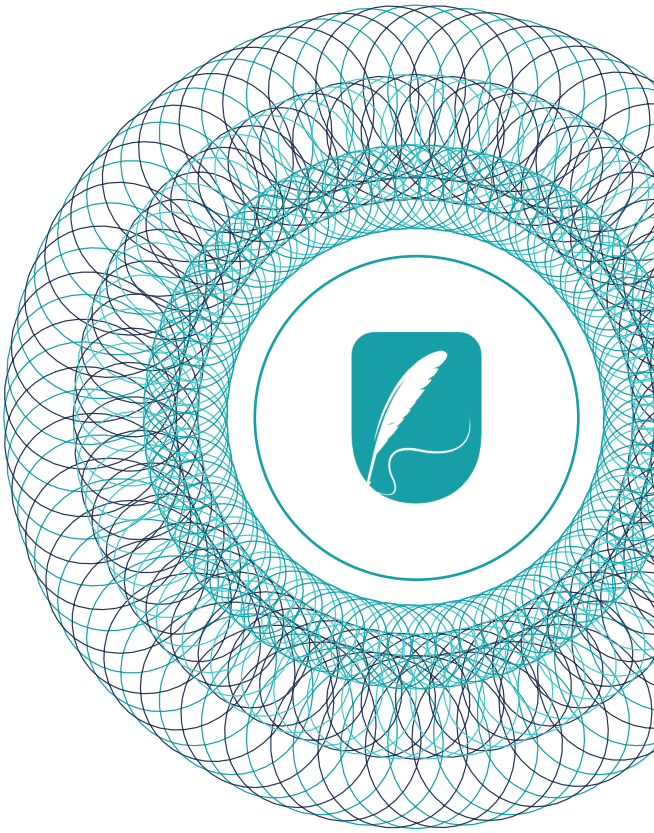
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RESEARCH ARTICLE

Technologies in teaching English writing to university students

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Abstract. The skill of writing is one that many university students studying English find most difficult, and teachers usually don't have enough time to provide each student with detailed comments. There are now a large number of digital tools available which claim to help, ranging from shared Google Docs to automated grammar checkers and AI chatbots. In this article, which is based on literature, I examine how these technologies can be used to teach writing to university students at a level of B1 to B2 in Uzbekistan. Seven peer-reviewed sources were compared using a literature matrix, and the analysis is guided by three simple questions: who we are teaching, what we are teaching and how we are teaching it. The key conclusion is that technology is most effective when it supports each of the stages of the writing process, rather than when it does the writing for the student. On this basis, I propose a five-stage cycle that combines online tools with feedback from both peers and teachers.

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1. Introduction

1.1. Some background about the problem

When students who study English are asked which skill causes them the most difficulty, most of them will reply immediately: writing. And there is certainly a reason for this. For in a single essay one has to generate good ideas, arrange them in a logical sequence, choose the correct words and at the same time keep one's grammar under control.

A typical writing lesson doesn't always prove useful. The teacher assigns a topic, the students write it at home, and a week later the papers are returned with red ink all over them. Most of the students look at the grade, perhaps take a quick look at the comments, and then repeat the same mistakes in their next essay. The real issue is time. Feedback is one of the most important aspects of learning to write [4], but a teacher who has three or four classes of 25 students cannot possibly go through every draft.

That's where technology becomes useful. Today, students are able to collaborate on Google Docs, use Grammarly to check their grammar, consult a corpus to see how words are actually used, or ask ChatGPT to explain a topic. However, each of these tools has a drawback, and AI in particular has caused many teachers to become concerned about honesty and the question of whether students still learn to think for themselves [6].

In Uzbekistan nearly all students have a smartphone and use the internet every day, but there is a great difference between knowing how to open an app and knowing how to use it for learning. A great many of the students use translators or chatbots by themselves without any guidance, and teachers are usually uncertain about which tools are worth bringing into the classroom.

1.2. Research question and learner group

This part looks at the main question for the research and the group of learners involved. The study asks how new digital tools can help students understand math concepts better. It focuses on ninth-grade students in a public school.

By applying the who–what–how approach that has been outlined in this course, the article poses a single main question: Which digital tools are capable of helping B1 to B2 level university students learn to write in English, and in what way can teachers combine these tools sensibly? The group of learners I have in mind are first- and second-year students studying English philology whose writing ability is at a B1 to B2 level.

2. Literature Review

2.1 Methods of teaching writing

Presently, writing teachers regard writing as a process rather than merely as a final product. The students carry out planning, produce a draft, receive feedback, make revisions and then carry out editing. The genre approach contributes something distinct in that it demonstrates learners what a particular kind of text, for instance an argumentative essay, typically looks like and what language it employs. Badger and White [1] claimed that there is no need to decide between the two methods. In their process–genre approach, learners begin by studying a model text before carrying out the various stages of writing themselves. I find this concept useful since it provides technology with a clear role; different tools can support each of the stages. Hyland and Hyland [4] also stress that feedback is most effective when it is given on drafts and only if the students make use of it.

2.2 Automated feedback and AI tools

Systems for automatically assessing writing can examine a text in a matter of seconds and provide comments regarding grammar, spelling, and word choice. Warschauer and Grimes [7], when they investigated the way these programs were used in schools, discovered that both teachers and students enjoyed them. The issue was that the students mostly corrected only minor errors and almost never altered their ideas or the structure of their writing. Bai and Hu [2] observed something different: students do not simply accept all of the program's suggestions; they reject some of them, and in some cases they are correct to do so, since the program itself also makes mistakes.

