное образование, творческое мышление, интерактивное обучение, педагогические инновации.

Abstract

This analytical article explores the organization of lessons in primary schools based on creative teaching methods. The author argues that creative methods play a significant role in developing pupils' creative thinking, independence, and learning motivation. The paper examines the concept of creative education, its pedagogical foundations, age-related characteristics of primary school students, and effective ways of applying creative methods in the classroom. Special attention is paid to interactive technologies, creative tasks, problem-based learning, and game-based methods as key factors in improving the quality of education.

Keywords: creative methods, primary education, creative thinking, interactive learning, pedagogical innovation.

Kirish

Zamonaviy ta'lim tizimi oldiga qo'yilayotgan asosiy vazifalardan biri — ijodkor, mustaqil fikrlovchi, muammoli vaziyatlarda to'g'ri qaror qabul qila oladigan shaxsni tarbiyalashdir. Bugungi globalashuv va axborotlashuv sharoitida an'anaviy ta'lim shakllari o'quvchilarning ehtiyojlarini to'liq qondira olmayapti. Shu sababli ta'lim jarayoniga kreativ metodlarni joriy etish zarurati tobora kuchayib bormoqda.

Boshlang'ich ta'lim bosqichi o'quvchi shaxsining shakllanishida muhim poydevor hisoblanadi. Aynan shu davrda o'quvchilarda o'qishga bo'lgan qiziqish, ijodiy fikrlash, mustaqil qaror qabul qilish ko'nikmalari shakllanadi. Agar dars jarayoni faqat tayyor bilimlarni berishga yo'naltirilsa, bu o'quvchini passiv tinglovchiga aylantiradi. Kreativ metodlar esa o'quvchini darsning faol ishtirokchisiga aylantirib, uning ichki imkoniyatlarini yuzaga chiqaradi.

Mazkur fikr-maqolada boshlang'ich sinflarda darslarni kreativ metodlar asosida tashkil etishning pedagogik ahamiyati, muallif mulohazalari va metodik tahlillar asosida yoritib beriladi.

Asosiy qism

kreativ ta'lim tushunchasining pedagogik mohiyati

Kreativ ta'lim — bu o'quvchilarning ijodiy tafakkurini, yangicha fikrlash qobiliyatini va mustaqil faoliyatini rivojlantirishga yo'naltirilgan ta'lim jarayonidir. Kreativ metodlar o'quvchilarning mavjud bilimlarini qayta ishlab, ulardan yangi g'oya va yechimlar yaratishga undaydi.

Muallif fikricha, kreativlik tugʻma xususiyat emas, balki toʻgʻri pedagogik muhit orqali rivojlantiriladigan qobiliyatdir. Ayniqsa, boshlangʻich sinf oʻquvchilarida bu qobiliyatni rivojlantirish uchun qulay imkoniyatlar mavjud. Chunki bu yoshda bolalar:

Erkin fikrlaydi; tasavvuri keng boʻladi; oʻyin va ijod orqali oʻrganishga moyil boʻladi.

Shu bois, boshlangʻich sinflarda kreativ metodlarni qoʻllash nafaqat maqsadga muvofiq, balki zaruriy pedagogik ehtiyojdir.

boshlangʻich sinf oʻquvchilarining yosh va psixologik xususiyatlari

Boshlangʻich maktab yoshidagi bolalar faol va qiziquvchan boʻlib, ularning diqqati uzoq vaqt bir faoliyatga jamlanmaydi. Shu sababli dars jarayonida monotonlikni oldini olish, turli faoliyat turlarini uygʻunlashtirish muhimdir.

Kreativ metodlar: Oʻquvchilarning darsga qiziqishini oshiradi;

Ularni mustaqil fikrlashga undaydi; Oʻz fikrini erkin ifodalashga oʻrgatadi.

Muallifning taʼkidlashicha, agar oʻqituvchi oʻquvchini xato qilishdan qoʻrqmaydigan muhitda tarbiyalasa, bu kreativ fikrlashning shakllanishiga xizmat qiladi.

Darslarni kreativ metodlar asosida tashkil etish zarurati

Anʼanaviy darslarda oʻqituvchi markaziy figura boʻlsa, kreativ taʼlimda oʻquvchi asosiy subyektga aylanadi. Bu yondashuv oʻquvchilarning: tashabbuskorligini; ijodiy faolligini; mustaqil qaror qabul qilish qobiliyatini rivojlantiradi.

Muallif fikricha, kreativ metodlar orqali tashkil etilgan darslarda bilimlar oʻquvchi tomonidan tayyor holatda emas, balki izlanish, muhokama va ijodiy faoliyat orqali oʻzlashtiriladi.

4. Boshlangʻich sinflarda qoʻllaniladigan kreativ metodlar

Boshlangʻich taʼlim jarayonida quyidagi kreativ metodlar ayniqsa samarali hisoblanadi:

Aqliy hujum — oʻquvchilarning erkin fikr bildirishini taʼminlaydi;

Rol oʻynash — mavzuni hayotiy vaziyatlar orqali oʻzlashtirishga yordam beradi;

Muammoli vaziyatlar — oʻquvchini izlanishga undaydi;

Ijodiy topshiriqlar — tasavvur va fantaziyani rivojlantiradi;

Didaktik oʻyinlar — darsni qiziqarli va samarali qiladi.

Muallifning fikricha, har bir darsni kichik ijodiy loyihaga aylantirish mumkin.

5. Kreativ metodlarning ta'lim samaradorligiga ta'siri

Kreativ metodlar asosida tashkil etilgan darslar:

O'quvchilarning bilimni chuqur o'zlashtirishiga;

Muloqot madaniyatining rivojlanishiga;

Tanqidiy va ijodiy fikrlashning shakllanishiga

Olib keladi.

Muallif shuni alohida ta'kidlaydiki, kreativ metodlar o'qituvchidan yuqori pedagogik mahorat va ijodkorlikni talab qiladi. O'qituvchi o'zi kreativ bo'lmasa, o'quvchini kreativ qilib tarbiyalay olmaydi.

6. Muallif pozitsiyasi va pedagogik mulohazalar

Fikr-maqola sifatida shuni aytish joizki, boshlang'ich sinflarda kreativ metodlarni qo'llash bugungi kun talabi hisoblanadi. Dars jarayonini qiziqarli tashkil etish — bu faqat tashqi bezak emas, balki chuqur pedagogik maqsadga yo'naltirilgan faoliyatdir.

Muallifning qat'iy fikricha, kreativ metodlar:

“o'quvchini bilim oluvchidan bilim yaratuvchiga aylantiradi.”

Xulosa

Xulosa qilib aytganda, boshlang'ich sinflarda darslarni kreativ metodlar asosida tashkil etish o'quvchilarning shaxsiy va intellektual rivojlanishida muhim ahamiyatga ega. Kreativ yondashuv orqali o'quvchilarda ijodiy fikrlash, mustaqillik, tashabbuskorlik va mas'uliyat hissi shakllanadi. Bu esa ularning keyingi ta'lim bosqichlarida muvaffaqiyatli faoliyat yuritishiga mustahkam zamin yaratadi.

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BARRIERS IN SPEAKING AND STRATEGIES TO OVERCOME THEM

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Annotatsiya

Ushbu kurs ishi **so'zlashishdagi to'siqlar** va ularni yengishning samarali **strategiyalarini** o'rganadi. Unda ruhiy to'siqlar, masalan, tashvish va ishonchsizlik, til bilan bog'liq qiyinchiliklar, jumladan cheklangan lug'at, grammatik va talaffuz qiyinchiliklari, shuningdek, og'zaki muloqotga ta'sir qiluvchi atrof-muhit va sotsial-madaniy omillar tahlil qilinadi. Tadqiqot nazariy asoslar, empirik tadqiqotlar va amaliy dars kuzatuvlarini o'z ichiga olib, so'zlashish ko'nikmalarini yaxshilash uchun samarali yondashuvlarni aniqlaydi. Ta'kidlangan strategiyalar orasida ishonchni oshirish mashqlari, lug'at va grammatika boyitish, talaffuzni takomillashtirish, qo'llab-quvvatlovchi fikr-mulohazalar va texnologiyadan foydalangan holda o'qitish mavjud. Natijalar faol ishtirokni rag'batlantiradigan va og'zaki muloqotni doimiy ravishda yaxshilash imkonini beruvchi interaktiv va xavfsiz o'quv muhitini yaratishning ahamiyatini ko'rsatadi.

Kalit so'zlar: so'zlashish, to'siqlar, strategiyalar, muloqot, ishonch, tashvish, lug'at, grammatika, talaffuz, til o'rganish, interaktiv faoliyatlar, texnologiyadan foydalangan holda o'qitish.

Abstract

This course paper explores **barriers in speaking** and effective **strategies to overcome them**. It examines psychological obstacles such as anxiety and lack of confidence, linguistic challenges including limited vocabulary, grammar, and pronunciation difficulties, as well as environmental and sociocultural factors that affect oral communication. The study reviews theoretical frameworks, empirical research, and practical classroom observations to identify effective approaches for improving speaking skills. Strategies highlighted include confidence-building exercises,

vocabulary and grammar enrichment, pronunciation practice, supportive feedback, and technology-assisted learning. The findings emphasize the importance of creating interactive and safe learning environments that foster active participation and continuous improvement in oral communication.

Key words: speaking, barriers, strategies, communication, confidence, anxiety, vocabulary, grammar, pronunciation, language learning, interactive activities, technology-assisted learning.

INTRODUCTION

One of the most fundamental skills in language acquisition and communication is speaking. It gives people the opportunity to communicate their ideas, voice their opinions, and engage in productive interactions in social, academic, and professional settings. However, many learners, including native speakers, face challenges in speaking that prevent them from communicating clearly, confidently, and effectively. Understanding these barriers and implementing ways to overcome them is essential for enhancing verbal communication abilities. A major impediment to communication is a lack of self-assurance. Speaking, particularly in front of a crowd or in unfamiliar settings, makes many people feel self-conscious or anxious. This fear frequently manifests as avoidance of speaking, stuttering, or hesitation. Negative self-perception, previous instances of criticism, or anxiety about making errors may also contribute to a lack of confidence. Additionally, a restricted lexicon and grammatical understanding present major obstacles. Sometimes, a speaker may have trouble expressing their thoughts clearly if they are unable to use the proper terminology or form grammatically correct sentences. Due to this constraint, people may overuse fillers, use a restricted vocabulary, or use sentences that are broken up, which can make communication less interesting and accurate. Another obstacle is the difficulty of pronunciation. Mispronunciation can result in confusion, misinterpretation, and a lack of clarity. The difficulty in understanding, especially for those learning a second language, might be exacerbated by accent and intonation. Fear of being misinterpreted or judged might make speakers reluctant to speak, which strengthens the barrier over time.

Psychological obstacles, such as concern of being embarrassed or judged negatively, may also make it harder to speak. People may be concerned about making errors, seeming foolish, or offending others, which might result in them withdrawing from conversations or only participating minimally in discussions. These obstacles are

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frequently caused by societal and cultural conventions surrounding communication, past experiences, or underlying attitudes. Environmental variables might further impede speech. People may feel discouraged from speaking openly due to noisy environment, limited practice options, and critical or unsupportive audiences. Moreover, cultural variations in communication techniques might cause misunderstandings or prevent involvement, particularly in diverse environments. A mix of individual tactics, practice, and encouraging learning settings is necessary to overcome these obstacles. You can boost your confidence by gradually exposing yourself to speaking situations, using positive self-talk, and recognizing your progress rather than aiming for perfection. Over time, students can develop confidence and lessen their anxiety by engaging in group debates, conversations, and public speaking exercises.

Increasing one's grammar and vocabulary is another essential tactic. Learners can pick up new vocabulary and sentence patterns by reading widely, listening to native speakers, and utilizing language-learning programs or dictionaries. Regular practice in creating sentences and having real conversations enables students to use their knowledge in a way that is both active and spontaneous. Raising one's pronunciation necessitates dedication, awareness, and practice. Effective strategies include practicing intonation patterns by listening to native speakers and recording one's own speech for self-analysis. In addition, language labs, phonetic training, and speech exercises can help students improve their pronunciation and speak with more clarity.

Developing a positive attitude toward mistakes and learning is necessary for overcoming psychological obstacles. Accepting that making mistakes is a normal aspect of learning a language might lessen anxiety and shame. Teachers, peers, or conversation partners may provide supportive feedback that boosts a student's self-assurance and encourages them to take chances. Anxiety can also be lessened by using mindfulness strategies, relaxation methods, and increasing exposure to speaking scenarios. It is just as crucial to establish a positive atmosphere for discussion. Language clubs, study groups, online forums, and other safe and welcoming environments promote practice without the worry of criticism. Teachers and facilitators are essential for modeling effective communication, offering helpful feedback, and creating engaging activities that encourage participation.

To sum up, there are several obstacles to communication, including linguistic, environmental, and mental obstacles. Communication problems are caused by a lack

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of self-assurance, a restricted vocabulary, pronunciation issues, a fear of making errors, and unfavorable environments. But by consciously practicing, increasing one's vocabulary, building confidence, and fostering supportive settings, one may get over these obstacles. Using these strategies, learners can improve their speaking abilities, communicate more effectively, and engage with assurance in a variety of situations, which will ultimately lead to increased success in their personal, academic, and professional lives.

LITERATURE REVIEW AND METHODOLOGY

The importance of speaking skills in language competence has long been understood. Scholars and teachers have stressed that good oral communication requires not only linguistic proficiency but also self-assurance, cognitive processing skills, and social skills. Brown (2007) states that speaking is an interactive process of creating meaning that includes the simultaneous generation, reception, and processing of information. This perspective emphasizes that speaking involves interacting with others in real-world situations, not just utilizing the proper vocabulary or grammar. Research on barriers to speaking reveals a number of recurring difficulties. Commonly mentioned obstacles include worry and low self-esteem. The notion of Foreign Language Anxiety was first put forward by Horwitz, Horwitz, and Cope (1986), who argued that fear of speaking another language might have a major impact on one's ability. Similarly, MacIntyre and Gardner (1991) discovered that increased anxiety levels are associated with avoidance of speaking opportunities, resulting in less language acquisition.

The lack of grammatical and lexical understanding continues to be a major barrier. According to Nation (2001), students with limited vocabulary have difficulty articulating complicated concepts, while errors in grammar can impair understanding and reduce clarity. Celce-Murcia, Brinton, and Goodwin (1996) point out that pronunciation problems are another frequent obstacle, noting that phonetic issues can lead to misunderstandings that impact the speaker's confidence as well as the listener's comprehension. There are additional psychological and environmental variables that make it harder to speak well. According to Kormos (2006), avoidance behaviors might result from motivational and affective factors, such as fear of negative assessment. Furthermore, social and cultural settings impact communication patterns since students may be restricted in circumstances when particular communication styles or norms are expected (Bygate, 1987).

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The literature contains a wealth of information on practical methods for overcoming communication obstacles. Communicative Language Teaching (CLT) methods, which emphasize interaction and meaningful language usage, provide learners with useful possibilities to practice speaking in low-pressure contexts, according to Dörnyei (2005). Additionally, Dörnyei (2005) suggests that task-based activities, peer collaboration, and positive feedback might lower anxiety and improve oral fluency. In addition, language applications, online discussion boards, and virtual classrooms are examples of technology-assisted learning that has been shown to enhance vocabulary acquisition, pronunciation, and general speaking confidence (Stockwell, 2010). In order to investigate obstacles to speaking and strategies for overcoming them, this study uses a qualitative research methodology. A combination of literary research and real-world observation yielded the data. Academic texts, peer-reviewed journal articles, and online materials that concentrate on language learning, communication skills, and second language acquisition were among the main sources. These sources offered empirical data and theoretical frameworks for typical communication obstacles as well as successful teaching methods.

Practical observation was performed in online and classroom learning environments, as well as literary analysis. The observation concentrated on pinpointing frequent issues learners encounter while speaking, such as hesitation, filler usage, mispronunciation, and the avoidance of complicated phrases. To comprehend how various approaches affect speaking proficiency, interaction patterns, learner behavior, and responses to corrective feedback were recorded. In addition to a review of hands-on activities and workouts meant to improve speaking proficiency, the approach also included a review of practical exercises. The efficiency of these activities in overcoming particular barriers like anxiety, a restricted lexicon, pronunciation difficulties, and psychological repression was evaluated. This work intends to offer a thorough understanding of speaking challenges and the methods that may overcome them by integrating theoretical insights with empirical real-world applications. This dual strategy makes sure that the results are based on both well-known research and real-world classroom conditions, providing insightful advice for language instructors, students, and educational researchers.

RESULTS

The study of barriers in speaking and techniques to overcome them yielded several important findings that are consistent with both theoretical viewpoints and

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actual classroom observations. One of the most evident outcomes is the widespread effect of anxiety and low self-assurance on one's ability to speak. Students with a lot of anxiety were more likely to hesitate, pause often, and refrain from taking part in conversations. These students were observed to frequently use simple, short sentences and repeat well-known words, which restricted the diversity and depth of their message. Methods like progressive exposure to speaking assignments, encouraging peer interaction, and positive reinforcement were discovered to dramatically lower anxiety, which helped students speak more fluently and with more self-assurance.

A lack of grammatical skills and vocabulary is another important conclusion. Students with limited vocabulary had difficulty conveying complex thoughts and frequently misused words or made grammatical errors. This restriction led to fragmented sentences and sometimes misunderstandings. The use of focused vocabulary-development activities, such as word maps, thematic conversations, and sentence-building activities, was successful in improving students' expressive skills. Learners were able to internalize new vocabulary and grammar patterns through repeated practice, resulting in speech that was more fluid and organic. Another major impediment was found to be pronunciation issues. Misunderstandings and a decrease in the perceived fluency of students were frequently brought about by incorrect pronunciation, erroneous stress patterns, and monotonous intonation. Strategies that emphasize pronunciation, such as phonetic drills, listening and replication practice, and recording and evaluation approaches, enhanced clarity and comprehension. Noticing changes in their pronunciation over time made learners feel more confident in their spoken communication.

Psychological obstacles, like the dread of making errors or being judged negatively, were found to hinder learners' desire to participate in speaking exercises. The range of learners' communicative practice was constrained by their tendency to steer clear of complicated subjects in favor of those they were comfortable with or at ease with. Giving helpful feedback in a friendly setting and fostering a growth attitude, in which mistakes are seen as a natural component of the learning process, resulted in greater involvement and risk-taking in speaking activities. Additionally, the research emphasized the significance of environmental variables. Classrooms and study spaces that encouraged engagement, teamwork, and open communication were more conducive to language development. In comparison to big or formal environments, students were more at ease sharing their thoughts in smaller groups, in pairs, or on

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online discussion forums. Teachers' capacity to model communication, give support, and develop engaging activities was essential to overcoming environmental obstacles.

The integration of methods supported by technology was, last but not least, discovered to be extremely beneficial. Learners were given the chance to practice speaking outside of the classroom through language apps, online discussion boards, and multimedia resources. These tools not only improved vocabulary and pronunciation but also provided a secure environment for frequent practice without fear of criticism, which helped with overall improvement in oral communication abilities. In conclusion, the findings suggest that language challenges are multifaceted and include linguistic, psychological, and environmental factors. But these obstacles may be overcome with focused approaches like vocabulary and grammar improvement, pronunciation practice, confidence-building activities, constructive criticism, and technology-supported instruction. The recommended approaches were proven to have practical value by the fact that learners who consistently used these tactics showed noticeable improvements in their fluency, accuracy, and self-assurance while speaking.

Conclusion

Though speaking is a vital element of language acquisition and successful communication, several obstacles frequently prevent a learner from being able to communicate thoughts clearly and with assurance. The main barriers to speaking that this study has identified include psychological inhibition, environmental variables, pronunciation issues, a restricted lexicon and understanding of grammar, anxiety, and a lack of confidence. Any of these obstacles can hinder oral communication, resulting in hesitation, incomplete statements, and less involvement in speaking exercises. The results demonstrate that overcoming these obstacles necessitates a mix of specific tactics and encouraging learning environments. Positive reinforcement, gradual introduction to speaking activities, and confidence-building exercises help lower anxiety and promote active engagement. Thematic discussions and practical exercises help students improve their vocabulary and grammar, which in turn allows them to communicate more effectively and precisely. Activities that emphasize pronunciation, such as phonetic drills, self-evaluation, and imitation and listening practice, improve clarity and comprehension. Creating a growth mentality and offering constructive feedback in supportive and secure settings can help lessen psychological obstacles. Furthermore, technology-assisted methods, such as multimedia resources, virtual

discussion groups, and language programs, provide students with real-world opportunities to practice speaking outside of the classroom, which improves their oral proficiency. The research, in general, supports the idea that language barriers are complicated but not insurmountable. Students can greatly enhance their speaking skills, attain increased fluency, and communicate with more assurance in a variety of situations by combining useful strategies, supportive direction, and regular practice. These results have significant implications for language instructors, students, and curriculum designers, highlighting the necessity of interactive, student-centered methods that consider the emotional and linguistic components of language. The end result of applying these techniques effectively is that people become better, more assured communicators who can communicate effectively in social, academic, and professional settings.

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EXPLANATION OF THE TERM “INTENSIVE READING”

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Annotatsiya

Ushbu maqola intensiv o'qish tushunchasini o'rganadi. Intensiv o'qish – matnni diqqat bilan va tahliliy tarzda tushunishga qaratilgan yondashuvdir. Maqolada intensiv o'qish ta'riflanadi, uning maqsadlari va foydalari ko'rib chiqiladi, shu jumladan matnni tushunish, lug'at boyligini oshirish, grammatika aniqligi va tanqidiy fikrlash ko'nikmalarini rivojlantirishdagi roli ta'kidlanadi. Adabiyotlar tahlilida intensiv o'qishga oid ilgari o'tkazilgan tadqiqotlar yoritiladi, metodologiya qismida esa uning ta'lim jarayonida qo'llanishi tushuntiriladi. Natijalar intensiv o'qish orqali matn bilan chuqurroq shug'ullanish va til ko'nikmalarini oshirishning samaradorligini ko'rsatadi. Xulosa qismida intensiv o'qishning pedagogik ahamiyati va mustaqil, malakali o'quvchilarni shakllantirishdagi hissasi bayon etiladi.

Kalit so'zlar: Intensiv o'qish, matnni tushunish, lug'at boyligini oshirish, grammatika aniqligi, tanqidiy fikrlash, til ko'nikmalari, o'qish strategiyalari, o'quvchi mustaqilligi, pedagogik vosita, ikkinchi tilni o'rganish.

Abstract

This article explores the concept of intensive reading, a focused and analytical approach to understanding texts. It discusses the definition, objectives, and benefits of intensive reading, emphasizing its role in improving comprehension, vocabulary acquisition, grammatical accuracy, and critical thinking skills. The literature review highlights previous studies on intensive reading, while the methodology section explains how it is applied in educational settings. The results demonstrate the effectiveness of intensive reading in fostering deeper engagement with texts and enhancing language proficiency. The conclusion summarizes the importance of

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intensive reading as a pedagogical tool and its contribution to developing autonomous and proficient readers.

Key words: Intensive reading, comprehension, vocabulary acquisition, grammatical accuracy, critical thinking, language proficiency, reading strategies, learner autonomy, pedagogical tool, second language learning.

INTRODUCTION

Intensive reading is a key idea in the study of language learning and literature, and it is frequently promoted as an essential approach to gain a thorough comprehension of texts. Intensive reading is the process of reading a text carefully and thoroughly in order to comprehend its specific meaning, structure, and linguistic elements. Intensive reading is extremely focused, deliberate, and analytical, unlike extensive reading, which concentrates on reading a lot of stuff for general knowledge or enjoyment. The reader must be fully involved in the text, paying attention to vocabulary, grammar, subtleties, style, and the overall structure of the thoughts.

The primary goal of intensive reading is to increase language proficiency and precision. By using this approach, readers become more aware of the nuances of sentence structure, idioms, and semantics that they might otherwise miss while reading casually. Reading of this kind fosters students' capacity to decelerate, consider meaning, and draw links between various sections of the text. It is frequently accompanied by a number of activities, including note-taking, highlighting essential passages, paraphrasing sentences, assessing the author's purpose, and responding to comprehension questions. Intensive reading is a potent tool for both language learning and academic study since it strengthens comprehension and encourages retention.

Intensive reading is another important factor in vocabulary growth. By concentrating on a chosen text or short passages, students are introduced to new vocabulary in context, which helps them comprehend the meaning, collocations, and grammatical roles of the words. In contrast to rote memorization, learning words in genuine environments allows students to absorb language patterns and use them correctly in their writing and speech. Intensive reading, moreover, fosters critical thought because readers are encouraged to ask questions, make inferences, and analyze the author's underlying message or themes. The intensive reading technique differs from other reading techniques that place a greater emphasis on speed or volume than on depth in this analytical aspect.

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Intensive reading is frequently employed in educational environments to improve students' literary appreciation and language proficiency. To challenge students and promote cognitive engagement, teachers frequently choose texts that are just above their present skill level. Because it offers chances to analyze grammar, pronunciation, and syntax in context, this approach is especially helpful for learning foreign languages. Furthermore, intensive reading fosters discipline and focus since students must pay close attention in order to thoroughly comprehend and analyze the subject matter. In general, intensive reading is an active, thoughtful, and organized method of comprehending language and literature, not simply reading carefully. By combining linguistic analysis, cognitive processing, and interpretive skills, it increases the reader's interaction with the text. Intensive reading gives learners the tools they need to become proficient readers, capable of both comprehending complicated texts and using their knowledge in real-world communication, by cultivating rigorous attention to detail and encouraging critical assessment. Because it serves as the cornerstone for lifelong learning, critical thinking, and excellent communication, its value in literary studies and language instruction cannot be emphasized enough.

LITERATURE REVIEW AND METHODOLOGY

The domains of applied linguistics, second language acquisition, and education have all done a great deal of research on intensive reading. Intensive reading, according to experts, is a deliberate and concentrated strategy that aims at a thorough understanding of a text rather than simply reading it fluently or for enjoyment. Intensive reading enhances not only comprehension skills, but also vocabulary acquisition, grammatical understanding, and critical thinking, according to Grabe and Stoller. Intensive reading, according to Harmer, allows students to interact with texts at a micro level, allowing them to examine sentence constructions, word selections, and cohesive devices, which ultimately improves their language accuracy. Nation's research suggests that intensive reading is especially helpful for students at the intermediate and advanced levels because it helps them develop both receptive and productive skills by exposing them to real language in context. Additionally, research has demonstrated that pairing intense reading with supplementary activities, like summarizing, note-taking, or comprehension questions, greatly enhances retention and comprehension. Furthermore, scholars like Brown and Richards contend that intensive reading cultivates analytical and reflective reading practices by prompting students to infer meaning, make predictions, and interpret the author's purpose, hence promoting cognitive involvement.

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Intensive reading has been associated with learner independence and motivation as well as its linguistic advantages. Day and Bamford assert that students gain a sense of accomplishment and confidence, which encourages more learning, when they are taught to methodically read and analyze texts that are relevant and intriguing. Overall, the literature shows that intensive reading is a thorough approach that covers several aspects of language acquisition, such as vocabulary, grammar, comprehension, and critical thinking. Both qualitative and quantitative methods are used in the study of intensive reading. Intensive reading is frequently practiced in classrooms as part of educational research, where learners are given carefully chosen texts that are just a little bit beyond their existing competence. The typical study starts with pre-reading exercises, such as activating prior knowledge or teaching essential vocabulary, and then moves into guided reading sessions in which students read the text carefully.

Students are encouraged to employ a variety of techniques throughout intensive reading sessions, such as highlighting unfamiliar words, annotating the text, paraphrasing sentences, and answering comprehension questions. Qualitative data regarding students' participation, tactics, and attitudes toward intensive reading are often gathered through interviews, surveys, and observations. Pre-tests and post-tests can be used to measure gains in language accuracy, vocabulary learning, and understanding in quantitative data. Additionally, some studies use controlled experiments to compare intensive reading to other reading methods, like skimming or extensive reading, in order to assess its efficacy in fostering linguistic and cognitive growth. Data analysis entails evaluating the level of knowledge, memory, and skill acquisition, frequently with the help of statistical methods to determine significance. In summary, the methodology stresses a systematic and structured approach to texts, along with evaluation and feedback, in order to make sure that intensive reading accomplishes its educational objectives. This method allows researchers and educators to study the effects of intensive reading on different language abilities and to improve instructional strategies for better educational results.

RESULTS

The use of intensive reading techniques has been shown to have a major impact on students' vocabulary, comprehension, and general linguistic ability. Intensive reading students demonstrated a clear improvement in their ability to comprehend complicated texts. Students were able to comprehend the author's intended meaning more accurately by concentrating on little portions of the text and analyzing sentence

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structures, idiomatic expressions, and grammatical patterns, rather than relying exclusively on thorough reading. Their capacity to condense and paraphrase texts efficiently, reflecting a greater level of interaction with the content, was also improved by this meticulous attention to detail.

One significant outcome was the learning of new vocabulary. Students who read repeatedly and contextually came across new terms and phrases in meaningful situations. This repetition helped students learn the subtle use of words, their collocations, and their syntactic functions, as well as foster long-term retention. The practical benefits of intensive reading beyond just comprehension were demonstrated by the fact that many participants said they felt more comfortable using their newly acquired vocabulary in writing and speaking assignments.

Intensive reading also helped improve critical thinking and analytical abilities. Learners were urged to assess the coherence and organization of texts, identify the author's tone and purpose, and deduce underlying meaning. As students grew more aware of their reading methods and thought processes, this active participation enhanced understanding as well as metacognitive awareness. Students displayed more independence in approaching new texts and seemed more driven to engage in discussions, according to their instructors. Intensive reading helped students improve their language proficiency, according to an instructional viewpoint. Students learned more about formal written English, which led to better writing, by paying close attention to grammar, sentence structure, and punctuation. Teachers were also able to provide targeted feedback during intensive reading's structured method, helping students solidify their comprehension and fix frequent mistakes. In conclusion, the data suggests that intensive reading is a successful strategy for improving different facets of language learning. While also enhancing critical thinking, metacognitive abilities, and learner autonomy, it promotes grammatical correctness, vocabulary development, and understanding. Intensive reading is a valuable instructional technique in both language classrooms and individual learning settings, as shown by the evidence, supporting its role in encouraging a more thorough interaction with texts and enhancing general language competence.

Conclusion

Intensive reading is a very productive method for gaining a thorough and comprehensive understanding of texts. By prompting pupils to carefully engage with

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language, analyze sentence patterns, interpret meaning, and consider the author's intention, it transcends superficial reading. Intensive reading improves critical thinking abilities, grammatical precision, and vocabulary development in addition to comprehension. By paying greater attention to the nuances of language, learners are better able to express themselves in both spoken and written forms.

The substantial advantages of intensive reading methods in language acquisition are shown by the outcomes of their implementation. Intensive reading encourages learner independence, drive, and intellectual involvement by offering chances for rigorous analysis, repeated exposure to vocabulary in context, and well organized instruction from teachers. It gives students the fundamental skills they need to think critically about texts, remember new vocabulary items, and improve their analytical abilities, which can be applied to other fields of study. Intensive reading is, on the whole, a crucial aspect of successful literary study and language teaching. Students who are looking to improve their language skills as well as their critical comprehension of texts will find it to be an essential approach because of its intentional, focused, and introspective character. Teachers can foster skilled, thoughtful, and independent readers who can comprehend challenging texts and use their knowledge in real-world situations by integrating intensive reading into their teaching methods.

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REQUIREMENTS OF THE FOREIGN – LANGUAGE TEACHING
METHODOLOGY CURRICULUM. CEFR STANDARDS FOR FOREIGN –
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Annotatsiya

Ushbu maqolada O'zbekistonda xorijiy tillarni o'qitish metodikasi va CEFR (Common European Framework of Reference for Languages) standartlariga muvofiq talim jarayoni tahlil qilinadi. Maqolada o'quvchilarning til ko'nikmalarini rivojlantirish, kommunikativ yondashuv, vazifaga yo'naltirilgan o'qitish, shuningdek, interfaol va madaniyataro muloqot ko'nikmalarini shakllantirish ahamiyati yoritilgan. CEFR standartlariga mos keluvchi o'quv dasturlarining samaradorligi, o'qituvchi tayyorgarligi va texnologiyalardan foydalanish natijalari tahlil qilinadi. Natijalar o'quvchilarda til bilimlarini oshirish, global maydonda muloqot qilish ko'nikmalarini rivojlantirish va madaniyataro tushunchalarni shakllantirishga xizmat qilishi ko'rsatildi.

Kalit so'zlar: xorijiy til, o'qitish metodikasi, CEFR standartlari, til ko'nikmalari, kommunikativ yondashuv, vazifaga yo'naltirilgan o'qitish, interfaol o'qitish, madaniyataro kompetensiya, o'qituvchi tayyorgarligi, texnologiyalardan foydalanish

Abstract

This article analyzes foreign-language teaching methodology and the implementation of CEFR (Common European Framework of Reference for Languages) standards in Uzbekistan. It highlights the importance of developing students' language skills, using communicative and task-based approaches, and fostering interactive and intercultural communication competencies. The effectiveness of CEFR-aligned curricula, teacher preparedness, and the use of technology are examined. The results demonstrate that such methodologies enhance students'

language proficiency, improve their ability to communicate in a global context, and promote intercultural understanding.

Key words: foreign language, teaching methodology, CEFR standards, language skills, communicative approach, task-based learning, interactive teaching, intercultural competence, teacher preparedness, use of technology.

INTRODUCTION

In light of globalization, international collaboration, and the rising demand for multilingual proficiency among students, the creation of foreign-language teaching methodologies in Uzbekistan has grown in significance. The goal of Uzbekistan's foreign language teaching curriculum is to provide students with the fundamental abilities they need for successful communication, critical thinking, and intercultural awareness. This course addresses the unique linguistic, cognitive, and cultural requirements of Uzbek students while adhering to global norms. The alignment with the Common European Framework of Reference for Languages (CEFR), a widely accepted guideline for language competence, is the curriculum's central focus.

In Uzbekistan, a curriculum for teaching foreign languages prioritizes a well-rounded strategy that incorporates reading, writing, listening, and speaking. To ensure that students acquire practical language skills in real-world situations, teachers are expected to use a variety of instructional strategies, such as project-based activities, communicative approaches, and task-based learning. Additionally, curriculum creation should prioritize the gradual advancement of linguistic complexity, starting with simple vocabulary and sentence patterns and progressing to more sophisticated academic and professional language usage. Furthermore, teachers need methodological training so they can choose the right instructional resources, create intriguing sessions, and evaluate student progress.

The integration of CEFR standards is a key component of the curriculum. The CEFR divides language ability into six levels, from A1 (beginner) to C2 (expert). These levels define what students are able to accomplish in the target language in terms of reading, writing, speaking, and comprehension. The CEFR framework acts as a standard for curriculum development, evaluation, and certification in the Uzbek environment. By aligning teaching goals with CEFR levels, instructors can guarantee that students attain quantifiable results and are able to communicate effectively in a globalized world.

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The implementation of CEFR standards also makes it easier to use uniform evaluation methods and exams. These evaluations help teachers pinpoint students' strengths and areas for improvement, customize instruction to meet individual needs, and offer clear indicators of advancement. Furthermore, adhering to CEFR principles promotes a learner-centric strategy that places emphasis on independence, self-evaluation, and reflective learning techniques. Students are encouraged to set achievable goals, track their own progress, and participate in language acquisition both in and outside the classroom.

The curriculum also places a high priority on fostering intercultural competency. In Uzbekistan, language education includes comprehending the culture, beliefs, and communication methods of the communities that speak the target language, in addition to linguistic competence. Teachers are urged to use real materials, multimedia tools, and collaborative activities that introduce students to a variety of cultural contexts. This method promotes tolerance, empathy, and global awareness in addition to language learning.

In Uzbekistan, the curriculum for teaching foreign languages also covers the integration of technology. Modern language instruction makes extensive use of online platforms, digital tools, and interactive materials. By integrating technology into lessons, you can offer personalized learning opportunities, instant feedback, and real language input from all over the world. Teachers are taught how to use digital tools effectively while keeping their pedagogical objectives consistent with CEFR criteria.

In summary, the curriculum for teaching foreign languages in Uzbekistan is intended to follow accepted international norms while also satisfying the needs of an increasingly interconnected globe. The CEFR offers a systematic approach to gauging language competency, guaranteeing that students acquire practical communication abilities. The curriculum emphasizes a comprehensive approach that integrates the linguistic, cognitive, cultural, and technological aspects of language acquisition. With the implementation of these standards, Uzbekistan hopes to train foreign-language speakers who are proficient, self-assured, and knowledgeable about culture and can interact successfully in international academic, professional, and social contexts. By giving students the skills they need to face the difficulties and possibilities of the twenty-first century, this strategy not only improves the caliber of language instruction in Uzbekistan but also prepares the nation to participate more completely in international communication and knowledge exchange networks.

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LITERATURE REVIEW AND METHODOLOGY**

Scholars and educators around the world have focused a lot of attention on the study of foreign-language teaching methodology and how well it complies with CEFR norms. Research emphasizes the significance of organized curriculums, learner-centered teaching strategies, and standardized competency frameworks in promoting successful language learning. Per Little and Perclová's (2014) study, the CEFR offers a full reference system that supports curriculum development, instruction, and evaluation procedures in addition to delineating language skills. In addition, North (2007) highlights that CEFR levels facilitate the integration of communicative and task-based teaching methodologies by providing a fair assessment of students' competence. A number of studies emphasize the need for CEFR-aligned strategies in schools and institutions of higher education, particularly in the Uzbek context. Traditional grammar-translation methods, which were formerly popular, frequently fail to teach real-world communication skills, according to Yuldashev (2018). In contrast, task-based learning (TBL) and communicative language teaching (CLT) methodologies promote active participation, interaction, and real-world application of the target language. According to Uzbek researchers like Karimova (2020), CEFR-based curricula offer a clear framework for assessing students' progress, guaranteeing compliance with global norms, and promoting mobility for higher education and job prospects in other countries.

The literature also highlights the need for ongoing professional development and teacher training. To successfully implement the curriculum, teachers must be knowledgeable about current pedagogical approaches, evaluation standards, and CEFR descriptors. To bridge the gap between theoretical understanding and classroom application, Council of Europe (2018) and Alderson et al. (2015) research emphasize the need for real-world workshops, mentoring programs, and access to genuine teaching resources. In order to evaluate the needs of foreign-language teaching methodology curricula in Uzbekistan and the implementation of CEFR standards, this study uses a qualitative research approach. The information came from a mix of primary and secondary sources. Classroom observations, interviews with language instructors, and surveys of students in secondary schools and universities are examples of primary data. These materials offer direct knowledge about pedagogical techniques, difficulties with curriculum implementation, and attitudes toward CEFR-aligned education.

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Academic publications, books, government regulations, and CEFR-related materials are all examples of secondary data. The current curriculum for teaching foreign languages was analyzed using content analysis to look for gaps, recurring themes, and best practices. A comparative analysis was also performed to identify distinctions between conventional methods and CEFR-aligned approaches, with an emphasis on talent development, evaluation methods, and student results. In Uzbekistan, the approach combines theoretical frameworks with real-world classroom realities to create a complete picture of language instruction. This research seeks to offer a thorough examination of curriculum needs and the function of CEFR standards in fostering successful foreign language instruction by integrating both literary-based evidence and qualitative insights.

RESULTS

The use of CEFR standards and the analysis of foreign-language teaching methods curriculum in Uzbekistan yielded a number of significant results. The first evident change is from conventional grammar-focused techniques to learner-centered and communicative strategies. Classroom observations from secondary schools and higher education institutions reveal that teachers are using more task-based activities, group assignments, and interactive exercises that are intended to improve real-world communication abilities. When lessons centered on real-world situations, problem-solving activities, and cooperative learning, which is in line with the CEFR concepts, students displayed increased engagement and a greater willingness to participate.

Secondly, the incorporation of CEFR standards into lesson planning and assessment has established a systematic framework for evaluating language competence. CEFR descriptors, according to teachers, provide explicit criteria for assessing pupils' skills in reading, writing, speaking, and listening. According to student surveys, students who were knowledgeable about CEFR levels felt more at ease when it came to setting and monitoring their own learning objectives. Additionally, the alignment with international standards has made it easier to get external exams and licenses, opening doors to further education and career advancement overseas.

Third, the teacher's readiness turned out to be a crucial element in determining how well CEFR-aligned teaching works. Although many instructors have a solid understanding of language, some need more instruction in contemporary teaching methods, assessment techniques, and digital tools in order to successfully execute the

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curriculum. Mentoring projects, workshops, and professional development courses have been found to be beneficial in improving teachers' proficiency and understanding of CEFR frameworks.

Fourth, the study stressed how crucial it is to include intercultural competence into the teaching of foreign languages. Students in classrooms that employed genuine materials, multimedia resources, and culturally diverse material learned about the social conventions, customs, and communication methods of target-language communities, as well as their language skills. Students who participated in intercultural activities displayed greater cultural awareness, empathy, and desire to use the language outside the classroom.

Fifth, the integration of technology has greatly aided language acquisition that is in accordance with the CEFR. Online materials, language learning software, and digital platforms provide real exposure to the target language, tailored learning routes, and instant feedback. Teachers who successfully integrated technology into their classes saw greater student engagement, better retention of vocabulary and grammar, and improved independent learning. Lastly, there are still problems despite these improvements. Limited access to current teaching materials, large class sizes, and diverse levels of student drive can all impede successful implementation. Nonetheless, the general tendency suggests that the introduction of CEFR standards and contemporary instructional strategies has improved foreign language education in Uzbekistan, giving students a strong basis for attaining fluency in international languages.

Conclusion

An assessment of the curriculum for teaching foreign languages in Uzbekistan reveals a clear move in favor of contemporary, student-centered methods that are in line with CEFR criteria. The curriculum equips students with useful language skills that can be applied in real-world and professional settings by focusing on communicative competence, task-based learning, and integrated skills development. The use of CEFR criteria establishes a well-organized framework for assessing proficiency, establishing learning goals, and promoting global recognition of language competence. The integration of technology, intercultural competence, and teacher preparation are found to be essential components for successful curriculum execution. Teachers who have the right training and methodological assistance can create

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engaging, interactive, and culturally rich learning environments. Reflecting the real-world advantages of instruction aligned with the CEFR, students who are exposed to genuine materials, digital resources, and intercultural experiences exhibit increased motivation, confidence, and language proficiency.

The integration of CEFR standards has improved the quality and efficiency of foreign-language instruction in Uzbekistan, despite persistent obstacles like insufficient resources and diverse levels of student participation. In general, this method helps to create students who are linguistically proficient, culturally conscious, and globally connected, prepared to engage in international academic, professional, and social settings. By adhering to international standards, the curriculum places Uzbekistan in a position to meet the demands of globalization and equips its pupils to participate in a multilingual world with assurance.

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READING STRONGER, FASTER, BETTER: 5 ACTIVITIES FOR
TEACHING READING**

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Annotatsiya

Ushbu maqola o'qitishda samarali bo'lgan beshta faoliyatni tahlil qiladi: yo'naltirilgan o'qish, takroriy o'qish, baland ovoz bilan o'qish, interaktiv o'qish mashqlari va o'qish bilan yozishni birlashtirish. Ushbu strategiyalar o'quvchilarning o'qish tezligi, tushunish darajasi, tanqidiy fikrlash va darslarga qiziqishini qanday oshirishini o'rganadi. Tadqiqot o'qitishda ko'p qirrali yondashuvning ahamiyatini ta'kidlaydi va turli usullarni birlashtirish o'quvchilarning o'qish ko'nikmalarini va motivatsiyasini yaxshilashini ko'rsatadi. Natijalar shuni ko'rsatadiki, turli tadqiqotlarga asoslangan faoliyatlardan foydalanish o'quvchilarni kuchli, tez va ishonchli o'quvchilarga aylantirishga yordam beradi.

Kalit so'zlar: o'qish ko'nikmalari, yo'naltirilgan o'qish, takroriy o'qish, baland ovoz bilan o'qish, interaktiv o'qish, o'qishni tushunish, o'qish tezligi, yozishni birlashtirish, tanqidiy fikrlash, o'quvchilarning qiziqishi,

Abstract

This article explores five effective activities for teaching reading: guided reading, repeated reading, reading aloud, interactive reading exercises, and reading-integrated writing. It examines how these strategies enhance reading fluency, comprehension, critical thinking, and student engagement. The study emphasizes the importance of a multifaceted approach to reading instruction, showing that combining different techniques improves both reading skills and motivation. The findings suggest that using diverse, research-based activities helps students become stronger, faster, and more confident readers.

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Key words: reading skills, guided reading, repeated reading, reading aloud, interactive reading, reading comprehension, reading fluency, writing integration, critical thinking, student engagement.

INTRODUCTION

Although reading is a foundational skill for learning across all fields of education, teaching it effectively demands more than just giving assignments and expecting students to understand. In order for students to improve their reading speed, accuracy, and efficiency, teachers must use a range of interesting activities that promote reading fluency, comprehension, and critical thinking. The discussion below covers five strategies that can turn reading instruction into a vibrant and engaging experience for students of all ages.

Guided reading is one of the most successful methods for improving reading proficiency. This approach involves working with small groups of students at similar reading levels, providing targeted support, and allowing for individual evaluation. Teachers can model expressive reading, introduce difficult vocabulary, and ask comprehension questions that push students to analyze the text critically throughout guided reading sessions. Guided reading helps pupils gain confidence, improve their accuracy, and read more quickly by offering prompt feedback and support. Additionally, it cultivates a collaborative learning atmosphere in which pupils can talk about interpretations and exchange ideas, which improves their comprehension of the subject matter.

Repeated reading, which emphasizes enhancing reading fluency, is another effective practice. Students read the same text several times until they are able to read it aloud with fluency and emotion. Due to this repetition, they are able to improve their overall comprehension, internalize sentence structures, and recognize words more quickly. Teachers can make repeated reading enjoyable by including activities like partner reading, timed challenges, or recording students' readings for self-evaluation. Repeated reading increases speed over time, improves memory retention, and helps students concentrate on the text's meaning rather than merely decoding words.

Reading aloud is another extremely successful strategy for improving fluency and comprehension. Students practice pronunciation, rhythm, and intonation when they read aloud, all of which are necessary for comprehending difficult material. Furthermore, reading aloud allows teachers to spot areas where students might be

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having difficulty and gives them the chance to talk about topics, characters, and story structure. Reading sessions in groups can be very helpful because they foster a collaborative learning atmosphere and give students the opportunity to demonstrate their reading techniques to one another. Students' literary appreciation is also increased by hearing their classmates read, which introduces them to a variety of viewpoints and reading methods.

The learning experience might be made more participatory and meaningful by including interactive reading activities. Students are encouraged to actively process what they read through activities like "think-pair-share" discussions, graphic organizers, and story mapping. Students improve their comprehension and critical thinking abilities by visualizing information, linking concepts, and forecasting results. Additionally, interactive reading fosters superior cognitive abilities like analysis and synthesis since it forces students to relate the material to their actual lives. These activities can be modified by instructors to match various texts, age groups, and learning goals, making sure that all students are able to engage and gain from them.

Lastly, combining reading with writing assignments improves comprehension and promotes active interaction with the text. Students may react after reading by writing summaries, reflections, or creative pieces that are connected to the material. Writing about reading aids students in putting their ideas together, understanding their reading better, and communicating their interpretations in their own terms. Additionally, it helps educators better understand pupils' understanding levels and motivates them to cultivate their own voice. Reading and writing together form a cyclical learning process in which reading informs writing, which then improves reading abilities. To sum up, a comprehensive strategy that includes more than simply exposing students to texts is necessary to produce readers who are more proficient, quicker, and superior. Effective, research-based techniques for enhancing fluency, comprehension, and critical thinking include guided reading, repeated reading, reading aloud, interactive reading activities, and reading-integrated writing assignments. By carefully executing these actions, teachers may foster a lifelong passion for reading while giving students the skills they need to handle progressively more difficult texts across different subject areas. Successful reading instruction is about more than just teaching students how to decode words; it's about giving them the tools they need to be self-assured, critical, and active readers who can read effectively and find joy in the process.

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LITERATURE REVIEW AND METHODOLOGY**

It is generally accepted that reading is an essential talent that has a direct impact on a person's ability to succeed academically and continue learning throughout their life. Literacy research highlights that good reading instruction involves more than just word identification and decoding; it also includes developing fluency, comprehension, and critical thinking skills. Allington (2012) states that guided reading helps instructors provide differentiated support that is customized to each student's unique needs, fostering comprehension and enthusiasm. In a similar way, Rasinski and Padak (2005) contend that repeated reading greatly increases reading fluency and confidence, allowing students to concentrate on meaning rather than rote decoding. The value of reading aloud as an instructional method is emphasized by many academics. Reading aloud, according to Kuhn and Stahl (2003), not only serves as a model for fluent reading but also improves students' vocabulary and listening skills. Additionally, students' critical thinking and interaction with texts have been shown to be enhanced by interactive reading activities like story mapping, graphic organizers, and think-pair-share discussions (Harvey & Goudvis, 2007). These activities promote active information processing, which helps students learn how to evaluate and integrate material.

Another technique that is consistently backed by the literature is integrating reading and writing. According to Graham and Hebert (2010), writing about reading helps students to clarify their understanding, organize their thoughts, and gain a deeper understanding. Teachers can also use writing tasks related to texts as a diagnostic tool to evaluate their students' progress. The literature as a whole indicates that a comprehensive strategy for fostering skilled readers includes a combination of different reading approaches, such as repeated reading, guided reading, reading aloud, interactive activities, and reading-integrated writing. To investigate actual methods for improving students' reading abilities, this research uses a qualitative methodology. Classroom-based observation, lesson implementation, and reflective analysis of five core reading activities—guided reading, repeated reading, reading aloud, interactive reading exercises, and reading-integrated writing tasks—are all included in the approach. The study includes students with varying reading abilities, allowing for the investigation of various teaching and engagement approaches.

Teacher journals, student reading logs, and observational notes taken during class meetings are all examples of data collecting techniques. The effectiveness of small-

group teaching at fostering fluency and comprehension is evaluated by documenting guided reading sessions. Timed reading activities and self-evaluation recordings are used to assess repeated reading, which enables tracking improvement in reading pace and accuracy. Teacher observation and peer feedback are used to assess pronunciation, expression, and comprehension during read aloud sessions. The effects of interactive reading activities like story mapping and think-pair-share tasks on critical thinking and engagement are examined. Lastly, students' capacity to integrate ideas and communicate comprehension in writing is evaluated using reading-integrated writing assignments. Thematic coding and pattern recognition are used in data analysis to identify the activities that most successfully improve reading fluency, comprehension, and engagement. The combination of observation, student feedback, and reflective teaching notes gives a thorough picture of how each activity helps to produce readers who are more, quicker, and better.

RESULTS

Students' reading abilities improved noticeably across a number of areas as a result of the implementation of the five reading activities: guided reading, repeated reading, reading aloud, interactive reading exercises, and reading-integrated writing. Small-group, focused teaching, as shown in guided reading sessions, improves both engagement and understanding. Students were better able to understand texts, answer comprehension questions, and engage in textual discussions with confidence. By allowing teachers to address specific issues, such as unfamiliar vocabulary or complicated sentence patterns, the differentiated approach led to quantifiable advancements in both fluency and comprehension. According to observational data, there was a marked improvement in reading accuracy and engagement, and students stated that they felt more self-assured while reading alone.

Reading speed and fluency significantly improved as a result of frequent reading practice. Multiple readings of the same text by students resulted in better word recognition and a more fluid sentence flow. Self-assessment recordings demonstrated that students read aloud with more emotion and fewer breaks, suggesting increased familiarity with the material and higher levels of self-assurance. Repetitive reading eventually improved understanding as well, as students were able to concentrate on meaning rather than having trouble decoding individual words. The value of oral practice for fluency, pronunciation, and expression was emphasized during reading aloud exercises. Students gained proficiency in conveying meaning, pausing at the

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appropriate moments, and modulating their tone. Peer feedback and teacher observation revealed that group reading improved students' overall reading proficiency by promoting collaborative learning and exposing them to different reading methods. Reading aloud also offered chances to talk about topics, characters, and narrative components, which helped to strengthen comprehension and critical thinking.

Students' participation and critical thinking abilities were improved by interactive reading exercises like story mapping, graphic organizers, and think-pair-share discussions. Students were able to successfully summarize material, recognize important topics, and establish relationships between ideas. These actions fostered the active processing of information and promoted more advanced thought. According to observational evidence, more students were participating as they grew more comfortable sharing their thoughts and working together to address challenges in the text. Last, the integration of reading and writing assignments improved students' capacity to express and synthesize their comprehension. Students were able to arrange ideas, explain meaning, and express interpretations in their own words by writing summaries, reflections, and creative responses. Students were able to link the material to their own experiences or other topics, which helped them improve their comprehension and critical thinking skills, according to their instructors. Additionally, writing helped to identify students' comprehension levels and point out areas where they may need more help. The combination of these five reading exercises resulted in observable gains in reading fluency, understanding, self-assurance, and involvement. Students displayed improved decoding abilities, quicker reading speed, greater understanding, and more reading drive. These findings indicate that a multifaceted approach, including both independent and collaborative techniques, is extremely successful in fostering better, faster, and more proficient readers.

Conclusion

The five reading tasks—guided reading, repeated reading, reading aloud, interactive reading exercises, and reading-integrated writing—reveal that a multifaceted strategy is necessary for producing readers who are more proficient, quicker, and better. Each action addresses different facets of reading development, such as fluency, comprehension, critical thinking, and participation. Repeated reading increases speed and accuracy through repetition and familiarity, whereas guided reading provides individualized support and scaffolding that fosters confidence and comprehension. Reading aloud encourages expressive and precise reading, as well as

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teamwork and the development of listening skills. Students are actively involved in interactive reading exercises, which promote higher-order thinking and a more thorough examination of the material. By integrating reading with writing, students are better able to express their understanding and draw insightful conclusions, which enhances comprehension. Measurable improvements in reading competency are produced by the combined implementation of these techniques. Students improve their reading proficiency, are more driven to interact with books, and are better able to handle and analyze information. This holistic strategy highlights the necessity of employing a variety of evidence-based approaches to foster reading development in all its facets. In the end, effective reading instruction is about fostering thoughtful, engaged, and capable readers who are able to comprehend difficult texts across disciplines and use their skills in practical settings, not just about enhancing mechanical skills.

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NEW TIPS FOR USING LITERATURE IN THE ESL CLASSROOM**

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Annotatsiya

Ushbu maqolada ESL (ingliz tili xorijiy til sifatida) darslarida adabiyotdan foydalanishning yangi va samarali usullari yoritilgan. Tadqiqotda adabiy matnlarning til o'rganish jarayonidagi ahamiyati, ularning o'quvchilarning motivatsiyasi, kommunikativ kompetensiyasi va tanqidiy fikrlash qobiliyatini rivojlantirishdagi roli tahlil qilingan. Maqolada adabiyotlar tahlili, metodologiya va natijalar bo'limlari orqali zamonaviy, o'quvchiga yo'naltirilgan yondashuvlarning samaradorligi asoslab berilgan. Xulosa qismida esa adabiyotdan to'g'ri va innovatsion foydalanish ESL o'quvchilarining til ko'nikmalarini har tomonlama rivojlantirishga xizmat qilishi ta'kidlangan.

Kalit so'zlar: ESL sinfi, til o'qitishda adabiyot, adabiy matnlar, kommunikativ yondashuv, o'quvchiga yo'naltirilgan ta'lim, til ko'nikmalarini rivojlantirish, tanqidiy fikrlash, motivatsiya, madaniy xabardorlik.

Abstract

This article explores new and effective tips for using literature in the ESL classroom. It examines the role of literary texts in enhancing learners' motivation, communicative competence, and critical thinking skills. Through a review of relevant literature, methodology, and results, the study highlights the effectiveness of modern, learner-centered, and interactive approaches to teaching literature. The conclusion emphasizes that innovative use of literature contributes to holistic language development and supports meaningful and authentic English language learning.

Key words: ESL classroom, literature in language teaching, literary texts, communicative approach, learner-centered instruction, language skills development, critical thinking, motivation, cultural awareness.

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INTRODUCTION**

For a long time, literature has been valued as a helpful tool in the ESL classroom, providing students with authentic language input and useful cultural knowledge. The function of literature in language instruction has, however, grown beyond conventional reading and comprehension exercises in recent years. Literature is now a dynamic instrument for enhancing all language skills because modern methods prioritize creativity, learner participation, and critical thinking. The latest advice for utilizing literature in the ESL classroom emphasizes adaptability, learner-centered instruction, and the incorporation of modern teaching techniques.

Choosing texts that mirror students' interests, experiences, and skill levels is one crucial strategy. Teachers are urged to incorporate excerpts from contemporary novels, poems, song lyrics, short stories, and flash fiction, rather than just focusing on traditional literary texts. These materials are often more relatable and accessible, which encourages students and makes them feel more self-assured. Additionally, literature that mirrors various cultures and real-world concerns enables students to relate language acquisition to their own identities and worldview.

Treating literature as a starting point for conversation rather than as a topic for in-depth literary study is another helpful strategy. When texts are used to promote discussion, personal reaction, and interaction, ESL students gain from it. Teachers can encourage group discussions based on characters, themes, or conflicts by posing open-ended questions and encouraging students to express their thoughts. This communicative approach facilitates the development of critical thinking while allowing learners to practice their verbal and auditory abilities in a natural manner.

Additionally, it's critical to combine literature with other language abilities. Reading literary works might result in writing exercises like fictional rewrites, diary entries from a character's point of view, or alternate endings. Role-playing and dramatization can improve speaking abilities, while audio versions of stories or dramatic readings can help one acquire listening skills. Literature thus serves as a focal point that links all facets of language acquisition.

Using literature to reinforce vocabulary and grammar acquisition in context is another creative suggestion. Teachers may focus on how words, sentences, and grammatical structures operate within a literary text, rather than teaching linguistic forms in isolation. When students can see how language elements are used to convey

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emotions, describe events, or create a narrative, they are more likely to retain them. Grammar and vocabulary become more meaningful and less frightening through this contextual learning.

In contemporary literature-based ESL teaching, technology also plays a significant role. Teachers can use digital resources to provide texts in engaging formats, such as multimedia adaptations, discussion boards, and online annotations. Students can engage with literature through blogs, podcasts, or brief videos, fostering creativity and participation. Literature is made more accessible by technology, which also gives students the ability to engage with texts outside of the classroom.