Creating AI chatbots represents a much greater advancement, as they are able to write an entire essay in just a few seconds. Su, Lin and Lai [6] researched the use of ChatGPT in argumentative writing classes and discovered that it can act as a helpful partner when planning an outline or refining a draft. Nevertheless, they cautions that the information it provides is not always reliable and that it becomes difficult to determine who the actual author of a text is.

2.3 Corpus tools and collaborative writing

Some researchers have examined students writing together. Storch [5] looked at a number of studies concerning collaborative writing and found that when learners write in pairs or groups they discuss their decisions about language and share the knowledge that they have. This leads to their texts being generally more accurate than those written individually.

Online documents make this type of work a great deal easier since all the participants can type, comment and see the changes at the same time.

Corpus tools provide another type of assistance. Since a corpus is a large number of actual texts, students are able to see which words tend to occur together. Boulton and Cobb [3] combined the findings from dozens of studies into this area of data-driven learning and discovered that, in general, it has a clearly positive effect.

2.4. Research gap

Well, technology can be of assistance at nearly every stage of the writing process. The problem is that most of the studies examine just one tool at a time and the majority of them come from China, the United States or Europe. There is very little practical guidance available regarding how a teacher in Uzbekistan might combine various tools into a single writing course, particularly in view of the fact that every student can now open ChatGPT on their phone.

3. Method

3.1. The type of study and the selection of the sources

It is a study based on literature. Since I did not carry out any experiment or survey, the article includes no scores or percentages. The sources were selected from peer-reviewed journals in the field of applied linguistics, with the use of keywords including L2 writing, automated feedback, collaborative writing, corpus and ChatGPT; a source was only included if it focused directly on the teaching of writing in a second language or on technology associated with writing.

3.2. Literature matrix

The seven sources were placed in a literature matrix (Table 1), which for each of them indicates the area of focus, the main point and the way in which I use it in this article. After that I examined the material in light of the three questions relating to the course (who, what and how) and made an effort to distinguish what the research actually shows from my own suggestions.

Table 1. Literature matrix

Source	Focus	Main idea	Use in this article
Badger & White (2000) **[1]**	Process–genre approach	Study a model text, then go through the writing stages	Overall shape of the course (what, how)
Bai & Hu (2017) **[2]**	Students' response to AWE	Students accept some suggestions and reject others; tools make mistakes	Need for critical use (who, how)
Boulton & Cobb (2017) **[3]**	Data-driven learning	Corpus use generally has a positive effect	Word choice and collocations (what, how)
Hyland & Hyland (2006) **[4]**	Feedback on L2 writing	Feedback on drafts matters; students must use it	Role of feedback (how)
Storch (2011) **[5]**	Collaborative writing	Writing together helps learners share knowledge and write more accurately	Drafting in pairs (how)
Su, Lin & Lai (2023) **[6]**	ChatGPT in writing	AI helps with outlining and revising but raises reliability and authorship issues	Rules for AI use (what, how)
Warschauer & Grimes (2008) **[7]**	Automated writing evaluation	Students like AWE but mostly fix surface errors	Limits of AWE (how)

4. Results

Looking at the sources through the three questions gave the following picture.

4.1. Who to teach?

The learners are first- and second-year English philology students, usually between 17 and 20 years old, writing at B1–B2 level. Most speak Uzbek, and many also speak Russian, so English is at least their second foreign language. At school they mostly wrote short letters or paragraphs, and a proper academic essay with a clear argument is new for many of them. They are comfortable with phones and social media, but that does not automatically make them good at using digital tools for study, and not everyone has a laptop at home. I treat these points as working

guesses, not facts about every student; a short questionnaire at the start of the course would show the real picture.

It is also worth remembering that students react to technology very differently. Some accept every suggestion a program makes, while others ignore feedback altogether [2]. For this reason, showing students how to use a tool matters just as much as giving them the tool.

4.2. What to teach?

Four things stand out as worth teaching. The first is the writing process itself, and especially the difference between revising (changing ideas and structure) and editing (fixing small mistakes) [1]. The second is how an argumentative essay is built: a clear thesis, topic sentences, evidence and a conclusion [1]. The third is academic language, for example linking words and natural word partners like "play a key role" or "raise awareness", which students can check in a corpus [3]. The fourth was not on anyone's list ten years ago: knowing how to judge automated feedback and how to use AI honestly, including being open about which parts of a text are really yours [6].

4.3. How to teach?

Putting these ideas together, I propose a five-stage cycle (Figure 1). In Stage 1, students read a model essay and plan their own ideas with a mind map. They may ask AI for questions to think about, but not for ready answers [1, 6]. In Stage 2, they write the first draft in pairs in a shared Google Doc [5]. In Stage 3, they run the draft through an AWE tool, decide which suggestions to accept and say why, and then comment on another pair's text [2, 7]. In Stage 4, the teacher writes a few comments, mostly about ideas and organisation rather than grammar, and students revise, using a corpus when they are unsure about a word [3, 4]. In Stage 5, they save all their drafts in an e-portfolio and write a few lines about what changed and what helped.

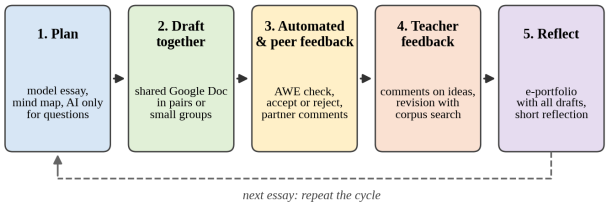


Figure 1. Proposed cycle for technology-supported writing (author's proposal based on the sources in Table 1)

4.4. Model application

Here is how this might look in practice. Imagine a two-week cycle on the topic "Should attendance at university lectures be compulsory?". In the first lesson, students analyse a model essay and brainstorm arguments in small groups. At home, each pair writes the introduction and the first body paragraph in Google Docs. In the next lesson, they check the draft with an AWE tool, highlight the suggestions they accepted and rejected, and swap comments with another pair. The teacher adds two or three comments on content, the pairs finish and revise the essay, and finally everything goes into the e-portfolio with a short reflection.