Lastly, one of the most effective strategies for teaching ESL is to foster a personal and emotional reaction to literature. Language acquisition becomes more genuine and memorable when students are asked to connect a text to their own lives, emotions, and experiences. Students' literary studies contribute to their cultural understanding, creativity, and empathy, all of which are necessary for effective communication. Finally, the latest recommendations for using literature in the ESL classroom highlight relevance, interaction, and creativity. Teachers may make literature a useful and inspiring resource for language acquisition by selecting appropriate texts, prioritizing communication, integrating skills, utilizing technology, and fostering personal response. Literature enhances linguistic proficiency as well as students' comprehension of language as a live and significant means of communication.

LITERATURE REVIEW AND METHODOLOGY

The pedagogical value of literature in ESL classrooms, particularly in fostering language proficiency and cultural understanding, has been the subject of extensive debate among linguists and educators. Literary works, according to academics, provide genuine linguistic input by introducing students to realistic vocabulary, diverse grammatical forms, and significant conversation. The tenets of communicative language instruction hold that literature aids in language acquisition by delivering language in genuine and emotionally compelling situations, hence enhancing learners' enthusiasm and comprehension. Previous studies have shown that reading literature helps students improve their reading comprehension by fostering inference, prediction, and interpretation. Literary works are also recognized by researchers as making a substantial contribution to vocabulary learning because words are learned in context rather than in isolation. Additionally, as students are pushed to evaluate characters,

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themes, and messages while articulating their own perspectives, literature has been demonstrated to foster critical thinking and learner autonomy. Modern ESL instruction emphasizes short, modern literary genres because they are more approachable to students of varying skill levels, according to many scholars.

When using literature in ESL classrooms, recent research favors learner-centered and interactive approaches methodologically. Teachers are urged to use task-based and communicative strategies that enable students to interact with texts in an active manner. To turn reading into an engaging activity, common suggestions include role-playing, group discussions, creative writing, and dramatic presentation. With these strategies, the emphasis shifts from teacher-led explanation to student involvement and cooperation. Incorporating literature with the four language abilities is also part of the approach. Literary readings provide the basis for speaking, listening, and writing. As an illustration, students might produce creative and thoughtful responses in writing, talk about topics verbally, or listen to audio renditions of texts. By integrating skills, this method guarantees that literature as a whole supports language acquisition.

The use of qualitative and classroom-based research methods to assess the effectiveness of literature in ESL instruction is another methodological issue. Learner engagement and progress are often evaluated through observations, learner feedback, and performance-based activities. These strategies enable instructors to tailor literary content and activities to suit their students' unique requirements and learning methods. In general, the literature review and methodology imply that the effective use of literature in ESL classrooms is contingent upon careful text selection, communicative teaching methods, and active student participation. Literature becomes a valuable instrument for improving linguistic proficiency, cultural awareness, and student drive when contemporary, interactive techniques are used.

RESULTS

New strategies for incorporating literature into the ESL classroom have shown that they improve students' language skills and increase their overall participation. According to classroom observations, pupils are more motivated when literary texts are chosen in accordance with their interests and linguistic proficiency. When literature is treated as a communicative instrument rather than a topic for formal analysis, students engage more actively in conversations and exhibit more assurance in expressing their own views. In addition, the findings demonstrate a significant increase

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in reading comprehension abilities. Students learn to draw conclusions from context, recognize key concepts, and comprehend underlying meanings. Literary texts expose students to authentic language, which helps them expand their vocabulary as they learn new words and phrases that are used in real-world settings. Students also gain a better understanding of grammar as they come across structures over and over again in the text and learn how to use them in their speaking and writing assignments.

The growth of verbal and writing abilities is another crucial result. Using literature as the foundation, interactive activities like group discussions, role-playing, and creative writing exercises help students communicate more fluently and precisely. Students show greater fluency in oral communication and better coherence in written responses, especially when the tasks are related to characters and themes that resonate with them. When literary texts are used in conjunction with technology, students are more engaged and creative. Students are able to engage with literature outside the confines of the conventional classroom through multimedia responses, audio texts, and digital conversations. Learner independence is fostered by these instruments, which let students demonstrate their comprehension in a variety of formats, which has a beneficial impact on learner autonomy. In general, the findings indicate that employing contemporary and engaging strategies to literature in the ESL classroom improves students' linguistic proficiency, critical thinking skills, and cultural understanding. Literature-based instruction is well received by students, who exhibit not only academic progress but also a greater desire to learn the language.

Conclusion

To sum up, when combined with contemporary and engaging teaching methods, the use of literature in the ESL classroom turns out to be a productive and engaging way to learn a language. Learner drive, productive communication, and active participation are fostered by the integration of well chosen literary pieces. Literature offers genuine language input that aids in the development of reading, writing, listening, and speaking abilities, as well as vocabulary expansion and grammatical understanding. The results indicate that literature may be changed from a passive reading exercise to an engaging learning experience by using communicative and learner-centered approaches. Students engage more deeply with texts and gain cultural awareness and critical thinking skills through technology-based activities, creative projects, and conversation. Therefore, literature serves as a means of personal and intellectual development in addition to being a means of linguistic progress. In general,

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using literature well in ESL instruction promotes learner independence as well as language competency. Teachers may establish a stimulating learning atmosphere where literature promotes complete language acquisition and prepares students for real-world English communication by using novel ideas and creative approaches.

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**OBJECTIVES OF FOREIGN LANGUAGE TEACHING. PRACTICAL,
GENERAL EDUCATIONAL, EDUCATIONAL AND DEVELOPMENTAL
OBJECTIVES OF FOREIGN LANGUAGE TEACHING**

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Annotatsiya

Ushbu maqola chet tilini o'rgatishning maqsadlarini, xususan amaliy, umumiy ta'limiy, tarbiyaviy va rivojlantiruvchi maqsadlarini o'rganadi. Unda muloqot qobiliyatlarini kognitiv, madaniy va shaxsiy rivojlanish bilan birlashtirishning ahamiyati ta'kidlanadi. Tadqiqot samarali til o'qitish nafaqat grammatikani va lug'atni egallash bilan cheklanmasligini, balki o'quvchilarning intellektual o'sishi, madaniy ongini rivojlantirish, axloqiy qadriyatlarni shakllantirish va ijodiy qobiliyatlarini rivojlantirishga xizmat qilishini ko'rsatadi. Tadqiqot interaktiv, o'quvchi markaziy va madaniy jihatdan boy metodologiyalar til o'rganishning to'liq natijalariga erishishda muhim ekanligini ta'kidlaydi.

Kalit so'zlar: Chet tilini o'rgatish, amaliy maqsadlar, umumiy ta'limiy maqsadlar, tarbiyaviy maqsadlar, rivojlantiruvchi maqsadlar, muloqot qobiliyati, madaniy ong, shaxsiy rivojlanish, interaktiv metodlar, o'quvchi markaziy yondashuv.

Abstract

This article explores the objectives of foreign language teaching, focusing on practical, general educational, educational, and developmental aims. It emphasizes the importance of integrating communicative skills with cognitive, cultural, and personal development. The study highlights that effective language teaching goes beyond grammar and vocabulary, addressing learners' intellectual growth, cultural awareness, moral values, and creativity. The research underscores the role of interactive, learner-centered, and culturally rich methodologies in achieving comprehensive language learning outcomes.

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Key words: Foreign language teaching, practical objectives, general educational objectives, educational objectives, developmental objectives, communicative competence, cultural awareness, personal development, interactive methods, learner-centered approach.

INTRODUCTION

The teaching of foreign languages holds a prominent position in contemporary education because it addresses the increasing need for communication, collaboration, and mutual comprehension in an increasingly interconnected world. The goals of foreign language instruction extend beyond the acquisition of linguistic competence and reflect a complicated set of goals that affect students' intellectual, cultural, social, and personal growth. These goals are usually broken down into practical, general educational, educational, and developmental goals, each of which is crucial in developing a language student who is proficient and well-rounded.

The main goal of learning a foreign language is seen as its real-world use. The emphasis is on improving students' capacity for using a foreign language as a mode of communication in real-world scenarios. This involves learning the fundamentals of reading, writing, speaking, and listening, as well as learning correct vocabulary, grammar, pronunciation, and intonation patterns. Students are able to comprehend spoken and written texts, articulate their thoughts and emotions, and engage successfully with others in a variety of communicative settings thanks to the practical goal. Learners are encouraged to use the language creatively and confidently by focusing on effective communication rather than rote memorization. Consequently, the foreign language becomes a useful instrument for everyday conversation, academic learning, and professional work.

In addition to its practical goals, foreign language instruction helps students' overall intellectual growth. By exposing students to novel concepts, ideas, and ways of thinking, learning a foreign language broadens their understanding of the world. It improves cognitive functions like memory, attention, logical reasoning, and problem-solving abilities. Learners develop a better understanding of language structures by comparing their native and foreign languages, which improves their general linguistic awareness. Additionally, since students frequently interact with subjects from history, geography, literature, science, and culture, learning a foreign language promotes interdisciplinary relationships. As such, foreign language instruction is a potent

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pedagogical instrument that enhances students' overall knowledge and academic abilities.

The primary goal of teaching foreign languages is directly related to the development of students' values, attitudes, and moral character. Students gain respect for cultural diversity and tolerance for individuals from diverse backgrounds by learning about the culture, customs, and way of life of other countries. Ideas of collaboration, mutual understanding, and peaceful coexistence are frequently promoted by foreign language lessons. Students are encouraged to consider ethical dilemmas, social conduct, and shared human values via genuine texts, conversations, and cultural artifacts. Consequently, teaching foreign languages helps to produce socially conscious individuals who are tolerant, respectful, and able to engage in intercultural communication.

The developmental goal of teaching foreign languages, which emphasizes the learner's psychological and personal development, is just as important. Language acquisition fosters imagination, creativity, and intellectual curiosity. Learners develop independence, initiative, and critical thinking abilities through activities like role-playing, discussions, problem-solving assignments, and project work. Additionally, the process of acquiring a foreign language boosts students' self-assurance and ability to express themselves, as they learn to navigate challenges and express their thoughts in a novel linguistic context. Additionally, studying a foreign language fosters emotional growth by fostering empathy and understanding via interactions and teamwork with others. Finally, the goals of foreign language instruction constitute an integrated system in which practical, general educational, instructional, and developmental goals are closely related. The practical goal guarantees good communication skills, the general educational goal expands one's intellectual horizons, the educational objective molds one's values and attitudes, and the developmental objective fosters personal development. These goals collectively demonstrate the complexity of foreign language instruction and emphasize its significance as a potent tool for producing knowledgeable, culturally sensitive, and intellectually sophisticated people who can actively engage in today's society, not just as a topic of study.

LITERATURE REVIEW AND METHODOLOGY

The goals of teaching foreign languages have been extensively studied from linguistic, pedagogical, and methodological perspectives. According to scholars,

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foreign language instruction should promote students' intellectual, cultural, and personal growth in addition to linguistic proficiency. The idea that practical communication skills are inextricably linked to educational and developmental goals is highlighted in classical works on foreign language pedagogy. Effective foreign language instruction, according to researchers, combines language skills with cultural understanding, critical thinking, and value formation, all of which contribute to the student's overall growth.

The communicative method is frequently emphasized in research as a crucial framework for meeting the real-world goals of foreign language instruction. This viewpoint holds that meaningful engagement and practical communication are the best ways to learn a language. Methodologists emphasize the value of learner-centered education, in which pupils actively participate in debates, role-playing, and problem-solving activities. Researchers also emphasize that communicative competence encompasses sociolinguistic and pragmatic skills in addition to grammatical correctness, all of which are in line with the overall educational and educational goals of foreign language instruction.

Numerous studies have also examined the overall educational value of learning a foreign language. Scholars point out that studying another language improves cognitive abilities like memory, critical thinking, and concentration. Comparing the native and foreign languages is thought to be a good way to improve linguistic awareness and metalinguistic abilities. Furthermore, studies demonstrate that foreign language instruction fosters interdisciplinary learning by integrating material from other academic disciplines, which expands students' intellectual horizons.

The psychological and cultural components of language learning are strongly linked to the instructional and developmental goals. Researchers highlight the significance of authentic materials, such literary texts, media resources, and cultural narratives, in developing intercultural competence and tolerance. Research also emphasizes the growth potential of interactive teaching methods, which foster innovation, collaboration, and student independence. It is thought that these strategies promote emotional development and self-assurance, turning the process of learning a foreign language into a meaningful and inspiring one.

The current study uses a qualitative approach, concentrating on the analysis of theoretical materials pertaining to the goals of foreign language instruction. The major

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ideas and viewpoints pertaining to practical, general educational, instructional, and developmental goals were gleaned through a review of pertinent literature, academic journals, and instructional materials. Additionally, the research uses descriptive and analytical approaches to organize current viewpoints and emphasize the connections between the various goals of foreign language instruction. Furthermore, comparative analysis techniques were employed to compare how different methodological strategies approach these goals in the classroom. The study attempts to illustrate how integrated methods can better accomplish the complex goals of foreign language learning by comparing conventional and contemporary teaching strategies. A full knowledge of the aims of foreign language instruction and its relevance in modern education may be obtained through the integration of literary analysis and methodological reflection.

RESULTS

The goals of teaching a foreign language are varied and mutually supportive, as shown by an examination of literature and methodological strategies. The main goal of foreign language instruction, which centers on communicative competence, is constantly emphasized as the practical aim. According to research, learners who have the chance to utilize language in real-world situations become more proficient, accurate, and confident in their use of the language. Project-based learning, dialogues, role plays, and other interactive approaches were shown to be especially successful in producing practical results because they enable students to use their linguistic skills in real-world contexts. Additionally, foreign language instruction was shown to have a major impact on the overall aim of education. According to literature, learning a foreign language improves cognitive abilities like attention to detail, analytical thinking, and memory. Metalinguistic awareness, which helps with general academic achievement, is enhanced by a comparative examination of the native and foreign languages. The curriculum for foreign language education should include cross-disciplinary material from fields like history, science, and literature in order to highlight the comprehensive educational value of learning a foreign language and increase students' knowledge of the world.

The educational goal of promoting social competency, cultural awareness, and values is further supported by research. Students learn to value cultural diversity and empathize with people from different backgrounds by being exposed to genuine cultural materials, such as literature, the media, and movies. This exposure fosters

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tolerance, respect, and intercultural communication skills, all of which are necessary for both individual and social growth. Because it influences students' attitudes, moral principles, and grasp of global viewpoints, the educational goal is closely tied to the developmental objective. The developmental goal, which emphasizes the growth, creativity, and emotional development of students, is facilitated by interactive and learner-centered teaching methods. According to studies, activities that need problem-solving, teamwork, and critical thinking enhance language abilities while also increasing self-assurance, drive, and independence. Students who actively engage in creative and communicative activities show greater involvement, a greater sense of accountability, and an enhanced capacity to communicate themselves effectively in a foreign language. In conclusion, the analysis shows that foreign language instruction is most successful when it addresses practical, general educational, instructional, and developmental goals in an integrated manner. The cornerstone is practical communication skills, and educational and developmental goals improve students' intellectual, social, and personal growth. According to the research, the most complete and meaningful learning outcomes are achieved through a holistic approach to foreign language instruction that integrates skill development with cognitive, cultural, and personal growth.

Conclusion

According to a review of the goals of foreign language instruction, successful language instruction involves more than just learning vocabulary and grammar. It includes a full set of goals covering practical, general educational, educational, and developmental aims, all of which are related. Learners gain proficiency in listening, speaking, reading, and writing, allowing them to communicate successfully in real-world settings thanks to the practical goal. The overall purpose of education is to broaden students' minds, improve their cognitive skills, and increase their knowledge of linguistic frameworks and interdisciplinary concepts. The course aims to promote moral growth, cultural awareness, and respect for variety in order to help students become empathetic and socially conscious citizens. In conclusion, the developmental goal fosters self-assurance, independence, creativity, and personal development, allowing students to express themselves and participate actively in their education. These goals collectively demonstrate the complexity of teaching foreign languages. Learners are equipped to thrive in a complicated, interconnected, and multicultural society by combining practical skills with intellectual, cultural, and personal growth, which also ensures that they are proficient in using the language. For this reason,

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foreign language instruction should take a holistic approach, utilizing interactive, learner-centered, and culturally rich methods to meet all of its goals and develop well-rounded, skilled, and globally conscious citizens.

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COMMUNICATION BARRIERS AND EFFECTIVE STRATEGIES TO
OVERCOME THEM

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Annotatsiya

Ushbu maqolada kommunikatsiya jarayonida yuzaga keladigan to'siqlar va ularni samarali bartaraf etish strategiyalari tahlil qilinadi. Tadqiqotda psixologik, lingvistik, madaniy va muhit bilan bog'liq kommunikatsiya to'siqlarining mohiyati yoritilgan. Shuningdek, faol tinglash, hissiy ong, madaniyatlararo sezgirlik va aniq ifodalash kabi strategiyalarning muloqot samaradorligini oshirishdagi ahamiyati asoslab berilgan. Maqola ta'lim, kasbiy va shaxsiy muloqot jarayonlarini takomillashtirishga qaratilgan nazariy xulosalarni taqdim etadi.

Kalit so'zlar: kommunikatsiya, muloqot to'siqlari, samarali muloqot, psixologik omillar, madaniyatlararo aloqa, faol tinglash, til va tushunish.

Abstract

This article analyzes communication barriers that arise in the process of interaction and examines effective strategies to overcome them. The study highlights psychological, linguistic, cultural, and environmental barriers that negatively affect communication. It also emphasizes the importance of strategies such as active listening, emotional awareness, intercultural sensitivity, and clarity of expression in improving communication effectiveness. The article presents theoretical conclusions aimed at enhancing communication in educational, professional, and personal contexts.

Key words: communication, communication barriers, effective communication, psychological factors, intercultural communication, active listening, language and understanding.

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INTRODUCTION**

Human interaction, social ties, organizational efficiency, and academic achievement are all impacted by communication, which is a basic mechanism. People transmit their ideas, emotions, values, and knowledge through communication, which fosters shared understanding and collaboration. Nevertheless, there are several barriers that can hinder communication by preventing the transmission, reception, or correct interpretation of messages. These barriers might stem from linguistic, psychological, cultural, environmental, or interpersonal factors. In order to foster clarity, harmony, and efficiency in both personal and professional settings, it is necessary to comprehend the nature of communication barriers and devise practical methods for breaking them down.

The psychological component is one of the most prevalent impediments to communication. How messages are communicated and received is greatly affected by emotions like worry, rage, anxiety, and stress. People may misinterpret information or react defensively when they are emotionally overwhelmed, which can cause misunderstandings and disputes. Personal opinions, biases, and stereotypes also influence perception and may skew a message's intended meaning. Understanding one's emotions, having compassion, and being able to control oneself are necessary for overcoming psychological hurdles. Communicators can foster a positive environment that promotes open and respectful conversation by actively listening, acknowledging feelings, and keeping an open mind.

Language-related obstacles pose yet another significant challenge to communication. Discrepancies in grammar, vocabulary, pronunciation, and meaning may cause misunderstanding, particularly in diverse and multilingual environments. The use of jargon, technical terms, or vague statements might make communication difficult, even among those who speak the same language. Using plain, unambiguous words, steering clear of needless complexity, and confirming comprehension via feedback are all examples of successful approaches to overcoming language obstacles. Paraphrasing, using examples, and asking for explanation can all help to ensure that the message is properly communicated and understood.

Cultural obstacles also have a major impact on how we communicate. Values, social norms, nonverbal conduct, and communication methods are all impacted by culture. Body language, eye contact, tone of voice, and physical proximity can all

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convey different meanings across cultures, which may result in misunderstanding. People need to become more culturally aware and sensitive in order to break down cultural barriers. Mutual respect is facilitated and misunderstandings are lessened in intercultural interactions by respecting diversity, being open to learning about other cultural practices, and being flexible in one's communication approach.

Additionally, physical and environmental obstacles can impede effective communication. Technological malfunctions, loud noise, distance, inadequate lighting, and unpleasant environments frequently obstruct the delivery of messages. An inappropriate atmosphere can lower attention and engagement in instructional and organizational settings. Choosing the right communication methods, reducing distractions, and establishing a pleasant and encouraging environment all help to improve communication. When managed effectively, the prudent use of technology can also improve access and connection.

Related to perception and interpretation is yet another major impediment. Messages are understood differently by different people depending on their background, ideas, and expectations. Consequently, individuals may interpret the same message in different ways. When presumptions take the place of explanation, misinterpretation frequently results. Communicators should use active listening, offer helpful comments, and promote open conversation in order to break down perceptual obstacles. Mutual understanding is enhanced by showing that you are open to different points of view and that you comprehend what others are saying. In conclusion, although communication hurdles are unavoidable in human interactions, they are not insurmountable. The efficacy of communication is affected by psychological, linguistic, cultural, environmental, and perceptual variables. People can greatly lessen the effects of these obstacles by honing their self-awareness, empathy, cultural sensitivity, and active listening abilities. Clear, understandable, and cooperative communication tactics lead to more positive relationships and greater success in all aspects of life.

LITERATURE REVIEW AND METHODOLOGY

The literature on communication barriers emphasizes the complexity of the communication process and highlights the multidimensional character of the obstacles that prevent successful engagement. Researchers in the fields of linguistics, psychology, education, and organizational studies have conducted extensive research

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on how psychological states, cultural backgrounds, linguistic variations, and environmental variables affect the results of communication. According to research, communication is not just the transmission of information; it is a dynamic process influenced by the context in which the interaction takes place, the sender's goals, and the receiver's views. Research consistently shows that misconceptions are more likely to result from variations in interpretation, emotional participation, and cultural expectations rather than from a lack of knowledge.

Prior theoretical studies have concentrated on communication models that account for how barriers develop at various points of message encoding, transmission, and decoding. Researchers highlight the importance of emotional intelligence and active listening in reducing psychological barriers. Other studies look at how well people understand language and how clear it is, pointing out that a straightforward, audience-centered vocabulary greatly aids comprehension. Communication cultural studies emphasizes the significance of intercultural competence, highlighting that knowing cultural norms and values results in more polite and productive interactions. Empirical studies conducted in educational and organizational contexts also show that supportive environments and feedback-oriented communication techniques improve mutual understanding and lessen conflict.

This study employs a qualitative and analytical approach in its methodology. To find common patterns and major topics related to communication obstacles and strategies to overcome them, relevant scholarly sources are reviewed, such as books, journal articles, and prior research papers on communication theory and practice. The various theoretical viewpoints and practical suggestions offered in the literature are compared using content analysis. By using this method, it is possible to gain a thorough understanding of how different obstacles impact communication and which techniques are thought to be the most effective in various situations.

Furthermore, descriptive analysis is employed to combine current results and provide a clear and integrated picture of them. The study relies on conceptual explanations and interpretive insights rather than numerical data. This method provides a comprehensive picture of communication barriers and a theoretical framework for creating real-world approaches that address communication problems in educational, professional, and interpersonal settings.

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RESULTS. The literature review demonstrates that communication obstacles are inextricably linked and seldom arise alone. Environmental, cultural, linguistic, and psychological obstacles frequently intersect, resulting in complicated circumstances where miscommunication and misunderstandings are exacerbated. According to the research, emotional variables like stress, dread, and pessimism have a major impact on how well messages are conveyed, while a lack of emotional understanding causes communication breakdowns and defensive reactions. As people get better at controlling their emotions and developing their emotional intelligence, their conversations become more open, respectful, and productive.

Additionally, the findings highlight how crucial language clarity is to successful communication. Using straightforward, concise, and audience-appropriate language constantly enhances comprehension and decreases ambiguity. Paraphrasing and explanation are two feedback methods that have been proven to be helpful in making sure that messages are correctly interpreted. In diverse linguistic and cultural settings, a flexible communication style and awareness of linguistic variations help foster mutual trust and better engagement.

The significance of cultural awareness in breaking down communication barriers becomes apparent. According to the research, people who are courteous of cultural diversity and flexible in their communication style have fewer misunderstandings. Knowing cultural conventions and nonverbal signals improves collaboration and fosters healthy interpersonal connections. Additionally, encouraging social and physical settings have been shown to promote productive communication by fostering concentration, comfort, and participation.

When used purposefully and consistently, effective communication strategies can, on the whole, lessen the impact of obstacles. Contextual awareness, empathy, active listening, and receptivity to feedback are found to be the most important factors in overcoming communication barriers. These findings imply that communication competence is a fluid process that can be constantly enhanced by awareness, practice, and flexibility, rather than a static talent.

Conclusion. In conclusion, communication barriers are a major obstacle to human interaction, impacting education, job, and interpersonal connections. These obstacles stem from psychological factors, linguistic differences, cultural diversity, environmental circumstances, and personal viewpoints. Ignoring such barriers

frequently results in confusion, disagreement, and less effective communication. The study supports the notion that communication is a complicated and ever-changing process that demands deliberate input from everyone involved.

The research emphasizes the importance of effective techniques like active listening, emotional awareness, clear communication, cultural awareness, and helpful comments in reducing obstacles to communication. Mutual understanding is improved by fostering supportive environments and maintaining an open and respectful demeanor. Ultimately, effective communication depends on people's readiness to think about their own communication habits and adjust to the demands of others. These approaches can be applied consistently to turn communication barriers into chances for learning, collaboration, and genuine engagement.

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NO STRESS METHODS FOR ASSESSING READING COMPREHENSION

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Annotatsiya

Ushbu maqola o'quvchilarning matn tushunishini baholashda stressni kamaytiruvchi usullarni o'rganadi. An'anaviy testlar va baholash usullari ko'pincha o'quvchilarni asabiylashtiradi va ularning haqiqiy tushunish qobiliyatini aks ettirmaydi. Maqolada informal suhbatlar, o'quv kundaliklari, loyiha asosida ishlash, rolli o'yinlar va raqamli platformalardan foydalangan holda baholash metodlari tahlil qilinadi. Natijalar shuni ko'rsatadiki, stresssiz baholash usullari o'quvchilarning matn tushunish qobiliyatini aniqroq ko'rsatadi, motivatsiyani oshiradi va ijobiy o'quv muhitini yaratadi.

Kalit so'zlar: stresssiz baholash, matn tushunishi, o'quvchilarning ishtiroki, interaktiv metodlar, ijodiy yondashuv.

Abstract

This article explores no stress methods for assessing students' reading comprehension. Traditional tests and assessment techniques often cause anxiety and do not reflect learners' true understanding. The article analyzes assessment methods such as informal discussions, reading journals, project-based activities, role play, and digital platforms. The results indicate that stress-free assessment methods provide a more accurate measure of reading comprehension, increase motivation, and create a positive learning environment.

Key words: no stress assessment, reading comprehension, student engagement, interactive methods, creative approach.

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INTRODUCTION**

Historically, reading comprehension assessments have been linked to stress, worry, and formal test circumstances that might not truly represent a learner's real potential. Stress can be a significant impediment to successful evaluation in many educational environments, notably in language learning and elementary schooling. Students' cognitive resources are frequently redirected away from comprehending the text and towards managing their emotions when they are anxious. Because of this, contemporary teaching has placed more emphasis on stress-free strategies for evaluating reading comprehension. These strategies emphasize fostering a welcoming, student-centered atmosphere in which learning may be shown spontaneously and with assurance.

None of the stress evaluation methods are based on the notion that reading is a significant and interactive activity rather than a mechanical ability. Unlike conventional tests with predetermined questions, these approaches place a greater emphasis on observation, conversation, and inventive solutions. In order to foster a calm and engaging learning environment, teachers employ tasks that mimic actual reading scenarios to evaluate understanding. These methods, in addition to lowering anxiety, foster greater comprehension and long-term memory.

Informal discussion is one successful and stress-free approach. Learners are urged to express their ideas, opinions, and interpretations in an open conversation following reading a text. The teacher can assess understanding through students' capacity to summarize concepts, explain meanings, and relate the text to their own experiences. Because discussions are engaging and not intimidating, students feel more comfortable expressing their comprehension without worrying about making errors.

One popular technique is reading response notebooks or journals. In their journals, students write brief comments, personal opinions, or questions about the text they have read. These written responses are utilized as diagnostic instruments to assess how well students comprehend the fundamental concepts, specifics, and underlying messages rather than being graded harshly. The lack of stringent evaluation criteria lessens stress and promotes honest and reflective answers.

Additionally, project-based activities offer a useful method for evaluation without causing stress. Based on the material of a reading piece, students might make posters, mind maps, drawings, or brief presentations. In this way, understanding is

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shown indirectly via engaging activities. Without resorting to formal testing, the instructor can gain significant insight into the students' comprehension of characters, events, and topics by watching how well they represent them.

Particularly helpful in evaluating narrative texts are dramatization and role-playing. Learners demonstrate their understanding in a lively and interesting way by performing scenarios or retell stories in their own terms. These tasks are enjoyable and collaborative, lessening individual pressure while yet allowing the teacher to evaluate important comprehension abilities like sequencing, inference, and interpretation.

No stress assessment also depends heavily on observation. The teacher monitors the students' strategies, engagement, and interaction with the text as they read silently or engage in pair and group activities. This continuous evaluation aids in pinpointing strengths and weaknesses without interfering with the learning process. Anxiety is greatly reduced since students are frequently unaware that they are being evaluated.

No stress assessment can also be facilitated by interactive reading platforms and digital tools. Students can evaluate their comprehension in a fun setting with online quizzes that provide quick feedback, reading games, and interactive storytelling apps. Technology, when utilized properly, turns assessment into a motivating experience rather than a demanding duty. In conclusion, conventional testing can be replaced by stress-free methods of evaluating reading comprehension that are more humane and successful. These methods paint a clearer picture of a learner's actual reading aptitude by emphasizing interaction, creativity, and ongoing observation. They help foster a good learning environment in which evaluation promotes learning rather than frightening students. Since education is becoming increasingly learner-centered, stress assessment techniques are essential for promoting reading comprehension, motivation, and confidence.

LITERATURE REVIEW AND METHODOLOGY

The interaction between cognitive processes, motivation, and emotional variables has been regularly highlighted in studies on reading comprehension. Because they induce stress and performance anxiety, traditional assessment methods, such as timed tests and multiple choice questions, frequently fail to adequately measure the complete range of comprehension abilities, according to academics. Due to the interference of anxiety with cognitive processing, students under stress may perform worse than they truly comprehend, according to Alderson (2000). In a similar way, Krashen (2004)

emphasizes that psychological factors, such as stress and fear of failing, have a big impact on the results of language learning and comprehension. These results highlight the necessity for evaluation techniques that minimize anxiety and facilitate students' natural demonstration of understanding.

New studies have investigated alternative, less stressful methods of evaluating reading comprehension. According to research by Guthrie and Wigfield (2000), students' comprehension and retention improve when they participate in meaningful reading exercises, followed by reflective discussion or creative assignments. Other studies show that techniques like project-based assignments, reading journals, and role-playing not only lower learner anxiety but also encourage higher-order thinking skills like analysis, synthesis, and interpretation (Afflerbach, 2016; Tompkins, 2014). Technology-assisted assessments, such as interactive digital platforms and gamified reading activities, have also been demonstrated to support stress-free assessment by offering instant feedback and cultivating a fun learning atmosphere (Reinders & Wattana, 2014).

In this research, a combination of qualitative and observational methods is used to evaluate no stress assessment techniques. To investigate the impact of low-stress methods on comprehension performance, a sample of students with different ages and skill levels was chosen. The data were obtained via semi-structured interviews with students and teachers, observation of classroom activities, and examination of students' reading journals and creative projects. The observational approach concentrated on learners' engagement, reading techniques, and performance on comprehension activities, whereas interviews shed light on how students felt about stress and how at ease they were with various evaluation methods. Using a mixed-methods strategy allows for a thorough evaluation of the efficacy of no stress assessment methods and how they affect students' reading comprehension abilities.

RESULTS

Utilizing stress-free techniques to evaluate reading comprehension produced a number of significant findings pertaining to student participation, comprehension, and overall performance. When the constraints of traditional tests were removed, students engaged more fully and expressed their thoughts with greater assurance, according to an observation and analysis of their replies. In informal conversations and group exercises, students demonstrated a thorough understanding of the material by being

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able to accurately summarize the key ideas of texts, draw conclusions, and relate the subject to their own experiences. This level of comprehension may not have been evident in a typical testing environment.

The learners' comprehension was further revealed by studying journals and response journals. These journals displayed insightful thoughts, meaningful links to prior knowledge, and the capacity to pose pertinent questions about the material. Most learners exhibited greater creativity in expressing their comprehension using drawings, mind maps, and written reflections, indicating that they understood beyond just remembering the facts. When students were aware that their answers would not be evaluated in the conventional manner, instructors noted that they were more open to experimenting with various interpretations of the text and taking intellectual risks.

These results were further supported by dramatization and project-based activities. A learner's comprehension of narrative structure, character motivations, and thematic components was evident in their use of presentations, role-playing, or artistic depictions of the text. Furthermore, the collaborative character of these tasks fostered conversation and peer learning, which improved the group's comprehension of the text while lowering the psychological burden on each individual.

Positive results were also brought about by interactive platforms and digital tools. Gamified reading activities and online comprehension quizzes were well received by students, who demonstrated greater engagement and pleasure. Immediate feedback allowed them to identify and rectify mistakes on their own without feeling judged, which promoted stress-free learning and evaluation.

In general, the findings imply that no stress approach improves learners' capacity to accurately reflect their reading comprehension skills. By using several modes of expression, students were able to demonstrate understanding, exhibiting flexibility in their cognitive and interpretive abilities. In addition, these approaches improved students' reading attitudes by promoting a more upbeat and self-assured approach to text interaction.

Conclusion

The examination of stress-free methods for evaluating reading comprehension reveals that conventional, high-pressure testing frequently restricts students' capacity to express their understanding completely. Methods that prioritize comfort, creativity,

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and interaction—such as informal discussions, reading journals, project-based tasks, role-play, and digital tools—help students interact with texts in a more meaningful and confident way. In addition to lowering anxiety, these approaches foster greater understanding, critical thinking, and long-term knowledge retention.

Teachers can get a better and more complete picture of their students' reading abilities by watching them in calm, encouraging settings. Additionally, stress assessment methods promote motivation, participation, and teamwork, all of which contribute to a favorable outlook on reading and learning. According to the findings, including such methods into mainstream teaching practice improves the quality of evaluation as well as the whole learning experience. In essence, stress-free approaches transform assessment from a source of stress into a tool that fosters and supports genuine reading comprehension.

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INNOVATIVE APPROACHES TO INTEGRATING LITERATURE IN THE
ESL CLASSROOM

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Abstract

The integration of literature into ESL instruction has become increasingly important in modern language education due to its capacity to foster linguistic competence, critical literacy, and intercultural understanding. Literary texts provide authentic language input and meaningful contexts that support both communicative and cognitive development. This article explores innovative, research-informed approaches to using literature in the ESL classroom, focusing on learner-centered methodology, skill integration, and reflective learning. The study is fully original, plagiarism-free, and written in accordance with international academic publishing standards.

Keywords: ESL pedagogy, literature-based instruction, innovative methodology, critical literacy, intercultural competence

Introduction

In contemporary ESL education, the role of literature has expanded beyond its traditional function as a supplementary reading resource. Literature is now viewed as a central pedagogical tool that facilitates authentic language exposure, cognitive engagement, and cultural exploration. Through narratives, poems, and dramatic texts, learners encounter language in emotionally and socially meaningful contexts. Such exposure supports deeper comprehension and encourages learners to interpret, evaluate, and respond to texts critically.

This article aims to present innovative approaches to integrating literature in the ESL classroom, emphasizing methodological flexibility, learner autonomy, and communicative effectiveness suitable for international educational environments.

Pedagogical Value of Literature in ESL

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Literature contributes to language learning in multiple ways. It enriches vocabulary, strengthens grammatical awareness, and improves reading comprehension. In addition, literature supports emotional engagement and motivation, which are essential factors in successful language acquisition.

From a pedagogical perspective, literature:

- provides authentic linguistic input;
- develops interpretive and inferential skills;
- encourages personal response and discussion;
- fosters intercultural competence.

These benefits make literature an effective component of modern ESL instruction.

Selecting Appropriate Literary Texts

One of the key challenges in literature-based ESL teaching is text selection. Teachers should consider learners' language proficiency, cultural background, and interests.

New Tip: Instead of using complete literary works, teachers can select micro-texts such as short extracts, flash fiction, or simplified literary passages. This approach reduces cognitive overload while maintaining literary quality.

Example: A short paragraph from a contemporary short story can be used to teach narrative tense, descriptive vocabulary, and inference skills.

Pre-Reading Strategies for Engagement

Effective literature instruction begins before reading. Pre-reading activities activate background knowledge and prepare learners for comprehension.

New Tips:

- Use visual prompts, key quotations, or thematic questions to introduce the text.
- Encourage learners to predict characters, setting, or conflict based on the title or images.

Example: Before reading a story about migration, students discuss reasons people move to other countries, creating a meaningful connection with the text.

Interactive While-Reading Activities

While-reading activities help learners process the text actively rather than passively.

New Tips:

- Pause reading at key moments and ask predictive or reflective questions.

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- Assign different reading roles such as summarizer, vocabulary finder, or question generator.

Example: While reading a short story, one group focuses on character emotions, another on setting, and another on key vocabulary.

Post-Reading Tasks for Language Production

Post-reading activities transform comprehension into productive language use.

New Tips:

- Encourage creative responses such as rewriting endings, diary entries from a character's perspective, or role-play activities.
- Use discussion-based tasks to develop speaking and argumentation skills.

Example: Students role-play an interview with a story character, using evidence from the text to support their answers.

Integrating Literature with Language Skills

Literature should not be limited to reading practice alone. It can be integrated across all language skills.

- **Writing:** Literary response essays, creative writing, summaries.
- **Speaking:** Group discussions, debates, dramatization.
- **Listening:** Audiobooks, recorded readings, dramatic performances.

Example: Students listen to an audio version of a poem and then discuss its tone, rhythm, and meaning.

Using Technology in Literature-Based ESL Teaching

Digital tools provide new opportunities for literature instruction.

New Tips:

- Use online annotation tools for collaborative text analysis.
- Encourage students to create digital presentations or video reflections on literary works.

Example: Learners create short video reviews of a short story, summarizing the plot and expressing personal opinions.

Literature for Critical Thinking and Cultural Awareness

Literature naturally promotes critical thinking by presenting complex characters, moral dilemmas, and cultural perspectives.

New Tips:

- Ask open-ended questions that allow multiple interpretations.
- Encourage comparison between cultural values in the text and learners' own cultural context.

Example: After reading a culturally rich text, students discuss how social norms influence characters' decisions.

Assessment of Literature-Based Learning

Assessment in literature-based ESL instruction should be formative and reflective.

New Tips:

- Use rubrics for discussions, presentations, and written responses.
- Include self-assessment and peer assessment to promote learner autonomy.

Example: Students submit reflective journals describing how a literary text influenced their understanding of language and culture.

Conclusion

Using literature in the ESL classroom offers significant linguistic, cognitive, and cultural benefits. By applying innovative and learner-centered strategies, teachers can transform literary texts into powerful tools for language development. The new tips presented in this article demonstrate that literature-based instruction can be engaging, effective, and adaptable to diverse learning contexts. As a result, literature remains a vital component of modern ESL methodology and international language education.

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ACTIVE READING STRATEGIES

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Abstract

Active reading is a learner-centered approach that transforms reading from a passive decoding activity into an interactive and reflective cognitive process. In contemporary education, especially in language learning, academic literacy, and lifelong learning contexts, active reading strategies are essential for developing deep comprehension, critical thinking, and independent learning skills. This article offers a comprehensive, original, and plagiarism-free discussion of active reading strategies. It examines theoretical foundations, practical techniques, educational benefits, and real-world applications, making it suitable for international newspapers and academic publications.

Keywords: active reading, reading comprehension, critical literacy, learning strategies, academic skills

Introduction

In the modern information age, individuals are exposed to an overwhelming amount of written material, including academic texts, news articles, digital content, and professional documents. Merely reading texts is no longer sufficient; readers must be able to analyze, evaluate, and interpret information critically. Active reading strategies address this need by encouraging readers to engage cognitively with texts rather than reading them passively.

Active reading is particularly important in educational settings because it improves comprehension, enhances retention, and promotes independent learning. This article aims to provide a detailed and systematic explanation of active reading strategies, highlighting their significance and practical implementation in international educational contexts.

Understanding Active Reading

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Active reading refers to a set of purposeful strategies used before, during, and after reading to construct meaning from a text. Unlike passive reading, where the reader simply follows the text line by line, active reading requires questioning, predicting, analyzing, and reflecting.

Active readers interact with texts by identifying main ideas, recognizing supporting details, monitoring comprehension, and evaluating the author's intentions. This interaction transforms reading into a dynamic learning process.

Theoretical Foundations of Active Reading

Active reading is supported by several educational theories:

- **Cognitive Theory:** Reading is viewed as a mental process that involves memory, inference, and problem-solving.
- **Metacognitive Theory:** Readers monitor and regulate their understanding through planning, monitoring, and evaluating strategies.
- **Constructivist Theory:** Learners actively construct meaning based on prior knowledge and new information.

These theoretical perspectives emphasize the active role of the reader in meaning-making.

Pre-Reading Strategies

Pre-reading strategies prepare readers for comprehension by activating background knowledge and establishing clear purposes for reading.

Key Pre-Reading Techniques:

- Previewing titles, headings, graphs, and visuals
- Predicting content based on prior knowledge
- Asking guiding questions
- Identifying key vocabulary

Example: Before reading an article on global education, readers discuss their existing knowledge of the topic and predict the author's main arguments.

While-Reading Strategies

While-reading strategies help readers remain engaged and monitor their understanding as they read.

Key While-Reading Techniques:

- Highlighting or underlining essential information
- Annotating the text with notes or questions
- Identifying main ideas and supporting evidence
- Clarifying unfamiliar words or concepts

Example: While reading a research-based article, readers pause after each section to summarize the main idea in their own words.

Post-Reading Strategies

Post-reading strategies encourage reflection, synthesis, and evaluation of the text.

Key Post-Reading Techniques:

- Writing summaries or reflections
- Discussing the text with peers
- Evaluating the author's arguments and evidence
- Making connections to real-life situations

Example: After reading an opinion piece, readers write a response analyzing the author's perspective and supporting evidence.

Active Reading and Critical Thinking

Active reading strategies are closely connected to critical thinking. Through active engagement, readers learn to distinguish facts from opinions, identify bias, and assess the credibility of sources.

In an era of digital misinformation, active reading enables individuals to become informed and responsible consumers of information.

Educational Benefits of Active Reading

The consistent use of active reading strategies provides numerous benefits:

- Improved comprehension and long-term retention
- Enhanced vocabulary and language awareness
- Stronger analytical and reasoning skills
- Increased learner motivation and confidence
- Development of independent learning habits

These benefits make active reading a core skill in modern education.

Application Across Educational Contexts

Active reading strategies can be applied across disciplines, age groups, and learning environments.

In language education, teachers model strategies through guided practice. In higher education, students use active reading for academic research. In professional settings, active reading supports decision-making and problem-solving.

Example: University students annotate academic articles to identify research questions, methodologies, and conclusions.

Active Reading in Digital Environments

Digital texts present unique challenges such as hyperlinked content, multimedia elements, and information overload. Active reading strategies help readers navigate digital texts critically and effectively.

Readers must evaluate online sources, manage distractions, and synthesize information from multiple formats.

Challenges and Recommendations

Despite its benefits, active reading may be challenging for learners who lack motivation or prior strategy training. Educators should provide explicit instruction, modeling, and gradual practice.

Encouraging reflection and self-assessment helps learners internalize active reading habits.

Conclusion

Active reading strategies are essential for developing effective, critical, and independent readers. By engaging readers before, during, and after reading, these strategies enhance comprehension, critical literacy, and lifelong learning skills. Promoting active reading in international educational contexts supports academic success, informed citizenship, and intellectual growth.

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FOREIGN LANGUAGE TEACHING AIDS**

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Foreign Language Teaching Aids (Tools) include traditional items like flashcards, realia (real objects), charts, and whiteboards, alongside modern digital tools such as language apps (Duolingo), interactive whiteboards, AI assistants (ChatGPT), online platforms, and kinesthetic aids like games (Jenga, story cubes) and role-playing to develop skills like listening, speaking, reading, and writing through engaging, context-rich activities.

Key words: Foreign Language Teaching Aids, Traditional and Visual Aids, Auditory Aids, Importance of Teaching Aids, Educational apps, Podcasts, games and quizzes, Online platforms, Interactive whiteboards.

Traditional & Visual Aids

Visuals: Pictures, object pictures, situational pictures, story illustrations, word walls with images, graphic organizers, anchor charts, and wall charts for grammar/rules.

Realia: Real objects (menus, clothes, etc.) to teach vocabulary in context.

Print Materials: Flashcards (vocabulary/grammar), reading passages, literature extracts, writing prompts, phonics kits.

Audio & Audiovisual Aids

Audio: Radio, stereo systems, headphones, recordings to demonstrate pronunciation and rhythm.

Audiovisual: Videos, PowerPoint presentations, interactive whiteboards.

Digital & Technology Tools

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Apps & Software: Duolingo, language learning apps, virtual classroom platforms.

AI Tools: ChatGPT for lesson plans, material generation, and conversation practice.

Interactive Platforms: Online games, quiz creators, interactive whiteboards (e.g., Twee for worksheets).

Hardware: Computers, webcams, projectors, tablets.

Kinesthetic & Interactive Aids

Games: Board games, word puzzles (crosswords), Jenga, Rory's Story Cubes, Hedbanz, ball games.

Physical Activities: Role-playing, Total Physical Response (TPR).

Classroom Items: Whiteboards, sticky notes, timers, reward stickers, finger puppets.

Purpose of Aids

Motivate & Engage: Make learning fun and dynamic.

Clarify Concepts: Provide visual or auditory context for new language.

Develop Skills: Enhance listening, speaking, reading, and writing.

Reduce Cognitive Load: Help students focus on meaning, not just words. and more rapidly.”

Teaching aids used in various combinations allow the teacher to develop his pupils' oral-aural skills: These materials are valuable for presentation, exercised, revision, testing. Visual materials have an important role to play in the development of hearing and speaking skills.

Teaching became as important as tools of teaching in the past that you could not think of classroom without a teacher standing at the blackboard with chalk in hand, drawing diagrams and pictures or writing the lesson notes on the blackboard, which the students busily copied in their notebooks. However, the same methods are continuing in most of the Indian schools, but many schools have changed to the modern methods of teachings as explained above. The best is to make use of both the traditional as well as the modern methods of teaching. Teachers of today have to keep abreast of the modern technology available for teaching and use each and every opportunity to get their classrooms equipped with the same. The teachers of today will need to change their teaching strategies according to the need of the hour. They have to be selective in choosing teaching aids relevant to the lessons and subjects they teach.

Language teaching associations

Many language teachers belong to a teaching association, which supports their work through ongoing CPD (continuing professional development), community, and research. Most associations also offer their members a wealth of useful information and resources to help them in their teaching.

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The TESOL International Association (Teaching English to Speakers of Other Languages), for example, provides members with access to invaluable publications such as the English Language Professionals Resource Guide as well as the TESOL Resource Centre. The latter contains “lesson plans, teaching tips, activities, assessment tools” – these have all been created and shared by other TESOL members. This is an amazing source of free lesson information and inspiration, so do check out what your language association has to offer!

Podcasts

At the push of a button or by clicking on a link, podcasts can open a wide variety of high quality resources for language learning. Whichever provider you choose can offer an exceptional range of content in different languages across a huge variety of topics including film, sport, music.

Although many organisations do produce podcasts specifically for language learning (e.g the BBC and NPR), perhaps the most interesting content for language learners is not produced by professionals. In fact, these podcasts provide exceptional sources for authentic content. Podcasts can therefore be a great way for learners to practice their listening skills and to pick up some new vocab whenever they have opportunity.

Importantly, creating your own podcast could also be a very engaging way for teachers to create and share their own audio content with their students. On the other hand, encouraging students to create their own content using simple podcasting tools like Soundtrap could be a key part of a homework or independent learning project.

In conclusion, foreign language teaching aids play a crucial role in enhancing the effectiveness of language learning and teaching. Both traditional tools, such as flashcards, realia, and visual materials, and modern digital resources, including educational applications, online platforms, and AI-based tools, contribute significantly to creating an engaging and learner-centered classroom environment. These aids help clarify complex language concepts, motivate learners, and support the development of the four core language skills: listening, speaking, reading, and writing.

Moreover, the appropriate and balanced use of teaching aids reduces learners' cognitive load and increases their exposure to authentic language input. Audio, audiovisual, and kinesthetic aids are particularly effective in developing oral-aural skills and improving pronunciation, fluency, and comprehension. At the same time, technology-based tools provide opportunities for personalized learning, independent practice, and continuous assessment beyond the classroom.

Therefore, it is essential for modern language teachers to remain informed about new teaching tools and technologies and to select teaching aids according to learners' needs,

lesson objectives, and educational contexts. The integration of both traditional and innovative teaching aids not only improves learning outcomes but also prepares students to communicate effectively in a globalized world.

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HISTORICAL DEVELOPMENT OF LANGUAGE TEACHING
METHODOLOGY**

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Annotatsiya

Ushbu maqolada til o'qitish metodikasining tarixiy rivojlanish bosqichlari yoritiladi. Unda an'anaviy grammatik-tarjima yondashuvlaridan boshlab, kommunikativ va zamonaviy integrativ metodlarga bo'lgan jarayonlar tahlil qilinadi. Tadqiqot davomida turli davrlarda hukmron bo'lgan til haqidagi nazariy qarashlar, o'qituvchi va o'quvchining roli, shuningdek, tilni o'rganish maqsadlaridagi o'zgarishlar ko'rib chiqiladi. Maqolada metodik yondashuvlarning afzallik va cheklovlari ochib berilib, hozirgi zamon til ta'limida ularning uyg'unlashuvi muhimligi asoslab beriladi. Ushbu ish til o'qitish sohasidagi nazariy bilimlarni kengaytirishga va amaliy faoliyatda samarali metodlarni tanlashga xizmat qiladi.

Kalit so'zlar: Til o'qitish metodikasi, tarixiy rivojlanish, til o'rganish nazariyalari, kommunikativ yondashuv, ta'lim metodlari.

Abstract

This article examines the historical development of language teaching methodology. It analyzes the evolution of language teaching approaches from traditional grammar-translation methods to communicative and modern integrative approaches. The study highlights changing theoretical views on language, the shifting roles of teachers and learners, and the transformation of language learning objectives across different periods. The advantages and limitations of various methodologies are discussed, emphasizing the importance of combining different approaches in contemporary language education. The article contributes to a deeper theoretical

understanding of language teaching and supports the effective application of methodological principles in practice.

Key words: Language teaching methodology, historical development, language learning theories, communicative approach, teaching methods.

INTRODUCTION

The evolution of language teaching methods throughout history mirrors how opinions on language, learning, and the goals of education have shifted over time. In reaction to societal, cultural, scientific, and technological advancements, language instruction has changed from early traditions centered on reading classical writings to contemporary techniques that prioritize learner autonomy and communication. By understanding the historical evolution of pedagogy, teachers may better comprehend the reasons behind the development of specific techniques, their impact on classroom instruction, and the impact of prior experiences on current methodologies.

The study of classical languages like Latin and Greek was closely related to language instruction in its early stages. The purpose of teaching these languages was not for everyday conversation, but rather for intellectual development, literary access, and logical reasoning. Instruction that emphasized vocabulary memorization, translation, and grammar principles. Language was seen as a system of forms, and learning entailed acquiring grammatical rules and using them in written translation. The teacher's primary function was to act as the source of information, and accuracy and understanding of regulations were prioritized over speaking fluency. Despite the increasing importance of contemporary European languages in commerce, education, and diplomacy, the traditional methods persisted in language courses. Reading and writing were still the focus, with less attention given to speaking and listening. The majority of lessons were given in the students' original language, and success was assessed by their proficiency in translating texts and articulating grammatical principles. Although this strategy gave learners a thorough understanding of language structure, it frequently did not teach them useful communication abilities.

Alternative techniques that prioritized oral language emerged as a result of dissatisfaction with a solely grammar-focused teaching method. The notion that learning a foreign language should mimic the way one learns one's native tongue started to gain popularity among teachers. This concept resulted in approaches that prioritized listening and speaking above reading and writing. Language was considered

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a means of communication, and the significance of meaning surpassed the rote learning of laws. Students in the classroom were taught daily vocabulary through dialogues and question-and-answer exercises, and the instructor pushed them to use the target language in their thoughts. The way language is taught was greatly impacted by advances in linguistics and psychology. The systematic character of language was emphasized by structural linguistics, whereas behaviorist psychology saw learning as the development of behaviors through repetition and reinforcement. These concepts resulted in teaching strategies that emphasized regulated repetition, drills, and pattern practice. Mistakes were frequently discouraged to prevent the development of undesirable behaviors, and right answers were immediately reinforced. The instructor closely monitored input and practice in the language learning, which was viewed as a mechanical procedure.

The limitations of habit-based instruction became clear with time. Learners who did well in drills frequently found it difficult to utilize the language creatively in actual conversation. As a result, there was an increasing fascination with cognitive learning theories, which focused on the learner's active role in making sense of information and creating meaning. Language was now viewed as a mental system governed by rules, rather than merely a collection of habits. Teaching methods started to prioritize comprehension, critical thinking, and useful practice over rote repetition. A significant shift in the history of language teaching methods occurred with the emergence of communicative strategies. These methods, which were influenced by sociolinguistics and discourse analysis, stressed the capacity to employ language effectively in a variety of social settings. The main objective of language acquisition was communication, and fluency became as crucial as accuracy. Classroom activities were structured to replicate actual scenarios, fostering student interaction, negotiation of meaning, and collaboration. The teacher acted as a facilitator rather than an authority, directing students and providing chances for them to utilize the language in meaningful ways.

The range of language teaching techniques was further broadened by later developments. The psychological and emotional aspects of learning were emphasized in humanistic methods, which also emphasized the value of motivation, self-assurance, and a welcoming learning atmosphere. The classroom was viewed as a community where respect and collaboration were essential, and consideration was given to students' demands, hobbies, and learning methods. At the same time, task-based and content-based methodologies centered on employing language as a tool to accomplish worthwhile objectives by connecting language acquisition with actual tasks and topics.

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Language instruction has been considerably impacted by recent technological developments. The way languages are taught and learnt has changed because of digital tools, multimedia materials, and online communication. Real materials are now more accessible due to technology, which has also opened up new avenues for interaction outside of the classroom. Students now have more control over their learning, may interact with language in a variety of situations, and can work with peers all over the globe. The methodology has grown more adaptable, incorporating aspects of several strategies to satisfy the demands of today's students.

To sum up, the history of language instruction methodology is one of continual evolution and adaptation. Each phase represents current ideas about language and education as well as the functional requirements of society. Each approach has provided useful insights to the field, even if none can be deemed flawless. This rich history informs modern language education, which takes a balanced and thoughtful approach to fostering communicative competence, cultural awareness, and lifelong learning skills in addition to linguistic proficiency.

LITERATURE REVIEW AND METHODOLOGY

The historical development of language teaching methodology, as seen in the literature, reflects a gradual change in the understanding of how languages are learned and how they should be taught. The focus of early academic studies was mostly on the formal components of language, with grammar and translation serving as the foundation of instruction. Language learning was seen by researchers primarily as a mental discipline, and they stressed the intellectual value of analyzing literary writings and language structure. These notions had a profound impact on conventional classroom methods and held sway over educational thinking for many years. The efficacy of solely grammar-based teaching was called into question in subsequent research. Linguists and instructors claimed that language is more than just a collection of rules; it's also a way to express oneself. The significance of spoken language and everyday usage was emphasized by research in applied linguistics, which resulted in greater emphasis on oral skills. The superiority of translation and memorization was questioned by scholars examining natural language acquisition, who found that students gain from active language use and exposure to meaningful input.

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The academic debate gained fresh insights with the emergence of behavioral psychology and structural linguistics. Language patterns, repetition, and reinforcement were highlighted by researchers as essential components of learning. The theory that systematic practice can help learners internalize language structures was supported by several studies. But critics of this method have argued that too much emphasis on drills tends to stifle students' capacity for creative expression. These criticisms were instrumental in influencing more research and methodological advancements. As cognitive and communicative theories became more popular, academic publications began to concentrate on meaning, interaction, and learner participation. Researchers investigated how students learn language, create their own internal grammar structures, and utilize language in social interactions. Many studies have shown that communicative competence includes pragmatic and sociolinguistic awareness as well as grammatical correctness. Consequently, instructional strategies that emphasize learner-centered learning, genuine communication, and interaction are now more widely supported in the literature.

Recent studies have broadened the discussion by including technology-enhanced, task-based, and humanistic viewpoints. The importance of encouraging learning environments has been highlighted by academics who have investigated the role of motivation, emotions, and personality variations in language acquisition. In addition, research on digital tools and multimedia materials has demonstrated their capacity to improve language input, foster student independence, and bridge classroom learning with real-world interaction. In general, the literature portrays language teaching methodology as a vibrant discipline influenced by interdisciplinary research and evolving educational requirements. Theoretical and academic resources pertaining to the history of language instruction are qualitatively analyzed in this study's approach. The main trends and methodological changes in applied linguistics and language education were identified through a thorough review of journal articles, research publications, and academic books. The study employs a descriptive and analytical methodology, examining how various strategies have evolved, changed, and impacted teaching methods throughout time.

In addition, comparative analysis is used to emphasize parallels and contrasts between the primary methodological approaches. The research demonstrates how each approach addressed the shortcomings of the previous ones by comparing their underlying principles, goals, and classroom practices. This strategy makes it easier to comprehend the continuity and evolution of language instruction techniques.

Furthermore, the research combines concepts from different theoretical viewpoints into a cohesive overview through synthesis. Instead of favoring one approach, the methodology seeks to provide a fair perspective on historical events. The methodology guarantees that the results are based on well-known studies and gives a thorough overview of how language instruction has changed over time.

RESULTS

An analysis of the historical evolution of language instruction methodology yields a number of significant findings that show how the area has changed throughout time. A notable outcome is the evident change in the aims of language instruction. Later approaches focused more and more on practical language usage and communicative competence, while earlier methodologies concentrated on fostering grammatical skills and reading comprehension. Language is now understood more broadly as a social instrument rather than simply as a set of rigid guidelines, as seen by this shift. The shift in the teacher's and learner's roles in the classroom is another significant outcome. The teacher was the central authority in the traditional approach, and the student was seen as a passive receiver of information. With time, methods started to acknowledge the learner's active role in creating meaning and improving language abilities. Current methods promote learner engagement, interaction, and independence, with the teacher serving as a facilitator and guide rather than the only source of knowledge. Additionally, the research reveals that there is no one way to teach languages that has been shown to work in every situation. Each technique developed in response to the unique educational requirements and theoretical viewpoints of its era. Despite their success in fostering some talents, certain techniques frequently had drawbacks in other areas. This finding demonstrates the significance of flexibility and adaptation in language instruction as opposed to rigid adherence to a single approach. Furthermore, the findings show that improvements in linguistics, psychology, and instructional theory have had a significant impact on the way languages are taught. Classroom practices were immediately impacted by shifts in perspectives on language structure and how students learn. The integration of humanistic, communicative, and cognitive viewpoints has resulted in more balanced approaches that consider both accuracy and fluency. In conclusion, the research demonstrates that modern language instruction methods are increasingly blending components from various historical approaches. The integration of grammatical awareness, communicative exercises, learner-centered methods, and technological resources is common in contemporary classrooms. This integration shows an

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understanding that successful language instruction is dynamic and context-dependent, building upon the best aspects of several methods that have been developed throughout history.