5. Discussion

5.1. Supported claims and author's proposals

Some parts of this cycle rest on solid research. Feedback on drafts clearly matters [4], writing together tends to improve accuracy [5], corpus work generally helps [3], and automated feedback is known to be good at small errors but weak on content [7]. Other parts are my own ideas. The particular mix of tools, the order of the stages and the rule that students must explain which automated suggestions they accept all come from putting the studies together. None of this has been tested in an Uzbek classroom yet.

5.2. Tensions between sources

The sources do not always agree. AWE saves the teacher time and gives students instant feedback, but it can also teach them that good writing simply means correct grammar [7]. ChatGPT can explain a rule or suggest an idea, but the same tool can write the whole essay, and then the teacher no longer knows whose work they are marking [6]. My answer is not to ban technology but to make its use visible. If students keep every draft and explain their choices, the focus moves from the finished product to the process, which is what writing research has been recommending for a long time [1, 4].

5.3. Unresolved classroom problems

Several problems are still open. Not everyone has a laptop and good internet at home, and writing a long essay on a phone is no fun. Many of the best tools cost money, and the free versions are limited. The hardest question is assessment: if AI is always one click away, how can a teacher grade a piece of writing fairly? There is no simple and reliable way to check who wrote a text. Finally, because this study collected no data, the ideas here still need to be tested, for example by comparing students' first drafts and final essays over a whole semester.

6. Conclusion

Shared documents, automated checkers, corpus tools and AI chatbots can each help with a different part of writing, but none of them is enough on its own. The five-stage cycle proposed here links these tools with peer feedback, teacher feedback and reflection, so that technology supports students' thinking instead of replacing it. For teachers in Uzbekistan, I believe the question is no longer whether students will use technology to write. They already do. The real question is whether we will teach them to use it well.

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RESEARCH ARTICLE

Methodological principles and practical significance of learning foreign languages through movies and TV shows

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Abstract. This article examines the methodological features of using feature films and television series in foreign language teaching and learning. It discusses how audiovisual materials can support natural communication skills, listening comprehension, pronunciation, vocabulary acquisition, and contextual understanding. Particular attention is paid to the effective use of subtitles, shadowing, vocabulary notebooks, and short video clips as part of a structured learning process.

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Introduction

Learning a foreign language involves more than memorizing grammar rules and vocabulary lists. In real-life communication, speakers often use contractions, idioms, colloquial expressions, and different patterns of intonation. Their speech may also be faster and less predictable than the examples presented in textbooks. Movies and television series can help learners become more familiar with this natural language environment. When used purposefully, audiovisual materials can turn entertainment into a useful part of language learning. This article considers practical methods for using films and TV shows to develop learners' communicative competence.

I. Why use movies in addition to textbooks?

Textbooks provide a systematic foundation in grammar and vocabulary, while films and TV series show how language is used in realistic situations. Their value can be considered in three main areas.

Natural intonation and emotion. The meaning of an expression such as "How are you?" can change depending on the speaker's emotions, stress, and intonation. By observing actors, learners can notice how people express happiness, sadness, surprise, or frustration.

Contemporary vocabulary and idioms. Audiovisual materials expose learners to colloquial expressions, contractions, and idioms that may be less common in formal textbooks. Teachers should help learners distinguish informal expressions from language appropriate for academic or professional contexts.

Contextual learning. When learners hear a new word while watching an action or a meaningful scene, visual context can help them infer its meaning and remember how it is used. This supports vocabulary learning more effectively than encountering every word in isolation.

II. How to use subtitles effectively

Watching films does not automatically improve speaking or listening skills. Learners need to engage actively with the language. If they watch an English film with subtitles in their native language throughout, they may focus mainly on reading rather than listening. A gradual approach to subtitles can make viewing more purposeful.

Stage 1: Understanding the general meaning. Beginners may first use subtitles in their native language to understand the plot and situation.

Stage 2: Connecting sound and written language. Learners can then watch the same scene with subtitles in the target language, such as English. This helps them connect pronunciation with spelling and notice unfamiliar expressions.

Stage 3: Listening without subtitles. At a later stage, learners can watch the scene without subtitles and check how much they understand. Replaying short sections allows them to focus on difficult words and connected speech. The stages should be adapted to each learner's level rather than treated as a strict rule for everyone.

III. The responsibilities of teachers and learners

Learning through films should be organized and goal-oriented rather than limited to watching episodes for entertainment. Teachers can select short clips that match learners' proficiency levels and lesson objectives, prepare comprehension questions, and guide discussion after viewing.

Vocabulary notebook. Learners can record a small number of useful words or idioms, write down their meanings, and create original sentences with them. Reviewing and using these expressions later helps turn passive recognition into active knowledge.

Shadowing and imitation. Learners can replay a short dialogue and imitate the speaker's pronunciation, rhythm, pace, and intonation. This technique, often called shadowing, can support pronunciation and speaking fluency when practised regularly.

Discussion and retelling. After watching, students can summarize the scene, explain a character's intention, or act out a short dialogue with a partner. Such tasks encourage them to use the language rather than only recognize it.