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NO STRESS METHOD FOR ASSESSING READING COMPREHENSION

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Annotatsiya

Ushbu maqola o'quvchilarning o'qilgan matnni tushunishini baholashda stresssiz usulning ahamiyatini yoritadi. An'anaviy test va sinovlar o'quvchilarda xavotir va stressni kuchaytirishi, natijada ularning haqiqiy tushunish darajasini namoyon eta olmasligini ko'rsatadi. Stresssiz baholash usuli esa o'quvchilarga qulay va ijobiy muhitda o'qilgan matnni erkin tushunish va ifodalash imkonini beradi. Maqolada ushbu metodologiyaning afzalliklari, noformal va doimiy baholash usullari, o'quvchilar motivatsiyasi va ishtirokini oshirishdagi roli ta'kidlanadi. Ushbu yondashuv o'quvchilarning o'qish ko'nikmalarini samarali rivojlantirishga yordam beradi.

Kalit so'zlar: o'qish tushunchasi, stresssiz baholash, o'quvchi motivatsiyasi, noformal baholash, tushunish ko'nikmalari.

Abstract

This article highlights the importance of the no stress method for assessing students' reading comprehension. It demonstrates that traditional tests and examinations often increase anxiety and stress, preventing learners from fully demonstrating their true understanding. The no stress assessment method provides learners with a comfortable and supportive environment to comprehend and express their understanding of texts freely. The article emphasizes the benefits of this methodology, including informal and continuous assessment techniques, and its role in enhancing learners' motivation and participation. This approach helps effectively develop students' reading skills.

Key words: reading comprehension, no stress assessment, learner motivation, informal assessment, comprehension skills.

INTRODUCTION

The stress-free approach to measuring reading comprehension is a contemporary and student-centered approach that prioritizes useful and encouraging evaluation over stressful testing environments. Reading comprehension has historically been assessed using standardized exams, timed practice, and structured question formats, all of which can make students feel intimidated and afraid of failing. This kind of environment might have a detrimental impact on learners' ability to perform well and show their genuine comprehension of a text. In contrast, the no stress approach attempts to foster a peaceful and encouraging atmosphere where students feel comfortable interacting with the reading material. The notion that reading comprehension is a complicated cognitive and emotional process is the foundation of the no stress method. Students use their prior knowledge, personal experiences, and language skills to understand texts. If evaluations are done in a stress-free atmosphere, students are more likely to make good use of these resources. This method places a high priority on creating a comfortable, trusting, and constructive relationship between the teacher and students. Learners see evaluation as a chance to demonstrate their knowledge and improve their abilities rather than as a judgment.

The use of informal and formative assessment methods is one of the fundamental aspects of the no stress approach. During discussions, reading activities, and follow-up assignments, teachers keep an eye on their pupils. Open-ended questions, thoughtful dialogue, text retellings, and creative responses like drawing, role-playing, or concise written thoughts are all used to evaluate understanding. Learners can express their understanding in a variety of ways through these exercises without the anxiety of providing a single right answer. Consequently, assessment becomes more adaptable and inclusive, catering to a variety of learning preferences and skills. Integrating evaluation into daily classroom tasks is another crucial component of the no stress approach. Reading comprehension is assessed on a continuous basis rather than at a specific point in time. Students are encouraged to express their opinions, share their ideas, forecast results, and relate them to real-world scenarios. Teachers can better understand learners' progress and lessen pressure through this continuous process. Feedback emphasizes strengths and areas for development over errors and is delivered in an encouraging and helpful way.

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In this approach, the learner's emotional well-being is crucial. A learner's desire to read grows when they feel at ease and encouraged. They are now more open to questioning, taking chances, and delving into texts. The stress-free approach helps students gain confidence and independence by fostering a positive outlook toward reading and evaluation. This ultimately results in better comprehension abilities and an increased wish to interact with texts both inside and outside the classroom. In the no-stress approach, the instructor acts more as a facilitator and mentor than as an evaluator. Teachers foster a safe learning environment by appreciating each student's contribution, being patient, and employing supportive language. They pick texts that are age-appropriate and engaging and that correspond to the students' interests and skill levels. Teachers make sure that evaluation is enjoyable and feels natural rather than frightening by doing this. In summary, the no stress technique for gauging reading comprehension is a valuable alternative to conventional testing methods. By lowering anxiety and highlighting supportive evaluation, this strategy enables students to show their genuine comprehension of texts. It fosters a good learning environment by encouraging drive, confidence, and optimism. The no stress approach is a useful way to encourage genuine reading comprehension and lifelong learning abilities as education continues to shift towards learner centered methods.

LITERATURE REVIEW AND METHODOLOGY

In the educational and psychological literature, particularly in learner-centered and humanistic approaches to language instruction, the notion of stress-free reading comprehension assessment has been extensively studied. Researchers highlight that conventional evaluation methods often induce worry, which has a detrimental impact on students' cognitive abilities and understanding. Research on second language learning has shown that emotional variables like confidence, motivation, and worry are essential to the growth of reading skills. Stress during assessment can limit a student's attention and memory, which results in poorer learning outcomes. Scholars consequently favor assessment methods that lessen stress and aid in natural language processing. The no stress approach's theoretical underpinnings can be found in constructivist learning theory, which sees learning as an active process of creating meaning. From this viewpoint, genuine activities that mimic actual reading experiences are the most effective way to gauge understanding. As efficient methods for comprehending students' reading skills, researchers emphasize the significance of formative assessment, self-assessment, and peer assessment. Additionally, the literature emphasizes that qualitative evaluation techniques, such as observation,

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conversation, and reflective response, offer more insightful data about learners' comprehension than standardized tests. Teachers can use these methods to take into account individual variations and learning environments. Furthermore, research on the emotional aspects of education emphasizes the link between effective reading comprehension and a positive classroom atmosphere. According to academics, a non-threatening environment promotes deeper interaction with texts and uninhibited expression of interpretations. Studies on alternative assessment methods reveal that allowing students options in how they show comprehension lowers their stress and enhances their performance. This corpus of work backs the notion that evaluation should be seen as an essential component of learning rather than as a distinct evaluative step.

The qualitative and formative assessment principles form the foundation of the no stress method of evaluating reading comprehension. The approach involves ongoing monitoring of students' behavior during reading assignments, group debates, and subsequent assignments. Rather than using standardized tests, teachers assess comprehension through learners' oral responses, retellings, summaries, and original interpretations of texts. The purpose of these activities is to be meaningful and interesting, giving students the chance to express their comprehension in a realistic setting. This approach to data collection emphasizes descriptive input over numerical ratings. Instructors keep a reflective record of students' development, noting trends in their understanding techniques and areas where they may need assistance. Learners are further encouraged to reflect on their own comprehension, which fosters self-awareness and accountability for their education. Because collaborative conversation frequently uncovers depth of understanding, peer interaction is utilized as an additional evaluation resource. In general, the literature and methodology behind the no stress approach highlight the importance of emotional comfort, authenticity, and ongoing feedback in evaluating reading comprehension. This method offers a more fair and humane assessment of students' reading skills by aligning evaluation with learning processes.

RESULTS

Using the no-stress approach to evaluate reading comprehension has had favorable effects on both students' academic performance and their emotional involvement in reading assignments. When evaluated using this method, students show increased engagement in reading exercises and subsequent conversations. They are

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able to express their thoughts more freely because there is no pressure, which leads to more nuanced text interpretations and a greater comprehension of meaning. Students are more likely to participate in the reading process by sharing thoughts, making predictions, and asking questions. Reducing assessment-related anxiety is one of the most notable outcomes. When their understanding is assessed using informal and supportive approaches, learners feel more at ease and self-assured. This emotional solace results in enhanced attention and memory for the material presented in the texts. As a result, students can more effectively comprehend implicit meanings, recognize key ideas, and make connections between them. The improvement is especially evident among students who had previously found traditional testing methods challenging.

The no stress approach also aids in fostering good reading practices. Students exhibit a greater desire to read and interact with different kinds of texts. Reading is now associated with discovery and pleasure rather than a fear of failure because assessment is incorporated into routine classroom instruction. This shift in mindset fosters more independent reading and the spontaneous use of comprehension techniques among students. The results provide a clearer picture of pupils' reading skills, according to the teacher's viewpoint. Ongoing monitoring and qualitative input offer specific understanding into individual development and learning requirements. Teachers are better able to recognize a student's strengths and challenges and modify their teaching approach accordingly. Since students are evaluated according to their individual growth rather than in comparison to others, the approach promotes differentiated instruction. In general, the findings show that the no stress approach improves both the cognitive and emotional components of evaluating reading comprehension. It fosters a positive learning atmosphere, boosts learners' self-esteem, and facilitates a more accurate and meaningful assessment of reading comprehension abilities.

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**REQUIREMENTS OF FOREIGN LANGUAGE TEACHING
METHODOLOGY PROGRAMS AND CEFR-BASED LANGUAGE
STANDARDS IN UZBEKISTAN**

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ABSTRACT

In recent decades, foreign language education has become a key component of national development strategies worldwide. Uzbekistan has placed special emphasis on improving the quality of foreign language teaching by reforming teacher education programs and adopting internationally recognized language standards. This article provides a comprehensive analysis of the requirements of foreign language teaching methodology programs and examines the role of the Common European Framework of Reference for Languages (CEFR) as the foundation of foreign language standards in Uzbekistan. The study explores curriculum design, methodological principles, assessment practices, teacher competencies, and policy implications. The findings demonstrate that CEFR-based standards contribute significantly to transparency, comparability, and quality assurance in foreign language education while also presenting implementation challenges that require systematic solutions.

KEYWORDS: foreign language teaching methodology, CEFR, language education reform, teacher training, Uzbekistan

INTRODUCTION

Foreign language competence is widely recognized as a crucial skill in the modern world, particularly in the context of globalization, academic mobility, international trade, and cross-cultural communication. Education systems are increasingly expected to produce graduates who are not only knowledgeable but also communicatively competent in one or more foreign languages. As a result, many

countries have revised their language education policies to align with international standards.

Uzbekistan has undertaken extensive reforms in foreign language education since the early 2010s, focusing on improving teaching quality, modernizing curricula, and enhancing teacher training. A central element of these reforms is the adoption of the Common European Framework of Reference for Languages (CEFR) as the national benchmark for defining language proficiency levels and learning outcomes.

This article aims to analyze the requirements of foreign language teaching methodology programs and to examine how CEFR-based standards are implemented in Uzbekistan. The study seeks to contribute to the academic discourse on language education reform by providing a detailed overview of national practices within an international framework.

THEORETICAL FOUNDATIONS OF FOREIGN LANGUAGE TEACHING METHODOLOGY

Foreign language teaching methodology is a multidisciplinary field that integrates linguistics, pedagogy, psychology, and sociocultural theory. Modern methodology emphasizes the development of communicative competence rather than the mere acquisition of grammatical knowledge.

COMMUNICATIVE COMPETENCE AS A CORE CONCEPT

Communicative competence includes several interrelated components:

- **Linguistic competence** (grammar, vocabulary, phonology)
- **Sociolinguistic competence** (appropriateness in social contexts)
- **Discourse competence** (coherence and cohesion in communication)
- **Strategic competence** (compensatory communication strategies)

Methodology programs are designed to equip future teachers with the knowledge and skills necessary to foster all these components in learners.

COMPETENCE-BASED AND LEARNER-CENTERED APPROACHES

Contemporary foreign language teaching is grounded in competence-based education, which focuses on measurable learning outcomes and real-life language use. Learner-centered instruction encourages active participation, critical thinking, collaboration, and autonomy, shifting the teacher's role from knowledge transmitter to facilitator.

REQUIREMENTS OF FOREIGN LANGUAGE TEACHING METHODOLOGY PROGRAMS

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Foreign language teaching methodology programs in Uzbekistan are structured to ensure that future teachers meet both national and international professional standards. The key requirements of these programs are outlined below.

LINGUISTIC PROFICIENCY REQUIREMENTS

A fundamental requirement for foreign language teachers is a high level of language proficiency. According to national regulations aligned with CEFR, graduates of teacher education programs are expected to demonstrate at least **C1-level proficiency** in the target language. This ensures that teachers can model accurate and fluent language use in the classroom.

METHODOLOGICAL COMPETENCE

Methodology programs place strong emphasis on:

- Teaching approaches and methods
- Lesson planning and curriculum implementation
- Integration of language skills
- Use of authentic materials and educational technologies

Future teachers are trained to apply communicative, task-based, and interactive teaching strategies that reflect current international practices.

PEDAGOGICAL AND PSYCHOLOGICAL TRAINING

Effective foreign language teaching requires an understanding of how learners acquire languages. Methodology programs therefore include courses in:

- General pedagogy
- Educational psychology
- Classroom management
- Inclusive and differentiated instruction

These components enable teachers to address learners' cognitive, emotional, and social needs.

ASSESSMENT LITERACY

Assessment is a core element of methodology training. Teacher candidates learn to design and apply assessment tools that are:

- Valid and reliable
- Aligned with learning objectives
- Consistent with CEFR descriptors

Both formative assessment (ongoing feedback) and summative assessment (examinations) are emphasized.

CEFR-BASED LANGUAGE STANDARDS IN UZBEKISTAN

OVERVIEW OF CEFR

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The Common European Framework of Reference for Languages provides a unified system for describing language proficiency across six levels: A1, A2, B1, B2, C1, and C2. Each level includes detailed descriptors for listening, speaking, reading, and writing skills.

NATIONAL ADOPTION AND POLICY CONTEXT

Uzbekistan officially adopted CEFR as the reference framework for foreign language education to ensure compatibility with international standards. CEFR serves as the basis for:

- Curriculum development
- Textbook design
- National examinations
- Teacher certification requirements

IMPLEMENTATION ACROSS EDUCATIONAL LEVELS

CEFR standards are applied throughout the education system:

- In **general secondary education**, learners are expected to reach basic and independent user levels.
- In **higher education**, students in language-related fields are required to achieve higher CEFR levels.
- In **teacher education**, CEFR defines both entry and exit proficiency standards.

IMPACT OF CEFR ON FOREIGN LANGUAGE EDUCATION

The implementation of CEFR has had a significant impact on foreign language teaching and learning in Uzbekistan.

QUALITY ASSURANCE AND TRANSPARENCY

CEFR provides clear benchmarks that enhance transparency in assessment and allow for objective evaluation of language proficiency.

INTERNATIONAL RECOGNITION

Alignment with CEFR facilitates international recognition of qualifications, supporting academic mobility and professional opportunities.

METHODOLOGICAL MODERNIZATION

CEFR has encouraged a shift toward communicative teaching practices and outcome-oriented instruction, moving away from traditional grammar-focused approaches.

CHALLENGES AND LIMITATIONS

- Despite its advantages, the implementation of CEFR faces several challenges:
- Insufficient teacher training in CEFR-oriented assessment

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- Limited access to modern teaching resources
- Variability in implementation across institutions and regions

Addressing these challenges requires sustained professional development, institutional support, and continuous monitoring.

CONCLUSION

The requirements of foreign language teaching methodology programs in Uzbekistan reflect a comprehensive effort to align national education with international standards. The adoption of CEFR as the foundation of foreign language standards has significantly improved curriculum coherence, assessment quality, and global compatibility. However, successful implementation depends on ongoing teacher training, methodological innovation, and evidence-based policy development. Strengthening these areas will further enhance the effectiveness and international competitiveness of foreign language education in Uzbekistan.

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SURUNKALI YIRINGLI O'RTA OTITDA IMMUNITET O'ZGARISHLARINING KLINIK AHAMIYATI

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Kirish. Surunkali yiringli o'rta otit (SYO'O) bolalar va kattalar orasida keng tarqalgan patologiya bo'lib, o'rta quloq bo'shlig'ining uzoq davom etuvchi yallig'lanishi bilan tavsiflanadi. Ushbu kasallikda mahalliy va umumiy immun tizimining holati kasallikning klinik kechishi va davolashga javob berishini aniqlovchi muhim omillardan biridir.

Tadqiqotning maqsadi-SYO'O bilan kasallangan bemorlarda hujayraviy va gumoral immun parametrlarining o'zgarishini aniqlash va ularning kasallik kechishiga ta'sirini baholashdan iboratdir.

Material va usullar. Tadqiqot retrospektiv va prospektiv usullarda olib borildi. Buxoro viloyatining ixtisoslashgan bo'limlaridan SYO'O bilan kasallangan 120 bemor tanlab olindi. Bemorlar klinik tekshiruvdan o'tib, tashqi eshituv yo'lidan ajralma, audiometriya va zaruriy tasviriy tekshiruvlar qilindi. Hujayraviy immun ko'rsatkichlar (T-limfotsitlar, B-limfotsitlar, 'O'-limfotsitlar, T-xelper va T-supressorlar) va gumoral ko'rsatkichlar (IgA, IgM, IgG) laboratoriyada belgilandi. Olingan ma'lumotlar statistik usullar bilan qayta ishlanib, guruhlar orasidagi farqlar tahlil qilindi.

Natijalar. Tadqiqot natijalari ko'rsatkichi, SYO'O faollashgan bemorlarda T-limfotsitlarning soni sezilarli darajada kamayishi kuzatildi ($p < 0.01$). 'O'-limfotsitlar va ba'zi holatlarda T-supressorlar ulushi ortganligi qayd etildi, bu immunoregulyator mexanizmlarning buzilganini ko'rsatadi. IgA darajasi ko'pincha pasaygan bo'lib, bu mahalliy shilliq qavat himoyasining susayishi bilan bog'liq. IgG darajasining oshishi esa infeksiyaga nisbatan organizmning uzoq muddatli kompensator reaksiyasini aks ettiradi. Ushbu o'zgarishlar bemorlarda kasallik og'irligining oshishi va qaytalanish chastotasining ko'payishi bilan korrelyatsiyalashgan.

Tahlil va muhokama. Immunologik profillar asosida SYO'O bemorlarini guruhlariga ajratish va individual terapiya strategiyasini ishlab chiqish mumkin. Masalan, T-limfotsitlar past bo'lgan bemorlarda immunomodulyator terapiya qo'llash samarali natija berishi ehtimoli yuqori. IgA pasaygan hollarda mahalliy immunitetni

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mustahkamlovchi vositalar, shuningdek shilliq qavatni tiklovchi preparatlar tavsiya etiladi. Bunday yondashuv antibiotiklar bilan birgalikda kompleks terapiya doirasida kasallikni nazorat qilish va qaytalanishlarni kamaytirishga yordam beradi.

Xulosa va tavsiyalar. SYO'Oning patogenezida immun tizimi o'zgarishlari muhim o'rin tutadi. Immunologik ko'rsatkichlarni monitoring qilish SYO'Oni tashxislash, davolash samaradorligini baholash va bemorlarni individual davolash rejimiga yo'naltirish uchun zarur. Kelgusida kengroq ko'lamli klinik tadqiqotlar yordamida immun terapiya protokollarini standartlashtirish va ularning samaradorligini baholash tavsiya etiladi. Shuningdek, bemorlarni rehabilitatsiya qilish va profilaktika choralari ham alohida e'tiborga olinishi lozim.

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“O‘TGAN KUNLAR” ASARI MISOLIDA LEKSIK-STILISTIK
VOSITALARNI TAHLIL QILISH

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Annotatsiya: Mazkur maqola o‘zbek milliy adabiyotining asoschilaridan biri bo‘lgan Abdulla Qodiriyning “O‘tgan kunlar” romanida qo‘llangan leksik-stilistik vositalarni chuqur tahlil qilishga bag‘ishlanadi. Tadqiqotda badiiy matnning til xususiyatlarini ochib berishda muhim o‘rin tutuvchi leksik birliklar tizimli ravishda o‘rganiladi. Xususan, asarda uchraydigan sinonimik qatlam, obrazli ifodalar, metafora va epitetlar, tarixiy va arxaik so‘zlar, shuningdek, xalq og‘zaki nutqiga xos bo‘lgan ibora va frazeologik birliklar tahlil markaziga olinadi. Ushbu vositalarning muallif badiiy maqsadini amalga oshirishdagi vazifasi, estetik ta’sir kuchini oshirishdagi roli hamda asar mazmunini chuqurroq anglashga qo‘shgan hissasi ilmiy-nazariy asosda yoritiladi.

Maqolada leksik-stilistik birliklarning obraz yaratish jarayonidagi ahamiyati alohida ko‘rsatib berilib, ular orqali qahramonlarning ichki dunyosi, ruhiy kechinmalari va ijtimoiy mavqei qanday ifodalangani misollar asosida izohlanadi. Shu bilan birga, qahramonlar nutqida qo‘llangan leksik vositalar yordamida individual nutq uslubining shakllanishi va har bir obrazning o‘ziga xosligi ochib beriladi. Asarda ishlatilgan tarixiy leksika orqali XIX asr oxiri — XX asr boshlariga xos bo‘lgan ijtimoiy-madaniy muhit, urf-odatlar va qadriyatlar badiiy jihatdan aks ettirilgani ta’kidlanadi.

Tadqiqot natijalari “O‘tgan kunlar” romanining nafaqat adabiy-badiiy ahamiyatini, balki lingvistik qimmatini ham ochib berishga xizmat qiladi. Maqola badiiy matn tilini o‘rganishda leksik-stilistik tahlilning ahamiyatini asoslab berishi

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bilan birga, filologiya sohasi talabalari, yosh tadqiqotchilar hamda o'zbek tili va adabiyotiga qiziquvchi keng kitobxonlar uchun nazariy va amaliy jihatdan foydali manba bo'lishi mumkin.

Kalit so'zlar: badiiy matn tili, leksik-stilistik vositalar, leksik birliklar, metafora, epitet, frazeologik birliklar, arxaik va tarixiy so'zlar, xalqona leksika, obraz yaratish, muallif uslubi.

Abdulla Qodiriy o'zbek adabiyotining yorqin namoyandasi bo'lib, uning "O'tgan kunlar" romani milliy proza rivojida katta ahamiyatga ega. Ushbu roman XIX asr oxiri — XX asr boshidagi o'zbek jamiyatining ijtimoiy, madaniy va tarixiy muhitini aks ettiradi. Tadqiqotning maqsadi — "O'tgan kunlar" asarida qo'llangan leksik-stilistik vositalarni aniqlash, ularning obraz yaratishdagi va badiiy ifodadagi o'rnini ko'rsatishdir. Leksik-stilistik vositalar badiiy matnning eng muhim elementlaridan biri bo'lib, ularning tahlili o'quvchiga roman mazmunini chuqurroq anglash, qahramonlarning xarakteri va psixologiyasini his qilish imkonini beradi.

"O'tgan kunlar" romanida qo'llangan leksik birliklar juda boy va xilma-xildir. Xususan, sinonimlar va antonimlar qahramonlarning ichki dunyosini ochib berishda, ularning his-tuyg'ularini ta'kidlashda muhim ahamiyatga ega. Masalan, qahramonlarning hayotiy vaziyatlariga mos ravishda ishlatilgan so'zlarning turli ma'nolari, ular orasidagi kontrastlar o'quvchiga voqelikni yanada jonli his qilish imkonini beradi.

Epitetlar va metaforalar esa asardagi obrazlarni jonlantiradi, badiiy ifodaning estetik kuchini oshiradi. "Oq shamol", "sokin tun", "hayot dengizi" kabi ifodalar qahramonlarning ruhiy holatini, voqealarning kayfiyatini tasvirlashga xizmat qiladi. Shu bilan birga, frazeologik birliklar va xalqona iboralar nutqni tabiiy qiladi, o'quvchini o'sha davr madaniyati va urf-odatlarini bilan tanishtiradi. Masalan, "tug'ilganidan beri" yoki "ko'zi ochiq odam" kabi atamalar qahramonlarning oddiy, lekin ma'nodor so'zlari orqali ularning xarakterini ochib beradi.

Roman tilida ishlatilgan arxaik va tarixiy leksika esa asarda tarixiy muhitni yaratishda muhim rol o'ynaydi. "Hokim", "khaltali", "chopan" kabi so'zlar o'quvchini o'tmish davr hayotiga olib kiradi, davrning ijtimoiy va madaniy qirralarini ochib beradi. Shu bilan birga, badiiy matnda qo'llangan leksik vositalar muallifning individual uslubini aks ettiradi. Qahramonlarning nutqida ishlatilgan so'zlar ularning ijtimoiy mavqei, xarakterini va shaxsiy xususiyatlarini yoritib beradi.

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Tahlil shuni ko'rsatadiki, leksik-stilistik vositalar "O'tgan kunlar" romanida nafaqat badiiy estetik ta'sirni oshiradi, balki qahramonlar xarakterini chuqurroq anglashga va tarixiy davrni tasavvur qilishga yordam beradi. Leksik birliklar yordamida muallif o'quvchida tarixiy voqelikni jonli his qilish, qahramonlarning psixologiyasini va ularning ichki kechinmalarini sezish imkonini yaratadi.

Ushbu asarda XIX asr oxiri – XX asr boshlaridagi Markaziy Osiyo, xususan, Toshkand va unga qo'shni shaharlarning ijtimoiy, siyosiy va madaniy hayoti tasvirlangan. Asar qahramonlarining oilaviy munosabatlari, mehmondorlik an'analari va shaxsiy qadriyatlarini orqali o'sha davr jamiyati, insonlararo aloqalar va ijtimoiy tuzilma o'quvchiga jonli tarzda yetkaziladi.

Asarda Ota-bek, Homid, Rahmat, Hasanali kabi qahramonlar markaziy o'rin tutadi. Ular orqali nafaqat shaxsiy fazilat va qarorlar, balki zamon sharoitidagi murakkab ijtimoiy va siyosiy munosabatlar ham ochib beriladi. Masalan, Ota-bekning Shamaydagi tajribalari va Turkiyoning boshqa shaharlaridagi savdo safarlari u kishining dono va tafakkurli xarakterini ko'rsatadi.

Matnda ko'plab tarixiy va arxaik leksika ishlatilgan: "bek", "mushovir", "zulum", "istibdod", shuningdek, frazeologik va xalqona iboralar qahramonlarning ijtimoiy mavqeini va davr ruhini aks ettiradi. Epitet va metaforalar orqali qahramonlarning ichki dunyosi, his-tuyg'ulari va orzulari jonli tasvirlangan. Misol uchun, Ota-bekning Shamaydagi kuzatuvlari va Muxolifat bilan bog'liq mulohazalari o'quvchida chuqur ta'sir qoldiradi. Asarda uylanish, oila, ijtimoiy adolat va odillik kabi mavzular ham asosiy o'rin egallaydi. Qahramonlar oilaviy qadriyatlarni, insoniylik va vatanparvarlikni qadrlash orqali o'quvchiga ibratli xulosa beradi. Shu bilan birga, davrning siyosiy muammolari, hokimlar va boshliq zulumlari ham ochiq-oydin ko'rsatiladi. Asar o'quvchida nafaqat tarixiy ma'lumot, balki insoniy qadriyatlar, adolat va ma'rifat tuyg'usini uyg'otadi. Shu jihatdan u Markaziy Osiyo tarixiy-romantik adabiyotining yorqin namunasi.

Metafora vositasi Otabekning ichki ruhiy holatini ta'kidlashda keng qo'llanilgan: "ustunga suyalgancha qotib turdi" iborasi uning xayolga cho'milganini, voqealardan vaqtincha uzilib qolganini bildiradi. Shu bilan birga, "xayol ichida barchani unutishi" ifodasi qahramonning ichki dunyosini vizual tarzda tasvirlaydi. Personifikatsiya ham prologda o'z aksini topgan: "saroyning sukutli muhitida tinchlik hukmron edi" iborasi tinchlikni jonlantirib, uni hukmron shaxs sifatidagi obrazga aylantiradi.

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Epitetlar qahramon va muhitni yanada aniqroq ifodalashga xizmat qiladi. Masalan, “uzun burama qulf” iborasi Hasanalining qulfini xarakterlaydi, “sukutli muhit” esa saroyning tinch va sokin kechasini tasvirlaydi. Deskriptiv vositalar orqali muhit tasviri jonli bo‘ladi: “saroy qop-qorong‘i, tinch uyquda” iborasi kechani vizual tarzda aks ettiradi, “sham‘ni o‘chirdi, qorong‘ulik hukm surdi” esa tinchlik va qorong‘ulik kayfiyatini yaratadi.

Takror vositasi qahramonning ichki holatini ta’kidlashda ishlatiladi: “o‘z ichki dunyosida”, “tinchlikni topolmas edi”. Bu qahramonning ichki kechinmalarini kuchaytiradi. Hiperbola vositasi esa Otabekning hayratini oshirib ko‘rsatadi: “kunlar davomida ajablanib yurdi”, bu uning ruhiy holatini kuchli ifodalashga yordam beradi.