IV. Practical observations and personal reflections

When I first began learning English, understanding spoken language was one of my greatest challenges. Native speakers often seemed to speak very quickly, and watching a film without subtitles was discouraging because I understood very little. I later changed my approach by working with short clips of approximately five minutes. First, I watched a clip with English subtitles and noted unfamiliar expressions. Then I watched the same scene several times without subtitles, paying attention to pronunciation and meaning.

After several weeks of regular practice, I began to feel more comfortable with the pace of spoken English. In my teaching practice, I have also found that short video clips can increase students' interest and encourage classroom discussion. When a teacher pauses a scene and asks what a character means, students have an opportunity to interpret language in context. This makes the lesson feel more connected to real communication. These observations suggest that films are most useful when they are combined with clear tasks and active practice.

V. Common challenges

One common difficulty is poor time management. Learners may watch long episodes for entertainment without paying attention to language. To avoid this, it is helpful to divide films into short sections and set a realistic goal for each session, such as learning three to five useful expressions, identifying examples of connected speech, or retelling the scene in their own words. Learners should also choose materials that are suitable for their level and review new language regularly.

Conclusion

Feature films and television series can be valuable resources in foreign language education because they expose learners to natural speech, pronunciation, emotion, and contextual vocabulary. However, their effectiveness depends on how they are used. Combining subtitles, repeated listening, vocabulary review, shadowing, and follow-up speaking activities can make viewing more educational and purposeful. Films should complement rather than replace systematic language instruction. With regular practice and clear learning goals, learners can gradually improve their listening comprehension and become more confident in real-life communication.

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ILMIY MAQOLA

Ingliz tilini o‘qitishda sun’iy intellekt texnologiyalaridan foydalanish metodikasi

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Annotatsiya. Bu maqola ingliz tilini o‘qitish jarayonida sun’iy intellekt texnologiyalaridan foydalanish metodikasining zamonaviy variantini izohlashga yo'naltirilgan. Raqamli texnologiya talabatchilikning ta'lim tizimida keng joriy etishini xorijiy tillardan musta'difalarni ishlab chiqish shartiyatini yaratadi. Hal bu yerda sun’iy intellekt jarayonlarida asoslanmagancha platformalar, chat botlari, avtomatik baholash sistemalari vaikhtiyorli dasturlar ingliz tilining o'qitish jarayonida talablarning til kompetentliklarini yaxshilashda samarali asbob bo'lmoqda. Islimingizda ingliz tilini o'qitishda sun'iy intellektni qulayligi, metodiki yordamlash va o'sish usullari ilmiy bajarilmagani ko'rsatkichlari bilan yaxshi aniqlovchi. Bunda ingliz tilini o'qitish jarayonida sun'iy intellekt texnologiyalaridan foydalanishning metodikasining zamonaviy variant.

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Xorijiy tillarni, belgilangan bo‘lsa ingliz tilini tamamiy rivojlanganda bugungi globallashuv davrida talab etiladigan zamonaviy ta’limning nazorat talablari ichida bir qator talablardan bittasi. Axborot texnologiyalarining majburiyat va o‘tkazish rivojlanishi talab va innovatsiya vaqtincha qo‘llanishiga talab bor, bu o‘silmalik o‘quvchilarni ishlashga mojalat beradi. Bu tehnologiyaning bir turidagi namuna – sun'iy intellekt, bu tizim hozirgi kuni dunyo ta'lim tizimlarida keng qo'llanilmoqda.

Sun'iy intellekt texnologiyalarining keng tarzli o'rnatilishining nazorat va innovatsyonli yondashuvidan. AI - bu insanoq huquqi funksiyalarini bajarmoqchi bo'lgan texnologiya to'plamidir. AI ishlatish mumkin bo'lgan aspektlardan biri - uning tahlildagi o'quv jarayonning automatlashtirilishi. Hozirgi vaqt zarur davom etmoqda ingliz tilini o'rganish uchun ChatGPT, Duolingo, Grammarly va Quizlet kabi platformalar o'rganishning zamonaviy usullaridir. Shu dasturlar faqat foydalanuvchi ning o'g'ilik darajatini topib berishdan tashqari, unga mos topshiriqlarni taklif etishga ham o'rin bor.

Ingliz tilini o‘qitishda AI texnologiyalaridan foydalanish metodikasi

Ingliz tilini o‘qitishda sun’iy intellekt texnologiyalaridan foydalanish bir necha metodik bosqichlarni o‘z ichiga oladi:

1. Diagnostik bosqich.

Ushbu bosqichda o‘quvchilarning til bilish darajasi aniqlanadi. AI platformalari maxsus testlar orqali grammatika, lug‘at boyligi va talaffuz ko‘nikmalarini tahlil qiladi. Natijalar asosida individual o‘quv rejasi shakllantiriladi.

2. Interaktiv o‘qitish bosqichi.

Bu bosqichda chatbotlar, virtual assistentlar va interaktiv dasturlar yordamida dars jarayoni tashkil etiladi. Masalan, talabalar AI chatbot bilan ingliz tilida muloqot qilib, speaking ko‘nikmalarini rivojlantiradi. Bunday yondashuv o‘quvchilarning tilga bo‘lgan qiziqishini oshiradi.

3. Mustaqil ta’lim bosqichi.

Sun’iy intellekt asosidagi dasturlar talabalarga mustaqil ishlash imkonini beradi. Talaba istalgan vaqtda topshiriqlarni bajarishi, o‘z xatolarini ko‘rishi va qayta ishlashi mumkin. Bu esa o‘quv jarayonining uzluksizligini ta’minlaydi.