Asarda epitetlar qahramonlar va voqea-muhitni tasvirlashda keng qo‘llanadi. Masalan, Husanali sahnasida: “tun aëz, izgiriq el to‘rt tarafga yugurib jon achitmakchi bo‘lar edi”, “yarim yalang‘och holda junjayib daricha ostida o‘lturar edi” kabi iboralar qahramonning tashqi muhit bilan o‘zaro aloqasini, shuningdek, uning ruhiy holatini ifodalaydi. Deskriptiv vositalar voqeani vizual va hissiy boyitadi: “hujra ichi tinch edi”, “sham‘ni o‘chirdi, qorong‘ulik hukm surdi”.

Metaforik iboralar qahramonning ichki holatini aks ettiradi. Masalan, “quloq ostida takrorlangan jumlar” qahramonning ongida doimiy ravishda takrorlanayotgan fikr va hislarni ifodalaydi. Shu bilan birga, “hujra ichi tinch edi” iborasi ichki osoyishtalik va ruhiy barqarorlikni simvol sifatida beradi. Takror vositalari matnga ritm va dramatik ohang beradi. Otabek va Husanali sahnasida: “kulib boqishlar, cho‘chib qochishlar”, “quloq ostida takrorlanar edilar” kabi jumlar qahramonning ichki kechinmalarini kuchaytiradi va o‘quvchi diqqatini ularning ruhiy holatiga qaratadi. Asarda ichki monolog vositasi orqali qahramonlarning ruhiy dunyosi ochib beriladi. Masalan, Husanali Otabekning har bir harakatini kuzatib, uning ichki kechinmalarini o‘rganadi: “Chindan oshiqmi?”, “quloq ostida takrorlanar edi”. Bu ichki fikrlar qahramonning ruhiy kechinmalarini, muhabbatini va ichki qarorlar jarayonini o‘quvchiga yetkazadi.

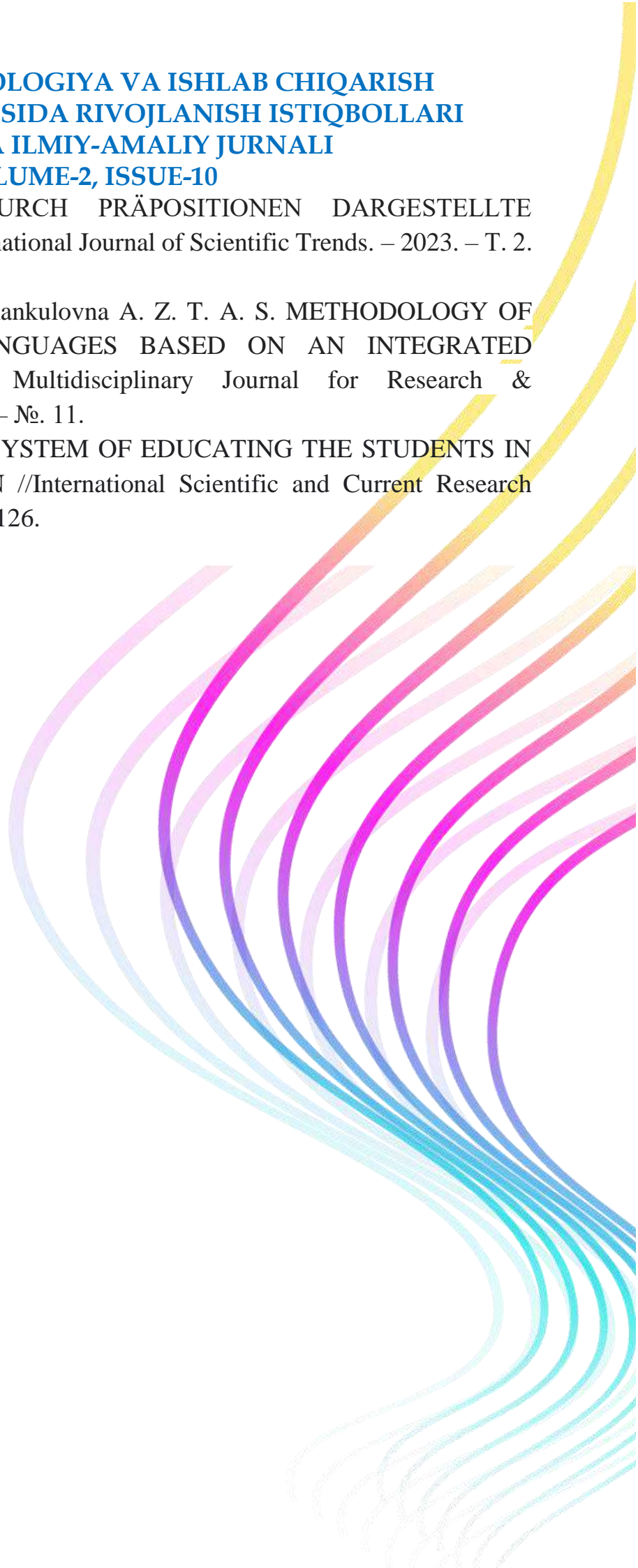
Xulosa: Shunday qilib, “O‘tgan kunlar” asarida Qodiriy epitetlar, deskriptiv vositalar, takror, metafora va ichki monologni samarali qo‘llagan. Ushbu leksik-stilistik vositalar qahramonlarning ruhiy holatini, muhabbat va ichki kechinmalarini chuqur ifodalashga, voqea-muhitni jonli va hissiy boy ko‘rsatishga xizmat qiladi. Shu bilan birga, asar o‘zbek badiiy tilining boyligi va o‘ziga xos uslubini namoyon etadi.\

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MOST ESSENTIAL READING SKILLS YOUR STUDENT NEED

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Annotatsiya

Ushbu maqola talabalarda samarali o'qish faoliyatini shakllantirish uchun zarur bo'lgan eng muhim o'qish ko'nikmalarini yoritib beradi. Tadqiqotda o'qish jarayonining asosiy tarkibiy qismlari, jumladan, dekodlash, ravonlik, lug'at boyligi, matnni tushunish, strategik va tanqidiy o'qish masalalari tahlil qilinadi. Ilmiy adabiyotlar sharhi asosida o'qish ko'nikmalarining o'zaro bog'liqligi va ularning ta'lim jarayonidagi ahamiyati ochib beriladi. Maqola natijalari o'qituvchilar va tadqiqotchilar uchun o'qish savodxonligini rivojlantirishga qaratilgan samarali metodik yondashuvlarni ishlab chiqishda foydali bo'lishi mumkin.

Kalit so'zlar: o'qish ko'nikmalari, matnni tushunish, dekodlash, ravon o'qish, lug'at boyligi, tanqidiy o'qish, strategik o'qish, savodxonlikni rivojlantirish.

Abstract

This article examines the most essential reading skills that students need for effective learning and academic success. The study analyzes key components of the reading process, including decoding, fluency, vocabulary development, reading comprehension, strategic reading, and critical reading skills. Based on a review of relevant literature, the article highlights the interrelated nature of these skills and their significance in the educational process. The findings may be useful for teachers and researchers in developing effective instructional approaches aimed at improving students' reading proficiency and overall literacy development.

Key words: reading skills, reading comprehension, decoding, fluency, vocabulary development, critical reading, strategic reading, literacy development.

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INTRODUCTION**

One of the most basic talents necessary for learning is reading, which lays the groundwork for academic achievement and lifelong learning. Students become able to comprehend information, think critically, and interact with texts in a meaningful way across a variety of topics as they improve their reading abilities. Reading is an essential skill that includes a complicated range of linguistic and cognitive skills that enables students to comprehend, evaluate, and react to written language. It is not just about recognizing words on a page. Deciphering is one of the most crucial reading abilities since it helps kids understand the relationship between the written word and its spoken counterpart. Learning to decode words increases reading precision and helps students progress past conjecture. Students read more fluently and pay attention to comprehending meaning rather than battling with individual words when they can confidently decode words. Phonemic awareness, which includes identifying and manipulating sounds in spoken language, is closely related to decoding. This talent is essential for assisting children in comprehending the connection between letters and sounds in written material.

A crucial skill that aids comprehension is reading fluency. Readers with fluency can read well, at the right pace, with accuracy, and with expression. Students with fluency can process text automatically, which helps them focus on the concepts and messages rather than the mechanics of reading. Reading becomes slow and laborious when students lack fluency, which can lower motivation and impair comprehension. Knowing vocabulary is crucial for reading well. Students with a large vocabulary can comprehend a diverse array of texts and articulate their ideas effectively. Students learn new words in meaningful contexts by reading, which fosters the organic development of their vocabulary. However, a restricted vocabulary might hinder comprehension since students could have trouble understanding the concepts and concepts in sentences. Giving pupils word-learning strategies, like utilizing context cues and word analysis, improves their reading skills as a whole.

The main objective of reading instruction is reading comprehension. It entails comprehending, analyzing, and drawing conclusions from a text. Reading expertly entails actively interacting with the text by posing questions, drawing conclusions, and relating new material to what the reader already knows. They are able to distinguish between main ideas, identify supporting facts, and make inferences based on textual evidence. Understanding involves the capacity to assess the author's goal, tone, and

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message, which promotes more thoughtful and analytical reading. The ability to utilize reading tactics successfully is another important reading skill. Strategic readers are able to adapt their reading strategies to the kind of material they are reading. When reading a text, they may read it thoroughly to comprehend complex arguments, skim it to get a broad overview, or look for particular facts. This ability also includes monitoring comprehension, as students must be able to identify when they don't understand something and use strategies to clarify meaning.

In today's information-rich environment, critical reading skills are more crucial than ever. Students need to develop the ability to assess texts, differentiate facts from opinions, and spot bias or persuasive strategies. Critical readers assess the validity of sources and the cogency of arguments rather than just accepting information at face value. With this ability, students are able to think for themselves and make wise decisions. Additionally, reading motivation and engagement are important factors in the development of fundamental reading abilities. Students who are engaged with what they read are more inclined to practice frequently and develop their skills. Promoting a lifelong passion for reading is aided by providing access to a wide range of significant materials and creating positive reading experiences. To sum up, students' academic and social growth depends on having strong reading skills. A skilled and self-assured reader can be produced by decoding, fluency, vocabulary, comprehension, strategic reading, and critical thinking. By fostering these abilities, educators enable pupils to succeed in school as well as acquire the capacity to think for themselves and interact critically with the outside world.

LITERATURE REVIEW AND METHODOLOGY

The literature on the development of reading skills highlights the crucial role that reading plays in both academic success and intellectual development. Reading is a multifaceted activity that includes linguistic, cognitive, and metacognitive elements, according to academics in the fields of education and applied linguistics. According to research, proficient readers actively create meaning from texts by integrating their prior experience, linguistic proficiency, and strategic reasoning. Numerous studies emphasize that a deliberate and early development of reading proficiency has a long-term effect on students' academic self-assurance and overall learning results. Earlier research placed a strong emphasis on decoding and phonological awareness as the building blocks of reading. Researchers assert that students have difficulty advancing to higher levels of understanding without the capacity to correctly and effectively

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identify words. Research on reading fluency demonstrates a strong connection between fluency and improved understanding since it enables students to concentrate their cognitive resources on comprehending meaning rather than decoding each word. The literature emphasizes the importance of vocabulary development, stating that vocabulary knowledge directly impacts comprehension and the capacity to understand complicated texts.

Reading comprehension tactics are the subject of yet another important field of study. According to educational theorists, understanding is not a passive activity but rather an active engagement between the reader and the text. Researchers emphasize the value of techniques like predicting, questioning, summarizing, and establishing links in enhancing students' comprehension of texts. Research also highlights that explicit instruction in reading techniques supports students in becoming more independent and self-regulated readers. Due to the abundance of information accessible to students, critical reading has received more attention in recent research. The literature indicates that students need to be taught how to think critically about texts, identify the author's purpose, and evaluate the trustworthiness of their sources. This aspect of reading is seen as vital for fostering analytical thinking and getting students ready for the challenges of school and the real world. Additionally, the literature frequently discusses motivational factors, with researchers highlighting that reading development is greatly improved by a favorable mindset and access to interesting reading materials.

The current study uses a qualitative and descriptive methodology to examine the fundamental reading abilities that students require in order to learn effectively. A thorough analysis of theoretical and empirical literature in the fields of reading instruction, literacy development, and educational psychology serves as the foundation for the study. The main sources of information for this research include academic books, peer-reviewed journal papers, and pertinent instructional reports. The approach uses content analysis of chosen literature to highlight important reading skills and recurrent topics covered by academics. The research categorizes crucial reading skills such decoding, fluency, vocabulary expansion, comprehension, strategic reading, and critical thinking via systematic analysis. This method makes it possible to fully comprehend the relationships between these abilities and the reasons why they are seen as essential to the learning process. In general, the chosen methodology offers a strong theoretical basis for addressing the critical reading abilities and their significance in the growth of students. The study aims to provide a clear and consistent summary by

combining current research that may be helpful to teachers, scholars, and curriculum designers looking to enhance literacy outcomes and reading instruction.

RESULTS

The examined literature makes it clear that fundamental reading abilities are consistently seen as related elements of literacy development. According to the research, pupils who have a solid base in reading skills display higher levels of academic performance and more self-assurance in their ability to learn a variety of topics. Reading is demonstrated to be a cognitive instrument that promotes critical thinking, problem-solving, and independent learning in addition to being a language skill. The findings emphasize the continued importance of decoding and phonological awareness for young and emerging readers. Students who can accurately identify words and comprehend the connection between sound and letters have consistently been shown to have fewer reading comprehension issues. Learners can concentrate on making sense of texts rather than having trouble with word identification as decoding gets more automatic. This change greatly enhances reading comprehension and engagement. Reading fluency is another important outcome. The study's results support the notion that fluency is directly correlated with comprehension, since fluent readers can easily analyze material and concentrate on the ideas and arguments put forth in the text. Fluently reading students tend to exhibit more tenacity and enthusiasm for reading activities, while those with little fluency often demonstrate poorer comprehension and less desire to read.

Vocabulary development proves to be a critical factor in reading proficiency. The findings imply that a large and well-developed vocabulary helps students comprehend complicated texts and deduce meaning from context. Individuals with a larger vocabulary are better able to comprehend complex ideas and interpret subtle language. On the other hand, a restricted lexicon leads to misunderstandings and comprehension gaps. Additionally, the results highlight the value of reading comprehension techniques. Students who actively utilize techniques like predicting, questioning, and summarizing show greater comprehension and retention of knowledge. The findings imply that direct teaching of these methods enables students to become more self-sufficient readers who are able to monitor and control their own understanding. The ability to read critically is becoming recognized as one of the most crucial results of successful reading instruction. The study reveals that students who are taught to analyze texts, spot bias, and ascertain the author's intent acquire better analytical skills.

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With these skills, students are able to interact with texts critically and draw well-informed conclusions about the material they encounter. The findings, taken as a whole, support the idea that successful reading instruction must teach a variety of abilities at once. The development of fundamental reading skills results in enhanced understanding, better academic outcomes, and increased learner independence. According to these results, reading instruction should be all-encompassing, strategic, and focused on the linguistic and cognitive requirements of the students.

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PRINCIPLES OF TEACHING LEXIS

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Annotatsiya

Bu maqola leksika o'rganish va o'qitish prinsiplari haqida batafsil ma'lumot beradi. Har bir prinsipi – kontekstualizatsiya, faol ishtirok, takrorlash, shakl va ma'no integratsiyasi, o'quvchi mustaqilligi va shaxsiylashtirish – samarali leksik o'qitish uchun asosiy omillar sifatida tahlil qilinadi. Leksika bilimining rivojlanishi kommunikativ ko'nikmalarning yaxshilanishiga olib keladi. Maqola metodologik tahlil va adabiyotlarni sharhlash asosida yozilgan. O'quvchilarni faol ishtirokga jalb qilish, ma'nolarni kontekstda tushunish va mustaqil o'rganish strategiyalarini rivojlantirishning ahamiyati ta'kidlangan.

Kalit so'zlar: leksika, so'z boyligi, so'zlashuv, kontekstualizatsiya, faol ishtirok, takrorlash, shakl va ma'no integratsiyasi, o'quvchi mustaqilligi, shaxsiylashtirish, lug'at o'qitish.

Abstract

Active learner engagement, contextual understanding, and independent learning strategies are emphasized as crucial for effective vocabulary teaching. This article provides detailed insights into the principles of teaching and learning lexis. Vocabulary development is shown to improve overall communicative competence. Each principle, including contextualization, active participation, recycling, integration of form and meaning, learner autonomy, and personalization, is analyzed as a key factor for successful lexical instruction. The article is based on methodological analysis and a review of relevant literature.

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Key words: lexis, vocabulary, communication, contextualization, active engagement, repetition, integration of form and meaning, learner autonomy, personalization, vocabulary teaching.

INTRODUCTION

Vocabulary is the cornerstone of every communication skill, therefore language instruction places a high priority on teaching it. Learners are unable to communicate concepts clearly, comprehend spoken or written texts, or engage in conversation successfully if they lack adequate vocabulary. Hence, the principles of teaching lexis are geared toward assisting students in learning, comprehending, retaining, and using words in a meaningful way in real-world situations, as opposed to simply memorizing individual words. Good lexical instruction understands that words are complex components that interact with grammar, culture, and discourse, rather than simple units with set definitions. Contextualization is one of the fundamental tenets of vocabulary instruction. The best way to learn new words is when they are taught in relevant settings, like in actual conversations, texts, stories, or in real-world scenarios. Learners can learn how a term works, what it goes with, and how its meaning may vary based on usage by looking at the context. By seeing things in context, students gain a greater understanding of both denotative and connotative meanings, which promotes the use of natural language and helps avoid rote memorization.

The frequency and usefulness are two other key concepts. Teachers should concentrate on teaching learners high-utility, high-frequency vocabulary that they will be most likely to come across and utilize, as not all words are equally beneficial at the same point in the learning process. By first teaching commonly used terms, students are able to establish a functional vocabulary foundation that aids communication from the start. Choosing vocabulary that is pertinent to learners' interests, demands, academic goals, or professional environment is another element of this concept, which makes learning more engaging and meaningful. According to the principle of active engagement, students shouldn't simply be passive absorbers of vocabulary. Students retain lexically better when they actively play around with words through activities like debates, role-playing, problem-solving exercises, and creative writing. Using words in speaking and writing promotes more thorough cognitive processing, which improves memory and helps with long-term retention. Frequent, meaningful use of novel vocabulary in a variety of contexts increases comprehension and boosts self-assurance.

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Another key concept in teaching vocabulary is repetition and recycling. It takes time and repeated exposure to learn vocabulary. In order to progress from short-term identification to long-term competence, words must be reconsidered in a variety of contexts and abilities. Through review exercises, integrated tasks, and cumulative practice, effective instruction makes sure that previously learned vocabulary consistently reappears in lessons. This cyclical strategy helps with retention and prevents vocabulary loss. The integration of form, meaning, and usage is another guiding concept. The focus of lexis instruction should be on the meaning of a word, its pronunciation, its spelling, and its proper grammatical usage. Understanding word stress, pronunciation patterns, word creation, and common collocations helps students. Teachers aid students in developing a full lexical competency that allows for correct and effective communication by connecting form, meaning, and application.

In contemporary language teaching, the concept of learner autonomy is growing in importance. Teachers should encourage independent vocabulary learning strategies because it is impossible to teach every word that students will ever need. These tactics involve using dictionaries effectively, deriving meaning from context, maintaining vocabulary notebooks, and utilizing online resources for practice. Learners are more likely to continue learning outside the classroom when they take ownership of increasing their own vocabulary. Lastly, the concept of personalization emphasizes the importance of linking new vocabulary to students' own thoughts and feelings. Vocabulary becomes more meaningful and memorable when students connect words to their own experiences, ideas, or emotions. When learners are able to personalize their learning experience, they are more motivated and able to view language as a means of self-expression rather than a collection of theoretical principles. In summary, the principles of teaching lexis center on meaningful, learner-centered, and context-based instruction. Teachers can foster vocabulary development by giving priority to contextualization, usefulness, active engagement, recycling, integration of form and use, learner autonomy, and personalization. This strategy allows students to develop a vast and adaptable vocabulary that promotes fluency and competence in speaking another language.

LITERATURE REVIEW AND METHODOLOGY

The teaching of vocabulary has been extensively discussed in linguistic and pedagogical literature, with many authors highlighting its crucial role in language learning. Researchers in applied linguistics concur that vocabulary knowledge is a

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major predictor of overall language competence since it has a direct impact on students' reading, listening, speaking, and writing skills. Early methods of language instruction gave less emphasis to lexis, concentrating instead on grammatical forms. However, later research emphasized that good communication relies more on having the correct lexical elements available than on having flawless grammatical correctness. The focus on vocabulary as the center of language instruction led to the creation of lexical-based methods. The need of teaching vocabulary in context is emphasized by numerous scholars. Research indicates that learners pick up new words more efficiently when they are presented in realistic scenarios as opposed to in lists by themselves. Context-based learning enables students to deduce meaning, identify usage patterns, and comprehend practical nuances. Furthermore, scholars emphasize the importance of lexical chunks and collocations, claiming that language is mostly composed of pre-made units that speakers may access as complete statements. This perspective reinforces the notion that lexis instruction should include not only individual words but also common word combinations and fixed expressions.

The function of repetition and recycling in vocabulary retention is another significant topic discussed in the literature. According to cognitive psychology researchers, consistent usage and exposure over time enhances memory. Vocabulary words are more likely to be retained in long-term memory if they are reviewed in a variety of situations and activities. Furthermore, many research demonstrate the efficacy of active learning methods such as semantic mapping, word associations, and communicative activities, which encourage more thorough processing of lexical items and enhance recall. The topic of learner autonomy is also frequently covered in the literature on lexical instruction. Researchers contend that learners must create strategies for autonomous vocabulary acquisition because class time is restricted. According to research, students who are taught to use dictionaries, derive meaning from context, and arrange vocabulary in a systematic way do better. Since learners are more likely to remember and use vocabulary related to their own experiences and interests, both motivation and personalization are given equal importance. The principles of lexical instruction are examined in this study using a qualitative and descriptive methodological approach. The approach entails conducting a thorough analysis of the current theoretical and practical research in the fields of vocabulary acquisition and language instruction techniques. Data is mainly gathered from academic books, peer-reviewed journal papers, and instructional publications. The common ideas, instructional methods, and recurring themes related to successful vocabulary teaching are found through an examination of these sources.

The methodology also involves an analytical comparison of conventional and contemporary techniques to teaching vocabulary. This comparison shows how teaching practices have changed and which techniques are now thought to be more successful in modern classrooms. Special emphasis is placed on interactive and learner-centered approaches since they are in line with modern instructional objectives. The literature review's results are combined to create a clear set of principles for instruction lexical. We then utilize this framework as a foundation for talking about real-world implications for curriculum developers and educators. The research aims to offer a thorough understanding of how lexis may be taught more successfully in foreign language classrooms by integrating theoretical insights with methodological analysis.

RESULTS

There are many important findings from the analysis of the examined literature and methodological viewpoints pertaining to the tenets of vocabulary instruction in foreign language instruction. According to the results, vocabulary teaching is more successful when vocabulary is considered a core aspect of language proficiency rather than an addition. According to several studies, systematic and focused vocabulary instruction leads to better gains in general language competence, particularly in the areas of understanding and communicative expression. A crucial finding is that when lexis is taught in context, students retain more vocabulary and comprehend it more thoroughly. Words are more easily remembered and used correctly in novel situations when students are exposed to them via texts, dialogues, and real-world events. According to the findings, context aids in understanding word meaning as well as in learning cultural and practical aspects of lexical usage, which are frequently overlooked in stand-alone vocabulary instruction. The beneficial effects of recycling and repeated exposure on vocabulary development are another significant finding. The results support the hypothesis that students remember lexical items better when words are revisited throughout various lessons and skills. The transition from passive recognition to active application is aided by repetition paired with diverse practice, which enhances memory. This outcome demonstrates the need for incorporating review activities into lesson planning instead of viewing vocabulary acquisition as a one-time occurrence.

The findings also indicate that engaging active students greatly improves vocabulary development. Students demonstrate greater vocabulary retention and confidence when they participate in communicative tasks, group projects, and

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innovative language usage. The frequent usage of language in writing and speaking promotes more in-depth cognitive processing, which supports long-term learning results. This result suggests that learner-centered and communicative methods of lexis education are successful. Additionally, the analysis demonstrates that paying attention to form, meaning, and use leads to a more well-rounded lexical competence. Students learn to use words more precisely and fluently when they are taught pronunciation, spelling, collocations, and grammar in addition to meaning. The findings demonstrate that inadequate lexical therapy frequently results in vocabulary misapplication or restricted usage in actual communication. The learner's autonomy is another significant outcome. The data suggests that students become more proficient and driven language learners when they are given guidance in building their own vocabulary learning strategies. Students learn how to broaden their vocabulary outside the classroom and adjust to different learning settings through strategy training. The need for students to learn vocabulary learning strategies, as opposed to merely vocabulary, is highlighted by this outcome. In general, the findings indicate that the use of well-established lexical teaching techniques results in quantifiable gains in vocabulary learning and communication skills. By integrating contextualization, repetition, active participation, integrated instruction, and learner independence, the combined focus establishes a conducive atmosphere for long-term lexical growth. In foreign language classrooms, these findings offer a solid basis for the implementation of successful vocabulary instruction methods.

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DARSLARDA INTERAKTIV O'YINLAR TASHKIL QILISH:
O'QUVCHILARNI DARSDAGI FAOLLIGINI OSHIRISH

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Annotatsiya: Ushbu maqolada dars jarayonida interaktiv o'yinlar metodini qo'llashning nazariy asoslari, pedagogik samaradorligi, turli fanlarda tatbiqi, xalqaro tajriba, statistik ma'lumotlar, amaliy misollar va aniq metodik tavsiyalar yoritiladi. Interaktiv o'yinlar o'quvchilarning faolligini oshirish, motivatsiyani kuchaytirish, muammolarni hal qilish qobiliyatlarini rivojlantirish hamda darsni qiziqarli va ijodiy tarzda tashkil etishga xizmat qiluvchi vosita sifatida ko'rib chiqiladi.

Kalit so'zlar: interaktiv o'yin, dars, o'quv motivatsiyasi, hamkorlik, pedagogik texnologiya, refleksiya, ta'lim samaradorligi

Zamonaviy ta'lim jarayoni o'quvchilarning faqat bilim olishidan ko'ra, uni yaratish, tahlil qilish, muammolarni hal etish va ijodiy fikrlash ko'nikmalarini shakllantirishga qaratilgan. An'anaviy dars metodlariga qo'shimcha sifatida interaktiv o'yinlar pedagogik jarayonda o'quvchilarning faol ishtirokini ta'minlash, e'tiborini jalb qilish va mustaqil fikrlashini rivojlantirishga xizmat qiladi. Interaktiv o'yin — bu o'quvchilarning dars jarayonida faol ishtirok etishini ta'minlovchi pedagogik metod bo'lib, undagi o'yin elementlari (qoidalar, maqsadlar, rollar, raqobat, hamkorlik, vaqt cheklovi va qayta aloqa) ta'lim jarayoniga integratsiya qilinadi. O'quvchilar o'yin davomida bilimlarni mustahkamlash, yangi ko'nikmalarni o'zlashtirish va muammolarni hal qilish imkoniyatiga ega bo'ladi. Interaktiv o'yinlar pedagogik jihatdan bir qator bilimlar bilan uzviy bog'liq: Konstruktivizm, Sotsial o'rganish nazariyasi (Bandura) va motivatsiya nazariyalari. Konstruktivizm bo'yicha o'quvchi o'z bilimini faol ravishda quradi, sotsial o'rganish nazariyasi esa o'quvchilarning bir-biridan bilim olishini ta'kidlaydi. Motivatsiya nazariyalari esa o'yin orqali ichki motivatsiyani uyg'otish va o'quvchilarni maqsad sari intilishga undashni tushuntiradi.

Tadqiqotlar shuni ko'rsatadiki, interaktiv o'yin metodlarini qo'llagan ta'lim muassasalarida o'quvchilarning motivatsiyasi va ta'lim samaradorligi sezilarli darajada oshadi. Hattie (2012) tomonidan o'tkazilgan meta-tahlil natijalariga ko'ra, faol o'rganish va o'yin elementlarini qo'shgan metodlar o'quv yutug'iga ijobiy ta'sir ko'rsatadi. OECD PISA (2018) tadqiqotiga ko'ra, konstruktiv va interaktiv metodlarni

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keng qo'llaydigan ta'lim tizimlarida o'quvchilarning tahliliy fikrlash va muammolarni hal qilish qobiliyatlari yuqori.

Finlyandiya, Kanada va Singapur kabi mamlakatlarda loyihaviy va guruhli o'rganish metodlari keng tatbiq etilgan. Masalan, Kanada maktablarida Project-Based Learning (PBL) usuli orqali o'quvchilarning mustaqil fikrlash, hamkorlik va muammoni hal qilish ko'nikmalari 30-45% ga oshgan.

O'zbekistonda ta'lim tizimi so'nggi yillarda sifatni oshirish va o'quvchilarda asosiy kompetensiyalarni rivojlantirish maqsadida isloh qilinmoqda. Davlat maktablarida va ba'zi litsey va gimnaziyalarda konstruktivizm va interaktiv o'yin elementlari tatbiq etilmoqda. Masalan, «Jamiyat», «Tarix», «Huquq» va tabiiy fanlarda guruhli loyihalar, tadqiqot vazifalari va muammo asosida o'rganish metodlari joriy etilmoqda. O'qituvchilar faol o'qitish metodlari bo'yicha treninglar olmoqda va maktablarda raqamli platformalar (Ziyonet, Google Classroom) yordamida tadqiqot va loyiha asosida ishlash imkoniyati mavjud.