4. Monitoring va baholash bosqichi.

AI texnologiyalari yordamida o‘quvchilarning rivojlanish dinamikasi muntazam kuzatiladi. Avtomatik baholash tizimlari natijalarni tezkor tahlil qiladi va o‘qituvchiga aniq statistik ma’lumotlarni taqdim etadi

Sun’iy intellektning afzalliklari.

Ingliz tilini o‘qitishda AI texnologiyalaridan foydalanish quyidagi afzalliklarni beradi:individual yondashuvni ta’minlaydi; dars jarayonining interaktivligini oshiradi; o‘quvchilarning motivatsiyasini kuchaytiradi; vaqtni tejaydi; tezkor baholash imkonini yaratadi; mustaqil ta’lim kompetensiyasini rivojlantiradi. Shuningdek, AI texnologiyalari o‘qituvchining ish yukini kamaytiradi va pedagogik faoliyatni samarali tashkil etishga yordam beradi.

Ingliz tili ko‘nikmalarini rivojlantirishda AI texnologiyalarining ahamiyat.

Sun’iy intellekt texnologiyalari ingliz tilining asosiy ko‘nikmalarini rivojlantirishda muhim vosita sifatida xizmat qiladi. Xususan, listening, speaking, reading va writing ko‘nikmalarini shakllantirishda AI platformalari samarali natijalarni taqdim etmoqda.

Listening ko‘nikmasini rivojlantirishda sun’iy intellekt asosidagi dasturlar turli darajadagi audio materiallarni avtomatik tavsiya qiladi. O‘quvchi tinglash jarayonida tushunmagan so‘zlarini tezkor tarjima qilish yoki matn shaklida ko‘rish imkoniyatiga ega bo‘ladi. Bu esa eshitib tushunish qobiliyatini bosqichma-bosqich rivojlantiradi.

Speaking ko‘nikmasini shakllantirishda esa AI chatbotlar va ovozli assistentlarning roli katta. O‘quvchilar virtual suhbat orqali ingliz tilida muloqot qiladi, talaffuzdagi xatolarini aniqlaydi va ularni

to‘g‘rilash imkoniyatiga ega bo‘ladi. Ayniqsa, nutqiy to‘siqlarni yengishda bunday texnologiyalar samarali vosita hisoblanadi.

Reading jarayonida sun’iy intellekt matnning murakkablik darajasini avtomatik tahlil qilib, o‘quvchiga mos materiallarni tavsiya etadi. Bu esa matn bilan ishlash jarayonini qulaylashtirib, lug‘at boyligini oshirishga yordam beradi.

Writing ko‘nikmasida esa Grammarly kabi AI dasturlarining ahamiyati katta. Ushbu platformalar grammatik, imloviy va uslubiy xatolarni aniqlab, to‘g‘ri variantlarni tavsiya qiladi. Natijada o‘quvchilar yozma nutq kompetensiyasini mustaqil ravishda rivojlantirish imkoniga ega bo‘ladi.

Shunday qilib, sun’iy intellekt texnologiyalari ingliz tilining barcha asosiy ko‘nikmalarini kompleks rivojlantirishga xizmat qiluvchi zamonaviy pedagogik vosita sifatida namoyon bo‘lmoqda.

Muammolar va cheklovlar

Shunga qaramay, sun’iy intellekt texnologiyalaridan foydalanishda ayrim muammolar ham mavjud. Avvalo, barcha ta’lim muassasalarida texnik infratuzilma yetarli emas. Internet tezligi, kompyuter va mobil qurilmalar bilan bog‘liq muammolar AI texnologiyalaridan samarali foydalanishga to‘sqinlik qilishi mumkin. Bundan tashqari, ayrim hollarda o‘quvchilarning texnologiyaga haddan tashqari bog‘lanib qolishi jonli muloqotning kamayishiga olib keladi. Shu sababli sun’iy intellekt texnologiyalaridan foydalanishda an’anaviy pedagogik metodlar bilan uyg‘unlikni saqlash muhim hisoblanadi.

Zamonaviy AI platformalarining pedagogik imkoniyatlari

Bugungi kunda sun’iy intellekt asosidagi ko‘plab platformalar xorijiy tillarni o‘qitishda samarali qo‘llanilmoqda. Jumladan, ChatGPT, Grammarly, Duolingo, Quizlet va boshqa raqamli dasturlar o‘quvchilarning til ko‘nikmalarini rivojlantirishda muhim vosita sifatida xizmat qiladi. Ushbu platformalar foydalanuvchining xatolarini avtomatik aniqlaydi, individual tavsiyalar beradi hamda o‘quv jarayonini shaxsiylashtirish imkonini yaratadi. Masalan, Grammarly dasturi yozma nutqdagi grammatik va uslubiy xatolarni aniqlab, to‘g‘ri variantlarni tavsiya etadi. Bu esa o‘quvchilarning writing ko‘nikmalarini rivojlantirishda katta yordam beradi. ChatGPT kabi AI chatbotlar esa ingliz tilida jonli muloqot muhiti yaratib, speaking va vocabulary ko‘nikmalarini mustahkamlashga xizmat qiladi. Duolingo platformasi gamification elementlari asosida tashkil etilgani sababli o‘quvchilarning darsga bo‘lgan motivatsiyasini oshiradi. Ball yig‘ish, darajalarni bosqichma-bosqich o‘tish va virtual mukofotlar olish jarayoni o‘quvchini faol ishtirok etishga undaydi.

AI texnologiyalarining pedagogik samaradorligi.

Sun’iy intellekt texnologiyalarining pedagogik samaradorligi bir necha omillar bilan izohlanadi. Birinchidan, AI individual yondashuvni ta’minlaydi. Har bir o‘quvchining bilim darajasi, qiziqishi va ehtiyojidan kelib chiqib topshiriqlar shakllantiriladi.

Ikkinchidan, sun’iy intellekt texnologiyalari o‘quvchilarning mustaqil ishlash ko‘nikmalarini rivojlantiradi. Talaba istalgan vaqtda platformaga kirib, topshiriqlarni bajarishi va o‘z natijalarini kuzatishi mumkin.

Uchinchidan, AI texnologiyalari o‘quv jarayonida vaqtni tejaydi. O‘qituvchi testlarni tekshirish yoki xatolarni tahlil qilish uchun ortiqcha vaqt sarflamaydi. Natijada pedagog darsning metodik va ijodiy jihatlariga ko‘proq e’tibor qaratadi.

AI va an’anaviy metodlarning integratsiyasi.

Sun’iy intellekt texnologiyalaridan foydalanish an’anaviy pedagogik metodlarni inkor etmaydi. Aksincha, ular bir-birini to‘ldiradi. O‘qituvchi auditoriyada kommunikativ metodlardan foydalangan holda talabalarning jonli muloqot kompetensiyasini rivojlantirsa, AI platformalari mustaqil mashq qilish va bilimlarni mustahkamlash vazifasini bajaradi.Blended learning, ya’ni aralash ta’lim modeli aynan shu integratsiyaning yorqin namunasi hisoblanadi. Ushbu modelda an’anaviy auditoriya mashg‘ulotlari raqamli texnologiyalar bilan uyg‘unlashtiriladi. Natijada o‘quv jarayoni yanada samarali va qiziqarli bo‘ladi.

Sun’iy intellekt texnologiyalarining kelajakdagi rivojlanish tendensiyalari.

Hozirgi kunda sun’iy intellekt texnologiyalari jadal sur’atlarda rivojlanib borayotgani sababli ularning ta’lim tizimidagi ahamiyati ham ortmoqda. Kelajakda AI asosidagi dasturlar yanada mukammallashib, o‘quvchilarning individual xususiyatlarini chuqurroq tahlil qilish imkoniyatiga ega bo‘ladi. Bu esa ingliz tilini o‘qitishda yanada samarali metodlarni yaratishga xizmat qiladi.

Ayniqsa, virtual reallik (VR) va augmented reality (AR) texnologiyalarining sun’iy intellekt bilan integratsiyalashuvi xorijiy til o‘rganish jarayonini yangi bosqichga olib chiqishi kutilmoqda. Masalan,

o‘quvchilar virtual muhitda ingliz tilida muloqot qilish, real hayotga yaqin vaziyatlarda til amaliyotini bajarish imkoniyatiga ega bo‘ladi. Bu esa kommunikativ kompetensiyaning rivojlanishiga katta yordam beradi.

Shuningdek, kelajakda AI texnologiyalari yordamida avtomatik tarjima, ovozni aniqlash va talaffuzni baholash tizimlari yanada takomillashadi. Natijada o‘quvchilar o‘z talaffuzidagi kamchiliklarni tezkor aniqlab, ularni mustaqil ravishda bartaraf etish imkoniyatiga ega bo‘ladi. Sun’iy intellekt texnologiyalarining rivojlanishi o‘qituvchilardan ham yangi kompetensiyalarni talab qiladi. Pedagoglar zamonaviy raqamli vositalardan foydalanish, elektron platformalarni boshqarish hamda AI asosidagi ta’lim metodlarini amaliyotga tatbiq etish bo‘yicha muntazam malaka oshirib borishi lozim.

Kelajak ta’limi raqamli texnologiyalar bilan chambarchas bog‘liq bo‘lishi sababli sun’iy intellekt asosidagi innovatsion metodlarni ingliz tilini o‘qitish jarayoniga keng joriy etish muhim ahamiyat kasb etadi.

O‘zbekiston ta’lim tizimida AI texnologiyalarining istiqbollari.

O‘zbekiston ta’lim tizimida ham raqamli texnologiyalarni joriy etishga alohida e’tibor qaratilmoqda. So‘nggi yillarda xorijiy tillarni o‘qitishda innovatsion metodlardan foydalanish bo‘yicha qator islohotlar amalga oshirilmoqda.

Sun’iy intellekt texnologiyalarini ingliz tili darslariga integratsiya qilish orqali o‘quvchilarning kommunikativ kompetensiyasini rivojlantirish, xalqaro standartlarga mos bilim berish hamda zamonaviy mehnat bozoriga tayyor mutaxassislarni shakllantirish mumkin.

Kelgusida AI texnologiyalaridan foydalanish bo‘yicha maxsus metodik qo‘llanmalar yaratish, pedagoglarning raqamli kompetensiyasini oshirish va ta’lim muassasalarining texnik bazasini mustahkamlash muhim vazifalardan biri bo‘lib qoladi.

Tadqiqot natijalari tahlili.

Tahlillar shuni ko‘rsatadiki, AI texnologiyalaridan foydalangan holda tashkil etilgan darslar o‘quvchilarning til o‘rganishga bo‘lgan qiziqishini sezilarli darajada oshiradi. Ayniqsa, speaking va listening ko‘nikmalarini rivojlantirishda interaktiv platformalar yuqori samaradorlikka ega. Shuningdek, sun’iy intellekt asosidagi dasturlar yordamida talabalar o‘z bilim darajasini mustaqil ravishda nazorat qila oladi. Bu esa o‘quvchilarning mas’uliyat hissini oshirib, mustaqil ta’lim olish ko‘nikmasini shakllantiradi.