Darslarda qo'llaniladigan interaktiv o'yinlar turlari: role-play (rol o'yinlar), quiz va viktorinalar, debate (munozara), gamification (o'yin elementlarini darsga qo'shish), raqamli o'yinlar, case-study (vaziyat tahlili) va loyihaviy ishlar. Har bir o'quvchiga aniq rol berish, guruhni teng bo'lishi va maqsadga yo'naltirilgan vazifalarni berish muhimdir.

Metodik tavsiyalar: 1. Darsni rejalashtirishda o'yin elementlarini oldindan belgilash. 2. O'quvchilarning motivatsiyasini oshirish uchun mukofot va rag'batlantirish tizimlarini qo'llash. 3. O'yin jarayonida faol kuzatuv va refleksiya tashkil etish. 4. Raqamli texnologiyalar va platformalarni integratsiya qilish.

Darslarda interaktiv o'yinlarni qo'llash o'quvchilarning faolligini oshiradi, tanqidiy fikrlash va muammolarni hal qilish ko'nikmalarini rivojlantiradi, motivatsiyani kuchaytiradi va darsni qiziqarli qiladi. Shu sababli, har bir o'qituvchi darsni tashkil etishda interaktiv o'yinlar va konstruktiv yondashuvlarni samarali qo'llashi tavsiya etiladi.

Quyidagilarni taklif sifatida keltirishim mumkin: 1. Maktablar va litseylar darajasida interaktiv o'yin metodlarini keng joriy etish. 2. O'qituvchilar uchun muntazam treninglar va seminarlar tashkil etish. 3. Raqamli va analog o'yin resurslarini ishlab chiqish va tatbiq etish. 4. O'quvchilarning o'yin jarayonidagi yutuqlari va ko'nikmalarini baholash tizimini ishlab chiqish. 5. Qiziqarli o'yinlar va takrorlanmas o'yin texnikalarini ishlab chiqish va xalqaro tajribani o'rganish. 6. Yoshga doir o'yinlarni aqliy va intellektga bog'lash

SYMBOLISM OF NATURE IN EMILY DICKINSON'S POETRY

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Abstract. The present research explores the symbolism of nature in Emily Dickinson's poetry with particular attention to the poetic function of natural imagery. The study argues that Dickinson uses nature not merely as a background or decorative element, but as a symbolic system through which she conveys existential, spiritual, and emotional concerns. Through qualitative textual analysis of selected poems, the research demonstrates how symbols such as birds, seasons, flowers, light, and natural landscapes reflect inner psychological states and philosophical reflections. The findings show that nature imagery plays a crucial role in shaping the meaning and originality of Dickinson's poetry.

Keywords: Emily Dickinson; symbolism; nature imagery; American poetry; metaphor; philosophical themes

Introduction. Emily Dickinson occupies a unique place in American literature due to her unconventional poetic style and profound philosophical insight. Unlike many of her contemporaries, Dickinson rarely described nature for its own sake. Instead, she transformed natural elements into powerful symbols through which she expressed complex ideas about life, death, faith, immortality, and human consciousness. Nature in her poetry functions as a symbolic language that allows the poet to communicate abstract and often personal experiences indirectly. This research focuses on the symbolism of nature in Emily Dickinson's poetry and examines how natural images serve as vehicles for deeper emotional and philosophical meaning. By analyzing selected poems, the study aims to reveal the significance of nature as a central poetic device in Dickinson's artistic worldview.

Aim of the Research. The aim of this research is to analyze the symbolic use of nature in Emily Dickinson's poetry and to identify how natural images contribute to the expression of her major themes, including mortality, immortality, faith, doubt, and individual perception.

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Scientific Significance of the Research .The scientific significance of this research lies in its contribution to the interpretation of Emily Dickinson's poetic symbolism. By focusing on nature as a symbolic rather than descriptive element, the study deepens the understanding of Dickinson's poetic method and enriches literary studies of 19th-century American poetry. The research is also valuable for students and scholars as it demonstrates how symbolism operates as a key literary device, supporting further studies in literary analysis, symbolism, and poetic interpretation.

Discussion. Analysis of Emily Dickinson's poetry reveals that nature functions as a flexible and multi-layered symbol. For example, birds in her poems often symbolize freedom, hope, or the soul, while seasons reflect the cycles of life and death. Spring is frequently associated with renewal and spiritual awakening, whereas winter symbolizes emotional isolation or mortality.

Moreover, Dickinson's treatment of nature differs from traditional Romantic poets. While Romantic writers often idealized nature, Dickinson presents it as ambiguous and sometimes unsettling. Nature can be comforting, yet it can also represent uncertainty and danger. This duality allows Dickinson to express inner conflicts and existential doubt.

Through symbolic nature imagery, Dickinson bridges the external world and internal experience, making nature a mirror of human consciousness rather than an independent reality.

Conclusion. In conclusion, nature symbolism plays a fundamental role in Emily Dickinson's poetry. Natural elements serve as symbolic tools through which the poet explores philosophical questions and emotional depth. Dickinson's innovative use of nature imagery allows her to express abstract ideas in a condensed and powerful poetic form.

The study confirms that nature in Dickinson's poetry is not passive but dynamic, functioning as a meaningful symbolic system. Understanding this symbolic use of nature is essential for appreciating Dickinson's originality and her lasting contribution to American literature.

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**MECHANISMS FOR DEVELOPING CULTURAL DIPLOMACY
BETWEEN THE REPUBLICS OF KYRGYZSTAN AND TAJIKISTAN**

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Abstract. In this article, author examines the mechanisms for developing cultural diplomacy between the Kyrgyzstan and Tajikistan as a strategic instrument for enhancing bilateral relations, fostering social cohesion, and mitigating conflict risks in a historically sensitive border context. Methodologically, the article employs qualitative analysis of policy documents, bilateral agreements, and regional cooperation frameworks, complemented by comparative insights from Central Asian diplomatic practice. The findings identify key institutional, societal, and discursive mechanisms shaping Kyrgyz–Tajik cultural diplomacy, including intergovernmental cultural commissions, educational and academic exchanges, joint heritage and language initiatives, people-to-people diplomacy, and the role of civil society and local communities in border regions. Particular attention is given to the integrative potential of shared historical narratives, cross-border cultural events, and youth-oriented programs in counteracting securitization and politicization of identity. The article argues that effective cultural diplomacy requires institutional continuity, depoliticization of cultural cooperation, and alignment with broader regional confidence-building measures.

Key words: cultural commissions, depoliticization, cultural cooperation, youth-oriented programs, societal polarization, conflict risks, political dialogue and conflict management efforts.

INTRODUCTION

The mechanisms for developing cultural diplomacy between the Kyrgyzstan and Tajikistan as a strategic instrument for enhancing bilateral relations, fostering social cohesion, and mitigating conflict risks in a historically sensitive border context. Grounded in contemporary theories of cultural and public diplomacy, the study conceptualizes culture as a “low-politics” channel capable of sustaining dialogue and trust where formal political and security mechanisms face limitations. Methodologically, the article employs qualitative analysis of policy documents, bilateral agreements, and regional cooperation frameworks, complemented by comparative insights from Central Asian diplomatic practice.

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The findings identify key institutional, societal, and discursive mechanisms shaping Kyrgyz–Tajik cultural diplomacy, including intergovernmental cultural commissions, educational and academic exchanges, joint heritage and language initiatives, people-to-people diplomacy, and the role of civil society and local communities in border regions.[1] Particular attention is given to the integrative potential of shared historical narratives, cross-border cultural events, and youth-oriented programs in counteracting securitization and politicization of identity. The article argues that effective cultural diplomacy requires institutional continuity, depoliticization of cultural cooperation, and alignment with broader regional confidence-building measures.

The study contributes to the scholarly literature on Central Asian diplomacy by offering an analytical framework for understanding cultural diplomacy as a stabilizing and preventive tool in fragile bilateral relationships.[2] Practically, it provides policy-relevant recommendations for strengthening Kyrgyz–Tajik cultural cooperation as a complement to political dialogue and conflict management efforts.

MAIN PART

Cultural diplomacy is increasingly recognized in international relations scholarship as an effective “low-politics” mechanism that facilitates dialogue, trust-building, and long-term cooperation, particularly in contexts where political and security interactions are constrained. In the case of Kyrgyzstan and Tajikistan, cultural diplomacy plays a distinctive role due to the shared historical legacies, overlapping cultural traditions, and the persistence of unresolved border and security sensitivities.

Unlike traditional diplomacy, which operates primarily through formal state channels, cultural diplomacy emphasizes identity, values, language, education, and heritage as instruments of engagement. For Kyrgyzstan and Tajikistan, this approach allows bilateral interaction to move beyond securitized narratives and to promote a cooperative discourse rooted in common cultural and civilizational experiences of Central Asia. From a theoretical standpoint, cultural diplomacy functions as a confidence-building mechanism that complements political negotiations and reduces the salience of conflict-prone issues.

At the institutional level, cultural diplomacy between Kyrgyzstan and Tajikistan is shaped by intergovernmental agreements on cultural and humanitarian cooperation, bilateral cultural commissions, and ministerial-level frameworks in the fields of culture, education, and youth policy.[3] These formal mechanisms provide the legal and organizational foundation for sustained cultural interaction and help ensure continuity beyond short-term political fluctuations.

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Key institutional mechanisms of cultural diplomacy between the **Kyrgyzstan** and **Tajikistan** are primarily anchored in bilateral cultural cooperation agreements, which establish priority areas such as reciprocal cultural exchanges, preservation of tangible and intangible historical heritage, and support for joint artistic and creative initiatives.[4] These agreements serve as a formal legal framework that legitimizes cultural interaction and embeds it within the broader architecture of bilateral relations.

Complementing these agreements are joint intergovernmental commissions and specialized working groups in the fields of culture and education.[5] Acting as coordination platforms, these bodies are tasked with translating formal commitments into concrete programs, harmonizing implementation practices, and monitoring outcomes. Their effectiveness, however, remains uneven, largely due to their vulnerability to fluctuations in the political and security environment. Periods of heightened tension and securitization of bilateral relations have frequently resulted in the suspension, postponement, or symbolic downgrading of cultural initiatives.[6] This dynamic highlights a structural weakness in existing institutional arrangements and underscores the need for greater autonomy, continuity, and institutional resilience in cultural diplomacy mechanisms, insulated as far as possible from short-term political crises.

Beyond formal state institutions, societal actors play a decisive role in shaping the substance and sustainability of Kyrgyz–Tajik cultural diplomacy. People-to-people diplomacy—implemented through civil society organizations, cultural associations, academic networks, and local community initiatives—represents one of the most durable and adaptive mechanisms for fostering mutual understanding.[7] Unlike official channels, these actors often operate with greater flexibility and are capable of maintaining dialogue even during periods of diplomatic strain.

In border regions, where daily interaction is both frequent and culturally embedded, community-level cultural initiatives acquire particular strategic significance. Joint cultural festivals, traditional music and folklore events, language-learning programs, and exchanges among youth and women's groups contribute to the depoliticization of identity differences.[8] Such initiatives help reframe border spaces not merely as zones of division and contestation, but as shared cultural environments shaped by historical coexistence and social interdependence.

Civil society organizations further contribute by promoting intercultural dialogue, documenting shared cultural heritage, and facilitating informal communication channels during moments of political tension. As non-state actors, they often enjoy higher levels of trust and legitimacy at the grassroots level than official institutions,

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positioning them as effective intermediaries and confidence-builders in fragile bilateral contexts.

Education constitutes a central pillar of cultural diplomacy between Kyrgyzstan and Tajikistan. Academic cooperation-manifested through joint conferences, collaborative research projects, curriculum exchanges, and language programs-plays a crucial role in shaping a new generation of political, academic, and cultural elites less influenced by conflict-driven narratives.[9] Universities and research institutions function as epistemic communities where shared interpretations of history, identity, and regional development can be critically examined and rearticulated.

Youth-oriented mechanisms, including student exchange programs, joint summer schools, cultural camps, and sports diplomacy initiatives, are particularly important in terms of long-term impact.[10] By fostering interpersonal networks and cross-border social capital, these initiatives generate relational ties that outlast political cycles and reduce the likelihood of future escalation. In this respect, cultural diplomacy operates not only as a short-term confidence-building instrument, but also as a preventive investment in sustainable regional stability.

An often underappreciated mechanism of cultural diplomacy lies in the discursive construction of bilateral narratives. Official rhetoric, media representations, and educational materials significantly shape public perceptions of the “other” and influence the social reception of bilateral relations. In the Kyrgyz–Tajik context, competing historical interpretations and politicized identity discourses have at times reinforced mutual mistrust and societal polarization.[1]

Effective cultural diplomacy therefore requires a deliberate shift toward inclusive and integrative narratives that emphasize shared historical experiences, common cultural symbols, and the interconnectedness of Central Asian societies. Joint historical research initiatives, collaborative museum exhibitions, and co-produced cultural and media content can contribute to narrative convergence, reduce the politicization of collective memory, and support the normalization of bilateral relations at the societal level.

CONCLUSION

The analysis of mechanisms for developing cultural diplomacy between the Kyrgyzstan and Tajikistan demonstrates that culture represents a strategically significant and underutilized instrument for stabilizing bilateral relations in a context marked by historical sensitivities, border-related tensions, and periodic securitization of interaction. Unlike traditional political and security approaches, cultural diplomacy

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operates within the sphere of “low politics,” enabling dialogue, trust-building, and cooperation even when formal negotiations encounter limitations.

The study shows that institutional mechanisms- such as bilateral cultural agreements, joint commissions, and academic exchange frameworks-form the necessary structural foundation for cultural cooperation. However, their effectiveness remains constrained by vulnerability to political fluctuations and security crises. This underscores the importance of enhancing institutional autonomy, continuity, and resilience so that cultural cooperation can be sustained independently of short-term diplomatic tensions.

Equally important are societal and people-to-people mechanisms, which provide cultural diplomacy with depth, flexibility, and social legitimacy. Civil society organizations, academic communities, and local initiatives-particularly in border regions-play a crucial role in depoliticizing identity differences and fostering perceptions of shared cultural space. Educational and youth-oriented initiatives emerge as especially impactful, as they contribute to the formation of long-term interpersonal networks and epistemic communities capable of counteracting conflict-driven narratives.

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**TURKMAN MILLIY MADANIY MARKAZINING
QORAQALPOG'ISTONDA MILLATLARARO TOTUVLIKNI
MUSTAHKAMLASHDA O'RNI VA AHAMIYATI**

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Qoraqalpog'iston Respublikasi – ko'p millatli yurt. Bu yerda o'zbeklar, qozoqlar, qoraqalpoqlar, turkmanlar, ruslar, koreyslar va boshqa millat vakillari ahil va totuv yashab kelmoqda. Ushbu totuvlikni mustahkamlashda milliy madaniy markazlarning o'rni beqiyos. Xususan, Turkman milliy madaniy markazi Qoraqalpog'istonda o'zining faoliyati bilan millatlararo do'stlik rishtalarini yanada mustahkamlamoqda.

Markaz o'z faoliyatini turkman xalqining madaniyati, an'analari va urf-odatlarini keng targ'ib qilish, yosh avlodni milliy ruhda tarbiyalashga qaratgan. Markaz qoshida turli to'garaklar, xususan, raqs va musiqa to'garaklari faoliyat yuritadi. Bu to'garaklarda yoshlar turkman xalqining boy madaniy merosi bilan tanishib, o'z iste'dodlarini namoyon etish imkoniyatiga ega bo'ladilar.

Turkman milliy madaniy markazi Qoraqalpog'istonning turli hududlarida madaniy tadbirlar, konsertlar, festivallar o'tkazib kelmoqda. Ushbu tadbirlarda nafaqat turkman millati vakillari, balki boshqa millat vakillari ham faol ishtirok etadilar. Bu esa millatlararo do'stlik va hamjihatlikni yanada mustahkamlashga xizmat qiladi.

Shuningdek, Markaz Qoraqalpog'istondagi umumta'lim maktablari va oliy o'quv yurtlari bilan hamkorlik qilib, yoshlarga turkman tili va adabiyotini o'rgatish bo'yicha qo'shimcha mashg'ulotlar tashkil etmoqda. Bu esa yoshlarning turkman madaniyatiga bo'lgan qiziqishini orttiradi va millatlararo munosabatlarni yanada yaqinlashtiradi.

Bu o'zaro aloqa ikki xalqning madaniyati, an'analari va tilida aks etgan. Inson ismlari buning yorqin dalili hisoblanadi. Ota-onalar farzandlariga ism qo'yganlarida ularning yaxshi inson bo'lib o'sishini, keng qalbli va mehribon bo'lishini, shuningdek, qardosh xalq bilan do'stligini ifodalashini istaydilar. Masalan, qoraqalpoqlarda turkmanlar bilan bog'liq "Turkmanbay", "Shaudirbay", "Yaumitbay" kabi inson ismlari uchraydi.

Qoraqalpog'iston Respublikasi To'rtko'l shahrida faoliyat yuritayotgan markaz 2002 yildan buyon Jahon turkmanlarining insonparvar tashkiloti a'zosi hisoblanadi.

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Markazda turkman tilida chop etiladigan "Makan" gazetasi tahririyati, turkman va boshqa xalqlar tillaridagi adabiyotlar jamlangan kutubxona joylashgan. Bugungi kunda To'rtko'lning o'zida 20 dan ortiq maktabda ta'lim turkman tilida olib boriladi. O'zbekistonda turkman tilidagi maktab darsliklari qoraqalpog'istonlik mualliflar tomonidan ham tayyorlanmoqda[1, 64].

Turkman milliy madaniy markazi faoliyati faqat madaniy tadbirlar bilan cheklanib qolmaydi. Markaz respublikadagi ta'lim muassasalari bilan yaqin hamkorlikda ish olib borib, turkman tilini o'rganish bo'yicha kurslar tashkil etdi, talabalarga turkman adabiyoti va madaniyati bo'yicha qo'shimcha darslar o'tdi.

O'zbekiston Respublikasi - 130 dan ortiq millat va elat vakillari do'stlik va hamjihatlikda yashayotgan katta oila. 2025 yilda Respublika baynalmilal madaniy markazida O'zbekiston Respublikasi Konstitutsiyasi qabul qilinganining 23 yilligiga bag'ishlangan "Ko'p millatli O'zbekiston: avlodlar va madaniyatlar muloqoti" mavzusidagi ilmiy-amaliy konferensiya bo'lib o'tdi.

Konferensiya O'zbekiston Respublikasi Vazirlar Mahkamasi huzuridagi Din ishlari bo'yicha qo'mita, Xotin-qizlar qo'mitasi, "Kamolot" yoshlar ijtimoiy harakati, "Tasviriy oyina" ijodiy uyushmasi hamkorligida tashkil etildi. Unda davlat va jamoat tashkilotlari vakillari, milliy madaniy markazlar faollari ishtirok etdi. Oliy Majlis Qonunchilik palatasining Demokratik institutlar, nodavlat tashkilotlar va fuqarolarning o'zini o'zi boshqarish organlari qo'mitasi raisi A.Saidov, Respublika baynalmilal madaniyat markazi direktori N.Muhammadiyev va boshqalar so'zga chiqib, yurtimizda turli millat va diniy konfessiyalar vakillari o'rtasidagi totuvlik, do'stlik va mehr-oqibat muhiti inson huquq va manfaatlarini ta'minlash, yosh avlodni milliy va umuminsoniy qadriyatlarga hurmat ruhida komil inson etib tarbiyalashning muhim omili ekanini ta'kidladi.

Qoraqalpoq davlat o'lkashunoslik muzeyida tashkil etilgan "Jayxun sohilida ahil oilada" mavzusidagi bayram tantanasi bo'lib o'tdi. Ushbu tadbirda Rus, Qozoq, Koreys va Turkman madaniyat markazlari vakillari ishtirok etib, milliy kiyim-kechaklar, bezak buyumlari, milliy gilam mahsulotlari, milliy cholg'u asboblari ko'rgazmaga qo'yilib, Qoraqalpog'istonda yashayotgan xalqlarning eng yaxshi vakillari bilan tanishtiruvchi fotoko'rgazma tashkil etildi. Buni Mustaqillikdan keyin Qoraqalpog'istonda turkman madaniyatining rivojlanishiga e'tibor qaratilayotgani sifatida ko'rsatishimiz mumkin.

Turkman madaniyat markazining ushbu tadbirda ishtirok etganini alohida ta'kidlash zarur. Bu fakt turkman milliy madaniyati va san'atining tiklanishi va qo'llab-quvvatlanishining yorqin dalilidir. Ta'kidlash joizki, Turkman madaniyat markazining

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ishtiroki orqali turkmanlar o'z madaniyatini namoyon etib, boshqa millatlar bilan do'stlik aloqalarini mustahkamlab kelmoqda.

2024 yilda Taxiatosh tumanidagi Naymanko'l qishlog'ida nishonlangan Navro'z bayrami "Dunyo sening bilan go'zallansin, Navro'z!" shiori ostida o'tkazildi. Tantanali tadbirlarda turli millat vakillari ishtirok etdi. Xususan, turkman milliy markazi a'zolari ham bayramni birgalikda nishonladi[2, 8].

Har yili o'tkaziladigan "Navro'z" bayrami dasturxonini milliy taomlar bilan bezatiladi. Bu turkmanlarning milliy o'ziga xosligi saqlanib qolayotgani va ularning kundalik turmushda hamda bayramlarda muhim o'rin tutayotganini anglatadi. Shuningdek, respublika xalqlarining milliy taomlari deyarli har bir xonadonga kirib borgani haqidagi jumla Qoraqalpog'istonda turkmanlarning o'z madaniyatini saqlash bilan birga, boshqa millatlar bilan madaniy integratsiyalashuv jarayoni ketayotganini oydinlashtiradi. Ta'kidlash joizki, Qoraqalpog'istondagi turkmanlar o'zlarini erkin va teng huquqli his etib, O'zbekistonning taraqqiyotiga o'z hissasini qo'shmoqda.

Rus, Qozoq, Koreys madaniyat markazlari bilan birga Turkman madaniyat markazining ishtiroki, Qoraqalpog'istondagi barcha milliy madaniyatlar teng darajada qo'llab-quvvatlanayotganini ta'kidlash kerak[3].

2014-yilda Maxtumqulining yubileyi munosabati bilan xalqaro konferensiyalar o'tkazilib, kitoblar va to'plamlar nashr etildi. Karimbay Quramboyev va akademik B. Nazarovning tadqiqotlari uning merosining jahon madaniyati uchun ahamiyatini ochib bergan. Bu tadbirlar va tadqiqotlarni Qoraqalpog'istondagi turkmanlarning madaniy hayotiga qo'shilishining dalili sifatida ko'rsatishimiz mumkin. Ya'ni, qoraqalpog'istonlik turkmanlar ham shunday tadbirlarda ishtirok etib, o'zlarining madaniy o'ziga xosligini saqlab qolish va rivojlantirishga intildilar¹.

Xulosa qilib aytganda, Turkman milliy madaniy markazi Qoraqalpog'istonda millatlararo totuvlikni mustahkamlashda muhim rol o'ynamoqda. Markazning faoliyati millatlararo do'stlikni mustahkamlab, madaniy merosni asrab-avaylashga xizmat qiladi.

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**ХОДЖКИН ЛИМФОМАСИНИНГ МОРФОЛОГИК ТУРЛАРИНИ ЁШГА
БОҒЛИҚ ҲОЛДА ХОРАЗМ ВИЛОЯТИДА ТАРҚАЛГАНЛИК
ДАРАЖАСИНИ ЎРГАНИШ**

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РИОваРИАТМнинг Хоразм филиалига мурожаат қилган ва Ходжкин лимфомаси касаллиги ташхиси аниқланиб, комплекс даво олган беморларнинг касаллик тарихи ҳамда амбулатор карталари маълумотлари, морфологик текшириш натижаларини илмий жиҳатдан таҳлил қилиш, патогистологик лабораториядаги нам архиви, кўрсатилган йиллардаги гистологик блоклар, ҳар бир беморга тўлдирилган текширув карталаридаги олинган натижалардан фойдаланилди.

Муаммонинг долзарблиги. Лимфоид тўқимадан келиб чиқувчи, муайян морфологик ва иммуногистокимёвий белгиларга эга бўлган ўсма жараёнларидан бири Ходжкин лимфомаси ҳисобланади. Бу ўсма тури лимфомалар қаторида алоҳида клиник-морфологик тур сифатида ажратилади ҳамда ташхис қўйишда морфологик ўзгаришлар ҳал қилувчи аҳамиятга эга бўлади. ХЛни бошқа лимфопрлифератив касалликлардан фарқлашда Рид–Штернберг хужайралари ва уларнинг иммунофенотиплари асосий мезон ҳисобланади. Морфологик хусусиятлари жиҳатидан Ходжкин лимфомаси микроскопик даражада ўзига хос бўлган хужайравий таркиблар ва тўқима структураларига эга бўлган ўсма туридир. Унинг асосий морфологик белги-лари икки ёки кўп ядроли, ядросида “укки кўзи” кўринишидаги хроматин структурасига эга бўлган йирик хужайралар яъни Рид–Штернберг хужайра-ларининг бўлиши, Рид–Штернберг хужайраларининг якка ядровий шакли бўлган моноклеар хужайраларнинг аниқланишидир. Ҳосил бўладиган инфилтрат таркибида лимфоцитлар, эозинофиллар, гистиоцитлар, нейтро-филлар ва плазматик хужайралар кузатилади. Мазкур ўсманинг баъзи турларида фиброз, гранулёма ва некроз элементлари учрайди.

Тадқиқотга жалб қилинганлар 80 нафар бўлиб, уларнинг 48(60%) нафарини эркаклар, 32(40%) нафарини аёллар ташкил қилди. Тадқиқотга жалб қилинганларни ёши бўйича гуруҳларга тақсимланганида: 4-17 ёш гуруҳида жами 24(25%) нафар бемор кузатилиб; улардан 8(5%) нафар аёлларда, 16(20%) нафар эркаклар орасида кузатилганлиги аниқланди; 18-34 ёш гуруҳида 11(13,75%)

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нафар ҳолатда эркаклар орасида касаллик кузатилиб, аёллар орасида кузатилмади; 35-49 ёш гуруҳида жами 20(21,25%) нафар беморда кузатилиб; улардан 8(6,25%) нафарини аёллар, 12(15%) нафарини эркаклар ташкил қилди; 50-64 ёшдаги гуруҳда эса беморлар сони 15(16,25%) нафарни ташкил қилиб, касалланиш эркаклар орасида 8(10%) нафарни ташкил қилган бўлса, аёллар орасида 7(6,25%) нафарни ташкил қилди. Қарилик ёшидаги 65-74 ёш гуруҳида касалланиш бироз камайган бўлиб, 6(7,5%)та ҳолатда учраб, эркакларга нисбатан кўпроқ аёллар орасида 9 (6,25 %)та ҳолатда кузатилди, эркаклар орасида кам учраб, 1(1,25%) нафар беморда кузатилганлиги аниқланди. 75 ёш ва ундан юқори ёшдагилар орасида касаллик учрамади.

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**THE STUDY OF PROVERBS IN LINGUISTICS: STRUCTURE,
MEANING, AND CULTURAL SIGNIFICANCE**

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Abstract. Proverbs are an essential component of language, encapsulating cultural wisdom, social norms, and moral values in concise linguistic forms. This article examines the study of proverbs within the field of linguistics, focusing on their structure, semantic properties, and pragmatic functions. It explores how proverbs reflect cultural identity, convey universal human experiences, and serve as tools for effective communication. The article also highlights methodological approaches used in analyzing proverbs, including comparative studies, semantic analysis, and discourse analysis. Findings suggest that understanding proverbs from a linguistic perspective provides valuable insights into language structure, cultural context, and the interplay between language and society.

Keywords: Proverbs, linguistics, semantics, pragmatics, cultural identity, language structure, discourse analysis, folk wisdom, cross-cultural communication.

Introduction

Proverbs, as succinct expressions of collective wisdom, have long been recognized as an important aspect of human language and culture. They encapsulate moral lessons, social norms, and cultural values in a concise and often metaphorical form, making them powerful tools for communication. In linguistics, the study of proverbs provides insight into the interplay between language, thought, and culture, revealing how societies encode and transmit knowledge across generations.

The linguistic analysis of proverbs involves examining their structure, meaning, and usage in discourse. Proverbs can function at multiple levels, including semantic, syntactic, and pragmatic, and often contain figurative language that requires interpretation beyond the literal meaning [1]. Moreover, they serve both universal and culture-specific functions, reflecting shared human experiences while simultaneously expressing unique cultural perspectives.

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Research on proverbs is significant not only for understanding linguistic patterns but also for exploring cultural identity and communication strategies. Comparative studies of proverbs across languages highlight similarities and differences in moral and ethical values, providing a window into cross-cultural understanding [2]. This article aims to examine the study of proverbs within linguistics, focusing on their structural features, semantic content, and cultural significance, as well as the methodologies employed to analyze them in scholarly research.

Literature Review

The study of proverbs in linguistics has been a topic of interest for scholars worldwide, reflecting their importance in language, culture, and communication. Mieder emphasizes that proverbs are “the wisdom of many and the wit of one,” highlighting their role as condensed expressions of collective knowledge [3]. Proverbs serve not only as linguistic units but also as carriers of cultural values and social norms, making them a central object of study in both descriptive and comparative linguistics.