Xulosa qilib aytganda, sun’iy intellekt texnologiyalari ingliz tilini o‘qitish jarayonini modernizatsiya qilishda muhim vosita hisoblanadi. AI asosidagi platformalar ta’lim samaradorligini oshirish, individual yondashuvni ta’minlash va o‘quvchilarning mustaqil ishlash kompetensiyasini rivojlantirishda katta imkoniyatlarga ega. Kelajakda sun’iy intellekt texnologiyalarini ta’lim tizimiga yanada kengroq joriy etish xorijiy tillarni o‘qitish sifatini yangi bosqichga olib chiqadi. Shu sababli pedagoglar zamonaviy AI vositalaridan foydalanish ko‘nikmalarini rivojlantirishi va ularni dars jarayoniga samarali integratsiya qilishi zarur.

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RESEARCH ARTICLE

Developing B1 level EFL learners' speaking skills through the audio-lingual method

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Abstract. This article examines how the Audio-lingual Method (ALM) can be systematically applied to develop speaking skills among B1 level EFL learners. Structured around three central pedagogical questions—what to teach, who to teach, and how to teach—it draws on behaviorist learning theory, structural linguistics, and current research in L2 pronunciation instruction. B1 learners, as defined by the Common European Framework of Reference for Languages (CEFR), produce intelligible speech despite phonological imperfections. The ALM's emphasis on habit formation, dialogue memorization, and pattern drills aligns with the developmental needs of this level. The article concludes that when combined with explicit pronunciation feedback and carefully sequenced oral activities, the ALM offers a viable and evidence-based framework for EFL speaking instruction at the B1 level.

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1. Introduction

Speaking is one of the most challenging yet essential skills in English as a Foreign Language (EFL) instruction [4]. Despite its centrality to communicative competence, oral production is often underrepresented in language curricula, particularly where structured practice is limited. The Audio-lingual Method (ALM), rooted in behaviorist psychology and structural linguistics, offers a systematic framework for developing oral fluency through habit formation, repetition, and pattern practice [4].

The ALM emerged in the United States in the 1950s and 1960s as a direct application of structural linguistics to language pedagogy. Its core premise is that language learning is habit formation: learners must form correct linguistic habits through systematic practice before those habits can be automatically deployed in communication [4]. This principle has continued relevance, supported by contemporary research on explicit pronunciation instruction and oral skill development [3, 2].

This article addresses three fundamental pedagogical questions: what to teach at the B1 level, who the B1 learner is and what they need, and how ALM techniques can be deployed effectively. The discussion draws on the Common European Framework of Reference for Languages [1], Larsen-Freeman's authoritative account of ALM [4], and empirical studies on L2 pronunciation instruction [3, 2] to argue that the ALM provides a sound foundation for B1-level speaking development.

2. What to teach: speaking skills at B1 level

At the B1 (threshold) level, the CEFR describes learners who can handle most situations likely to arise while travelling in areas where the target language is spoken and can produce simple connected text on familiar topics [1]. The key speaking components requiring focused instruction at this level are pronunciation, fluency, accuracy, and spoken interaction.

Pronunciation.

Intelligibility—the degree to which a listener understands a speaker—is the primary goal of pronunciation instruction. At B1, the CEFR states that "pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur" [3, p. 154]. Targeted instruction in segmental features (individual sounds) and suprasegmental features (stress, rhythm, intonation) is therefore essential. Without explicit pronunciation work, learners frequently exhibit fossilized errors that impede long-term intelligibility [3].

Fluency.

Fluency refers to the ability to speak with appropriate speed and without excessive hesitation. The ALM directly addresses fluency by automating high-frequency patterns through overlearning—repeated oral practice until a response becomes habitual and effortless [4]. This behavioral approach to automaticity is supported by research showing that structured repetition creates the procedural knowledge that underpins spontaneous speech.

Accuracy.

Accuracy concerns grammatical correctness in spoken output. ALM's structural drills—substitution exercises and question-answer sequences—train learners to produce grammatically correct utterances without conscious monitoring [4]. At B1, systematic attention to formal accuracy prevents the entrenchment of errors that impede communication.

Spoken Interaction.

B1 learners should be able to initiate, maintain, and close conversations on familiar topics using common conversational formulas [1]. ALM's dialogue memorization technique directly targets this competency by exposing learners to authentic conversational sequences that model appropriate register and turn-taking [4].

3. Who to teach: the B1 EFL learner

The CEFR B1 descriptor represents a threshold level at which learners transition from basic to independent language use [1]. B1 learners possess a working knowledge of core grammar structures and sufficient vocabulary for everyday interactions, but typically struggle with spontaneous speech production, complex pronunciation patterns, and fluent output without preparation.

Phonologically, B1 learners often exhibit fossilized errors—persistent pronunciation mistakes that resist correction through incidental exposure alone [3]. Fouz-González [3] demonstrated that learners benefit significantly from explicit pronunciation instruction targeting fossilized segmental features, confirming that systematic phonological training must begin no later than the B1 stage to prevent error entrenchment. Similarly, Ducate and Lomicka [2] found that regular oral production practice, even when immediate measurable gains in accentedness are modest, substantially increases learners' metalinguistic awareness and motivation—factors that support long-term speaking development.

The B1 learner profile therefore calls for methods that provide extensive controlled oral practice, offer immediate corrective feedback to prevent error reinforcement, and build automaticity in high-frequency patterns [4]. ALM is particularly well suited to this profile: its insistence on error prevention aligns with the goal of avoiding fossilization, and its step-by-step progression—from controlled imitation to guided production—matches the scaffolding needs of learners not yet ready for fully spontaneous output [4]. B1 learners are also typically motivated and goal-oriented, often preparing for standardized examinations or professional communication [1], and the structured, measurable nature of ALM progress appeals to such learners.