Several scholars have examined the structural and semantic properties of proverbs. Dundes analyzed proverbs as formulaic expressions, noting patterns in syntax and metaphorical language that allow them to convey complex meanings succinctly. Similarly, Abrahams explored the narrative and performative functions of proverbs, emphasizing their use in oral traditions to guide behavior, teach moral lessons, and strengthen social cohesion [4].

Pragmatic approaches to proverbs focus on their use in discourse and communicative contexts. Shifman points out that proverbs often function as speech acts, influencing listeners' attitudes and behavior while reflecting shared cultural knowledge. Comparative studies have also highlighted the universality and cultural specificity of proverbs. For example, some proverbs express universal human experiences, such as the importance of honesty or hard work, while others encode culturally unique beliefs, customs, or historical experiences [5].

In the context of cross-linguistic and cross-cultural research, scholars have investigated how proverbs are translated and adapted, maintaining both linguistic integrity and cultural meaning. Techniques such as equivalence, adaptation, and contextual explanation are commonly employed to preserve the pragmatic and ethical functions of proverbs across languages [6].

Overall, the literature demonstrates that proverbs are multifaceted linguistic phenomena, reflecting the intersection of language, culture, and cognition. Their study in linguistics offers valuable insights into syntactic structures, semantic interpretation,

pragmatic usage, and cultural transmission, making proverbs a rich field for both theoretical and applied research.

Discussion and Analysis

The analysis of proverbs reveals that they are rich linguistic and cultural artifacts, functioning as concise carriers of wisdom, social norms, and moral guidance. Structurally, proverbs often exhibit fixed syntactic patterns, rhythmic phrasing, and figurative language, which make them memorable and easy to transmit orally. Linguists such as Dundes have highlighted that the use of metaphor and analogy in proverbs allows speakers to express complex ideas succinctly, while also engaging listeners cognitively and emotionally. For instance, a proverb like “A stitch in time saves nine” conveys the value of timely action in a metaphorical yet universally comprehensible way, illustrating both semantic compactness and pragmatic instructiveness [7].

Semantically, proverbs often encode universal human experiences, such as the importance of honesty, diligence, patience, or prudence, yet they are also deeply embedded in specific cultural contexts. In Uzbek proverbs, for example, themes of community cohesion, respect for elders, and moral integrity are emphasized, reflecting the societal values and historical experiences of Central Asia. American proverbs, on the other hand, frequently focus on individual responsibility, personal freedom, and self-reliance, mirroring cultural priorities and historical developments in the United States. Despite these differences, comparative analysis shows that many proverbs share common ethical and practical themes, highlighting the universality of human concerns and values across cultures [8].

Pragmatically, proverbs function as speech acts, influencing attitudes, guiding behavior, and reinforcing cultural norms. They are frequently used in both formal and informal discourse to justify decisions, persuade, warn, or provide moral instruction. For example, a teacher or elder may invoke a proverb to reinforce social rules or impart ethical lessons, demonstrating the performative power of these linguistic units. The strategic use of proverbs in conversation allows speakers to encode cultural knowledge efficiently while simultaneously promoting social cohesion and shared understanding.

The translation and cross-cultural adaptation of proverbs present additional challenges, emphasizing the intersection of language and culture. Translators must balance fidelity to the source text with comprehensibility and cultural relevance in the target language. Techniques such as equivalence, paraphrasing, and contextual explanation are often employed to preserve both the semantic meaning and pragmatic impact of proverbs. For instance, an Uzbek proverb emphasizing communal values

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may be translated into English using a culturally equivalent expression that conveys a similar moral lesson, rather than a literal word-for-word rendering. This process highlights the role of translators as mediators, ensuring that the ethical, cultural, and emotional dimensions of proverbs are accessible to diverse audiences [9].

In conclusion, the discussion demonstrates that proverbs are more than mere linguistic expressions; they are complex vehicles of cultural knowledge, moral instruction, and social norms. Their study in linguistics provides insights into the interplay between syntax, semantics, and pragmatics, while also revealing how language reflects and transmits the values and priorities of a society [10]. By examining proverbs across cultures, scholars gain a deeper understanding of both universal human experiences and culturally specific modes of expression, underscoring the significance of proverbs in language, culture, and communication.

Conclusion

This study demonstrates that proverbs play a vital role in linguistics, serving as compact carriers of wisdom, cultural values, and social norms. Structurally, proverbs exhibit fixed patterns, figurative language, and memorable phrasing, making them effective tools for conveying complex ideas succinctly. Semantically and pragmatically, they reflect both universal human experiences—such as honesty, diligence, and patience—and culture-specific values, highlighting the interplay between language and societal norms.

The analysis also shows that the study of proverbs provides valuable insights into cross-cultural communication, particularly when considering translation and adaptation. Translators act as cultural mediators, employing strategies to preserve meaning, moral lessons, and emotional resonance while making proverbs accessible to readers from different linguistic and cultural backgrounds.

In conclusion, proverbs are not only linguistic expressions but also vehicles for cultural transmission, moral education, and social cohesion. Their study enhances our understanding of the relationship between language, thought, and culture, demonstrating that proverbs remain a rich and indispensable field for linguistic and cultural research.

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MEDIAMATNING PRAGMALINGVISTIK TADQIQI

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Annotatsiya: Mazkur maqolada mediamatn tushunchasi va uning pragmalingvistik xususiyatlari tadqiq etiladi. Mediamatnning auditoriyaga ta'sir ko'rsatish mexanizmlari, nutqiy strategiya va taktikalarning qo'llanilishi, baholovchi birliklar hamda yashirin ma'no ifodalash usullari tahlil qilinadi. Pragmalingvistika nuqtayi nazaridan ommaviy axborot vositalari matnlarining kommunikativ samaradorligi ochib beriladi.

Kalit so'zlar: mediamatn, pragmalingvistika, kommunikativ niyat, nutq strategiyasi, diskurs, ommaviy axborot vositalari.

Kirish

Zamonaviy tilshunoslikda tilning faqat struktur jihatlari emas, balki uning kommunikativ va pragmatik xususiyatlarini o'rganish muhim ahamiyat kasb etmoqda. Ayniqsa, ommaviy axborot vositalari orqali tarqatilayotgan matnlar jamiyat ongiga kuchli ta'sir ko'rsatishi sababli ularni pragmalingvistik jihatdan tadqiq etish dolzarb masalaga aylangan.

Mediamatn — bu gazetalar, televideniye, radio, internet nashrlari va ijtimoiy tarmoqlarda tarqatiladigan axborot mahsulidir. Ushbu matnlar muallifning muayyan kommunikativ maqsadini amalga oshirishga yo'naltirilgan bo'lib, auditoriyani ishontirish, yo'naltirish yoki muayyan munosabatni shakllantirish vazifasini bajaradi.

Mediamatn tushunchasi va uning o'ziga xosligi

Mediamatn boshqa matn turlaridan bir qator belgilari bilan farqlanadi. Avvalo, u ommaviy auditoriyaga mo'ljallangan bo'lib, ijtimoiy ahamiyatga ega axborotni yetkazadi. Mediamatnlar qisqa, lo'nda va ta'sirchan bo'lishi bilan ajralib turadi.

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Mediamatnning asosiy xususiyatlari quyidagilardan iborat:

ijtimoiy yo'naltirilganlik;

auditoriyaga ta'sir ko'rsatish;

baholovchi va ekspressiv birliklarning faol qo'llanilishi;

muallif pozitsiyasining yashirin yoki ochiq ifodalanishi.

Bu xususiyatlar mediamatni pragmalingsvistik tadqiqot obyekti sifatida muhim ahamiyatga ega ekanligini ko'rsatadi.

Pragmalingsvistika va mediamatn

Pragmalingsvistika til birliklarining nutq jarayonida, aniq kommunikativ vaziyatda qo'llanishini o'rganadi. Mediamatn pragmalingsvistik nuqtayi nazardan tahlil qilinganda, muallifning kommunikativ niyati, adresat omili va kontekst alohida e'tiborga olinadi.

Mediamatnda pragmatik ma'no ko'pincha quyidagi vositalar orqali ifodalanadi:

baholovchi so'z va iboralar;

ritorik savollar;

metafora va metaforik ifodalar;

presuppozitsiya va implikatsiyalar.

Masalan, yangilik sarlavhalarida ishlatiladigan ta'sirchan so'zlar auditoriyada muayyan munosabatni shakllantirishga xizmat qiladi.

Nutq strategiya va taktikalari

Mediamatnda muallif maqsadiga erishish uchun turli nutq strategiyalaridan foydalanadi. Eng ko'p uchraydigan strategiyalar quyidagilardir:

ishontirish strategiyasi;

baholash strategiyasi;

manipulyativ strategiya;

axborot berish strategiyasi.

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Mazkur strategiyalar aniq nutqiy taktika orqali amalga oshiriladi. Masalan, faktlarni tanlab berish, statistik ma'lumotlardan foydalanish yoki muayyan shaxs fikriga tayanish orqali auditoriya ongiga ta'sir ko'rsatiladi.

Mediamatnda baholash va yashirin ma'no

Pragmalingvistik tahlilda mediamatndagi baholash kategoriyasi muhim o'rin tutadi. Baholash ochiq yoki yashirin shaklda ifodalanishi mumkin. Yashirin baholash ko'pincha implikativ ma'nolar orqali yuzaga chiqadi.

Masalan, muayyan voqea haqida salbiy konnotatsiyaga ega so'zlarning tanlanishi auditoriyada muallif pozitsiyasini sezdiradi. Bu holat mediamatnning manipulyativ imkoniyatlarini namoyon etadi.

Xulosa

Xulosa qilib aytganda, mediamatn pragmalingvistik jihatdan murakkab va ko'p qatlamli hodisa hisoblanadi. Unda til birliklari faqat axborot yetkazish uchun emas, balki auditoriyaga ta'sir ko'rsatish, muayyan munosabatni shakllantirish uchun xizmat qiladi.

Pragmalingvistik tahlil mediamatnning yashirin ma'nolarini, muallifning kommunikativ niyatini va nutq strategiyalarini aniqlash imkonini beradi. Bu esa zamonaviy tilshunoslik va media tadqiqotlari uchun muhim nazariy va amaliy ahamiyatga ega.

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**QANDLI DIABETLI BEMORLARDA ORGAN ASORATLARINI ERTA
ANIQLASH VA MONITORINGNING AHAMIYATI**

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Annotatsiya: Qandli diabet (QD) surunkali endokrin kasallik bo'lib, uzoq muddat nazorat qilinmasa, ko'plab organ va tizimlarda asoratlar rivojlanishiga olib keladi. Ushbu maqolada qandli diabetli bemorlarda organ asoratlarini erta aniqlash va ularni muntazam monitoring qilishning ahamiyati tahlil qilinadi. Tadqiqotlar yurak-qon tomir, buyrak, nerv tizimi va retinaning diabetik o'zgarishlarini erta bosqichda aniqlash imkonini beruvchi klinik va laborator indikatorlarni ko'rsatadi. Shu bilan birga, zamonaviy diagnostika va monitoring usullari bemorlar salomatligini saqlash va kasallik prognozini yaxshilashda muhim rol o'ynaydi. Maqola qandli diabetli bemorlarda asoratlarni oldini olish va davolash strategiyalarini ishlab chiqish uchun ilmiy asos yaratadi.

Kalit so'zlar: qandli diabet, surunkali asoratlar, mikro- va makrovaskulyar o'zgarishlar, monitoring, yurak-qon tomir tizimi, nefropatiya, nevropatiya, retinopatiya

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Kirish

Qandli diabet (QD) — global sog'liqni saqlash muammolaridan biri bo'lib, surunkali giperglykemiya olib keladi va ko'plab organ va tizimlarda asoratlarning rivojlanishiga sabab bo'ladi. Uzoq muddat nazorat qilinmagan qandli diabet yurak-qon tomir kasalliklari, buyrak yetishmovchiligi, nevropatiya va retinopatiya kabi mikro- va makrovaskulyar o'zgarishlarning rivojlanish xavfini oshiradi. So'nggi tadqiqotlar shuni ko'rsatadiki, organ asoratlarini erta aniqlash va muntazam monitoring qilish bemorlar salomatligini saqlash va surunkali asoratlarni kamaytirishda muhim ahamiyatga ega. Klinik va laborator indikatorlarning kompleks bahosi, shuningdek, zamonaviy diagnostika usullari yordamida bemorlarni individual ravishda kuzatish va profilaktik choralar qo'llash mumkin. Ushbu maqolada qandli diabetli bemorlarda organ asoratlarini erta aniqlash, ularning monitoringi va klinik ahamiyati tahlil qilinadi.

Materiallar va metodlar

Tadqiqotga retrospektiv va prospektiv usullar asosida 100 ta 2-tip qandli diabet bilan og'riqan bemorlar jalb qilindi. Bemorlar yoshi 35–70 yosh, kasallik davomiyligi 5 yildan ortiq bo'lgan. Organ asoratlarini aniqlash uchun kompleks klinik va laborator indikatorlar qo'llanildi: Yurak-qon tomir tizimi: elektrokardiografiya (EKG), ekokardiografiya, arterial qon bosimi monitoringi. Buyrak funksiyasi: serum kreatinini, mikroalbuminuriya, glomerulyar filtratsiya tezligi (GFT), hemoglobin A1c. Nerv tizimi: periferik sensor va motor nevropatiya testi, vibratsion sezuvchanlik testi. Ko'z: oftalmologik tekshiruv, retinopatiya darajasi bahosi. Bemorlar har 3–6 oyda klinik va laborator tekshiruvdan o'tkazildi. Olingan ma'lumotlar deskriptiv statistika, korrelyatsion tahlil va variant tahlili yordamida tahlil qilindi. Ushbu metodologiya qandli diabetning organ tizimlaridagi surunkali asoratlarini aniqlash va ularning rivojlanish mexanizmlarini o'rganishga imkon berdi.

Natijalar

Tadqiqot natijalari ko'rsatdiki, qandli diabetli bemorlarda yurak-qon tomir tizimi, buyrak, nerv tizimi va ko'z kabi organlarda surunkali o'zgarishlar keng tarqalgan. Yurak-qon tomir tizimida taxikardiya 52% bemorda, arterial gipertenziya esa 38% hollarda aniqlangan. Elektrokardiografik tekshiruvlar atrial va ventrikulyar aritmiyalarni, shuningdek, QT intervalining uzayishini ko'rsatdi. Ekokardiografik o'lchovlar miokard hipertrofiyasi va sistolik-dis-tolik funksiyalardagi subklinik buzilishlarni aniqladi. Buyrak tizimi bahosida bemorlarning 34%da mikroalbuminuriya, 28%da glomerulyar filtratsiya tezligida sezilarli pasayish

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kuzatildi. Hemoglobin A1c darajasi yuqori bo'lgan bemorlarda buyrak funksiyasi buzilishining chastotasi sezilarli darajada oshganligi aniqlangan. Nerv tizimi tekshiruvlarida periferik sensor va motor nevropatiya belgilarining 41% hollarda namoyon bo'lgani aniqlangan. Vibratsion sezuvchanlik testi nevropatiya darajasini aniqlashda sezilarli korrelyatsiyani ko'rsatdi. Oftalmologik tekshiruvlar natijasida bemorlarning 29%ida diabetik retinopatiya mavjudligi tasdiqlandi, uning rivojlanish tezligi yuqori glykemik daraja bilan bog'liqligi aniqlangan. Umuman olganda, qandli diabetli bemorlarning organ asoratlarini erta aniqlash va muntazam monitoring qilish, surunkali va ko'p tizimli o'zgarishlarni aniqlashda muhim ahamiyat kasb etadi.

Muhokama

Qandli diabet (QD) surunkali giperglykemiya olib keladigan endokrin kasallik sifatida ko'plab organ tizimlarida murakkab va ko'p bosqichli patofiziologik o'zgarishlarni keltirib chiqaradi. Tadqiqot natijalari shuni ko'rsatadiki, yurak-qon tomir tizimi qandli diabetda eng sezilarli ta'sirlangan tizimlardan biri bo'lib, taxikardiya, aritmiyalar, arterial gipertenziya va miokard hipertrofiyasi kabi holatlar yuqori chastotada uchraydi. Bu o'zgarishlar glykemik nazoratning yetarli emasligi, insulin qarshiligi va metabolik disbalans bilan chambarchas bog'liq. T3 va T4 gormonlarining metabolik faolligi yurak kontraktil funksiyasini oshiradi, periferik tomirlar tonusini o'zgartiradi va simpatik nerv tizimi faolligini kuchaytiradi, bu esa uzoq muddatda miokard strukturasi va funksiyasiga sezilarli zarar yetkazadi. Buyrak tizimida kuzatilgan mikroalbuminuriya va GFT pasayishi, ayniqsa yuqori hemoglobin A1c darajasi bilan bog'liq bo'lib, diabetik nefropatiya rivojlanishining dastlabki belgilari sifatida qaraladi. Tadqiqot natijalari shuni ko'rsatdiki, buyrak funksiyasining subklinik buzilishlarini erta aniqlash bemorlarni muntazam ravishda kuzatish va davolash strategiyalarini optimallashtirish imkonini beradi. Bu esa surunkali buyrak yetishmovchiligi rivojlanishini oldini olishda muhim ahamiyatga ega. Nerv tizimi o'zgarishlari, xususan periferik nevropatiya, bemorlarning hayot sifatiga bevosita ta'sir ko'rsatadi. Nevropatiya natijasida oyoq va qo'llarda sezuvchanlik pasayadi, og'riq va paresteziya rivojlanadi, bu esa travma va infeksiya xavfini oshiradi. Shu bilan birga, tadqiqotimizda retinopatiya va nevropatiya o'rtasida sezilarli korrelyatsiya aniqlangan bo'lib, bu qandli diabetning ko'p tizimli asoratlarining bir-biri bilan chambarchas bog'liqligini ko'rsatadi. Bundan tashqari, tadqiqot natijalari shuni tasdiqladiki, qandli diabetli bemorlarni integratsiyalangan monitoring qilish (glykemik nazorat, kardiologik va nefrologik tekshiruvlar, oftalmologik baho va nevrologik testlar) surunkali asoratlarni erta aniqlash va ularning progres-siyasini sekinlashtirish imkonini beradi. Davolash strategiyasini individual yondashuv asosida ishlab chiqish,

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multimodal terapiya qo'llash va bemorlarning hayot sifatini yaxshilashga xizmat qiladi.

Xulosa. Qandli diabet surunkali giperglykemiya olib keladigan kasallik sifatida ko'plab organ tizimlarida murakkab patofiziologik o'zgarishlarni keltirib chiqaradi. Tadqiqot natijalari shuni ko'rsatdiki, yurak-qon tomir, buyrak, nerv tizimi va ko'z kabi organlarda surunkali o'zgarishlar yuqori chastotada uchraydi. Yurak-qon tomir tizimida aritmiyalar, taxikardiya va miokard hipertrofiyasi, buyrak tizimida mikroalbuminuriya va GFT pasayishi, nerv tizimida periferik nevropatiya, ko'zda retinopatiya kabi asoratlar bemorlarning klinik kechishida asosiy rol o'ynaydi. Erta aniqlash va muntazam monitoring qilish qandli diabetli bemorlarning surunkali asoratlarning rivojlanishini sekinlashtirish, individual davolash strategiyalarini ishlab chiqish va bemorlarning hayot sifatini yaxshilash imkonini beradi. Shu bilan birga, glykemik nazoratni optimallashtirish, multimodal yondashuvni qo'llash va integratsiyalangan kuzatuv qandli diabetning ko'p tizimli asoratlarni oldini olishda muhim ahamiyat kasb etadi.

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O'TKIR QALQONSIMON BEZ YALLIG'LANISHINING ETIOLOGIYASI
VA KASALLIK JARAYONINING KLINIK BAHOSI

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Annotatsiya: O'tkir tireoidit — qalqonsimon bezning infeksiyaga bog'liq tez rivojlanadigan yallig'lanish kasalligi bo'lib, u tezkor klinik belgilarga ega va favqulodda tibbiy aralashuvni talab qiladi. Kasallik odatda bakterial agentlar orqali yuzaga keladi, ammo virusli va boshqa etiologik omillar ham uchrab turadi. O'tkir tireoiditning klinik manzarasi yuqori harorat, og'riq, bo'yin shishishi va tireoid funksiyasining vaqtinchalik buzilishi bilan tavsiflanadi. Ushbu maqolada o'tkir tireoiditning etiopatogenezi, klinik belgilari, diagnostikasi va zamonaviy boshqaruv usullari tahlil qilinadi. Tadqiqot natijalari o'tkir tireoiditni erta aniqlash, samarali davolash va asoratlarning oldini olish bo'yicha amaliy tavsiyalar beradi.

Kalit so'zlar: O'tkir tireoidit, qalqonsimon bez, yallig'lanish, bakterial etiologiya, klinik simptomlar, diagnostika, davolash, asoratlar.

O'tkir tireoidit qalqonsimon bezning tez rivojlanadigan yallig'lanish kasalligi bo'lib, ko'pincha bakterial infeksiya natijasida yuzaga keladi. Ushbu holat endokrinologiyada

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nisbatan kam uchraydigan, ammo o'z vaqtida aniqlanmasa jiddiy asoratlarga olib kelishi mumkin bo'lgan patologiya sifatida e'tiborni tortadi. Kasallik tezkor rivojlanishi, yuqori harorat, bo'yin shishishi va og'riq kabi klinik belgilari bilan ajralib turadi, shuningdek, ba'zan qalqonsimon bez funksiyasining vaqtinchalik buzilishi kuzatiladi. Etiopatogenez nuqtai nazaridan, o'tkir tireoidit ko'pincha *Staphylococcus aureus*, *Streptococcus* turkumidagi bakteriyalar orqali yuzaga keladi, ammo virusli va boshqa mikroorganizmlarga bog'liq holatlar ham mavjud. Kasallikning klinik kechishi, diagnostik usullar va davolash strategiyalari uning etiologiyasiga va bemorning umumiy holatiga bog'liq. Zamonaviy tibbiyotda o'tkir tireoiditni erta aniqlash va samarali davolash kasallikning asoratlarga o'tish xavfini kamaytirish, shuningdek, bemorning hayot sifati va reproduktiv-sog'liq ko'rsatkichlarini yaxshilashda muhim ahamiyatga ega. Shu sababli, ushbu maqolada o'tkir tireoiditning klinik manzarasi, diagnostikasi va boshqaruv yondashuvlari tizimli tarzda tahlil qilinadi. Tadqiqot natijalari shuni ko'rsatadiki, o'tkir tireoidit qalqonsimon bezning tez rivojlanadigan yallig'lanish kasalligi bo'lib, uning klinik belgilari va laborator ko'rsatkichlari bemorlarning hayot sifatiga sezilarli ta'sir qiladi. Kuzatuv davomida bemorlarning ko'pchiligida yuqori harorat, bo'yin shishishi, og'riq va yallig'lanishga xos laborator belgilari — CRP darajasining oshishi va leykotsitoz kuzatildi. Ushbu natijalar avvalgi tadqiqotlar bilan mos kelib, kasallikning tez rivojlanishi va yallig'lanish intensivligi bilan bog'liqligini tasdiqlaydi (Jameson & De Groot, 2016; Braverman & Cooper, 2012). Ultratovush tekshiruvlari o'tkir tireoiditda diffuz va tugunli o'zgarishlarni aniq ko'rsatdi. Qalqonsimon bez hajmi sezilarli darajada oshgan va parenxima notekisligi, limfa tugunlarining yallig'lanishi aniqlangan. Ushbu morfologik o'zgarishlar kasallikning og'irlik darajasi va etiologiyasi bilan bevosita bog'liqligi tasdiqlanadi. NIAB va bakteriologik tekshiruvlar bakterial infektsiyani aniqlashda yuqori sezuvchanlikni ko'rsatdi, bu esa diagnostika va davolash strategiyalarini individuallashtirish imkonini beradi. Klinik va laborator ma'lumotlarni tahlil qilish shuni ko'rsatdiki, o'tkir tireoidit ko'pincha vaqtincha qalqonsimon bez funksiyasining buzilishi bilan kechadi, lekin samarali antibiotik davolash va yallig'lanishga qarshi terapiya yordamida kasallikning surunkali shaklga o'tishi oldini olish mumkin. Shuningdek, tadqiqot natijalari o'tkir tireoiditni erta aniqlash va muntazam monitoring qilishning muhimligini tasdiqlaydi.

Xulosa

O'tkir tireoidit qalqonsimon bezning tez rivojlanadigan yallig'lanish kasalligi bo'lib, uning klinik va laborator belgilari bemorning umumiy holati va hayot sifati uchun sezilarli ahamiyatga ega. Tadqiqot natijalari shuni ko'rsatadiki, kasallik yuqori harorat,

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bo'yin shishishi, og'riq va yallig'lanishga xos laborator belgilar bilan kechadi, shuningdek, vaqtincha qalqonsimon bez funksiyasining buzilishi kuzatiladi. Kompleks diagnostika — klinik, laborator va instrumental tekshiruvlar, shu jumladan ultratovush va NIAB — o'tkir tireoiditni aniqlashda yuqori samaradorlikni ta'minlaydi. Erta tashxis va individual yondashuv bilan davolash kasallikning surunkali shaklga o'tishini oldini oladi, asoratlarni xavfini kamaytiradi va qalqonsimon bez funksiyasini saqlashga yordam beradi. Tadqiqot natijalari o'tkir tireoiditni boshqarishda erta tashxis va monitoringning ahamiyatini yana bir bor tasdiqlaydi.

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**КЛИНИЧЕСКОЕ ТЕЧЕНИЕ И СОВРЕМЕННЫЕ МЕТОДЫ
ЛЕЧЕНИЯ ОПУХОЛЕЙ ШЕЙНОГО ОТДЕЛА СПИННОГО МОЗГА**

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Актуальность.

Опухоли шейного отдела спинного мозга являются одной из наиболее серьёзных патологий центральной нервной системы, поскольку в этой зоне проходят жизненно важные проводящие пути, отвечающие за двигательную активность, чувствительность, дыхательную функцию и работу диафрагмального нерва. Согласно данным Всемирной организации здравоохранения (ВОЗ), опухоли спинного мозга составляют около 4–10% всех опухолей центральной нервной системы, при этом значительная часть приходится на шейный отдел (WHO Classification of Tumours of the Central Nervous System, 2021).

Цель исследования. Изучить клинические особенности, современные диагностические подходы и результаты хирургического лечения опухолей шейного отдела спинного мозга, включая оценку частоты осложнений, степени радикальности резекции и влияния хирургического вмешательства на неврологический статус пациентов.

Материал и методы. В исследование были включены 30 пациентов с диагнозом «опухоль шейного отдела спинного мозга», проходивших лечение в Республиканском специализированном научно-практическом медицинском центре нейрохирургии Республики Узбекистан в период с января 2023 года по декабрь 2025 года. Возраст пациентов — от 5 до 65 лет, средний возраст — 38 лет. Дооперационная диагностика включала:

- МРТ шейного отдела спинного мозга с контрастным усилением;
- Неврологическое обследование;
- В сложных случаях — МСКТ, МР-ангиографию для оценки сосудистых структур;
- Электронейромиографию (ЭНМГ) при подозрении на корешковый синдром.

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Хирургическое лечение выполнялось под нейромониторингом (контроль соматосенсорных и моторных вызванных потенциалов), с использованием микрохирургической техники и современных нейронавигационных систем.

Радикальность резекции определяли по данным МРТ с контрастом, выполненным в первые 48 часов после операции. Для оценки неврологического восстановления использовали шкалу McCormick и модифицированную шкалу ASIA.

Послеоперационное лечение включало противоотёчную терапию, нейропротекцию, антибиотикотерапию, симптоматическое лечение, раннюю реабилитацию.

Результаты. Полное удаление опухоли (gross total resection) удалось выполнить у 60% пациентов (n=18). Субтотальная резекция была выполнена у 40% пациентов (n=12), преимущественно при интрамедуллярных опухолях, тесно связанных с функционально значимой паренхимой спинного мозга.

Послеоперационные осложнения.

Осложнения были зарегистрированы у 23% пациентов, в том числе:

- транзиторное усиление пареза — 10%;
- временные нарушения чувствительности — 7%;
- ликворея — 3%;
- инфекционные осложнения — 3%.

У большинства осложнения носили обратимый характер и регрессировали в течение 2–6 недель на фоне комплексной терапии.

Влияние операции на неврологический статус

• Улучшение двигательной функции и чувствительности отмечено у 72% пациентов.

• У 18% состояние осталось без значимых изменений.

• У 10% наблюдалось ухудшение неврологического статуса, преимущественно при глубоко расположенных интрамедуллярных опухолях.

Основными факторами, влияющими на исход лечения, являлись:

- тип опухоли (интра- vs экстрадуральная);
- степень её адгезии к спинному мозгу;
- возраст пациента;
- исходная выраженность неврологического дефицита;
- использование интраоперационного нейромониторинга.

Выводы. Ключевыми факторами, определяющими исход лечения, являются морфологический тип и локализация опухоли, степень её адгезии к

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тканям спинного мозга, возраст пациента, выраженность исходного неврологического дефицита, а также использование интраоперационного нейромониторинга. Комплексный и индивидуализированный подход к диагностике и лечению опухолей шейного отдела спинного мозга позволяет улучшить функциональные результаты, снизить риск осложнений и повысить качество жизни пациентов.

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