4. How to teach: alm techniques for B1 speaking

The ALM provides a coherent and sequenced set of techniques grounded in the principle that language learning is habit formation [4]. The following core procedures are especially effective at the B1 level.

4.1 Dialogue Memorization.

ALM lessons begin with a short, culturally relevant dialogue that models the target structure or function [4]. Learners listen, repeat, and memorize the dialogue until they can reproduce it accurately and fluently. This builds a bank of ready-made utterances supporting both fluency and contextual appropriateness. The teacher first models the dialogue aloud while students follow, then students repeat each line chorally before individual practice [4].

4.2 Choral and Individual Repetition.

Choral repetition—the whole class repeating a model utterance simultaneously—reduces individual anxiety while training the articulatory habits required for accurate pronunciation [4]. Ducate and Lomicka [2] confirmed that regular oral production practice of this kind builds learner confidence and metacognitive awareness of pronunciation, even when measurable changes in accentedness are modest in short interventions. Individual repetition follows choral work to ensure each learner internalizes the target pattern.

4.3 Backward Build-up Drill.

When a sentence is long or phonologically complex, the backward build-up technique breaks it into segments beginning from the end of the utterance and progressively adding elements [4]. For example, for *I'd like to book a double room for three nights*, the teacher begins: *three nights → for three nights → a double room for three nights* and so on. This ensures learners master the rhythm and connected speech patterns of each component before combining them [4].

4.4 Substitution Drills.

Single-slot substitution drills present a model sentence and require learners to substitute one element in response to a cue [4]. For instance: *"She goes to the library every day" → [office] → "She goes to the office every day."* Such drills automate grammatical patterns and extend lexical range in spoken production without requiring learners to monitor form consciously during speech.

4.5 Positive Reinforcement and Error Prevention.

A key ALM principle is that errors must be prevented rather than allowed to occur and corrected after the fact [4]. The teacher models the target form, students repeat the correct form, and immediate positive reinforcement is provided for accurate production. Pronunciation research confirms that explicit instruction followed by immediate feedback is more effective than implicit correction alone [3], making this principle especially valuable at B1, where fossilization risks are high.

4.6 Sequenced Lesson Structure.

An effective ALM-based B1 lesson follows a clear progression: (1) warm-up dialogue presentation; (2) choral repetition; (3) backward build-up for complex segments; (4) substitution drills; (5) question-answer drills for interactive practice; and (6) a freer role-play activity in which learners deploy the practiced language in a semi-authentic context [4]. This sequence moves learners from controlled imitation toward guided production, gradually building autonomous speaking ability.

5. Conclusion

The Audio-lingual Method, when applied systematically and with awareness of B1 learners' developmental profile, provides an effective framework for EFL speaking instruction. By addressing what to teach (pronunciation, fluency, accuracy, and spoken interaction at the B1 threshold [1]), who to teach (learners requiring structured scaffolding and error prevention to avoid fossilization [3, 2]), and how to teach (through dialogue memorization, repetition drills, backward build-up, and positive reinforcement [4]), the ALM offers a principled pathway to oral competence development.

Current research on L2 pronunciation confirms that explicit instruction, systematic practice, and corrective feedback are essential for speaking development [3, 2]—principles that lie at the core of the ALM.

While the method should be complemented by communicative activities in a balanced curriculum, its structural foundation remains a valuable resource for EFL teachers building solid speaking skills at the B1 level. Future research might usefully explore the optimal balance between ALM-based drills and task-based speaking activities for learners at this threshold stage.

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RESEARCH ARTICLE

Effective strategies for developing reading comprehension skills in English language learning

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Abstract. This article examines effective strategies for developing reading comprehension skills among B2-level English learners. It focuses on teaching skimming, scanning, vocabulary in context, inferencing, summarising, and critical reading. The article also explores practical teaching methods, including pre-reading, while-reading, and post-reading activities, collaborative learning, and extensive reading. Furthermore, it discusses assessment techniques and feedback to help learners improve comprehension, develop independent reading skills, and understand authentic English texts more effectively.

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1. Introduction

Reading comprehension is central to successful English language learning because it helps learners gain information, develop vocabulary, notice grammatical patterns, and engage with academic and everyday texts. However, understanding a text involves more than translating individual words. Readers must connect ideas across sentences, recognise relationships between claims and evidence, use prior knowledge carefully, and monitor whether the text makes sense. The RAND Reading Study Group describes comprehension as a process in which readers construct meaning through interaction with written language and within a particular context (Snow, 2002).

For second-language learners, comprehension can be affected by limited vocabulary, unfamiliar sentence structures, insufficient background knowledge, and a lack of purposeful reading habits. Grabe (2004) explains that reading instruction needs to address both language knowledge and the cognitive processes that support meaning-making. Effective teaching should therefore combine language development with strategies that help learners read actively and independently.

2. Who to Teach: B2-Level Learners

The target group is learners working at B2 (upper-intermediate) level according to the CEFR. At this level, students can generally understand the main ideas of complex texts on both concrete and abstract topics, including discussions in their areas of interest (Council of Europe, 2020). They should be challenged to interpret longer authentic texts, distinguish a writer's main argument from supporting details, infer attitudes that are not directly stated, and compare information across sections or sources.

B2 learners are not a uniform group. Some may read quickly but misunderstand implied meanings; others may understand the main idea but struggle with academic vocabulary or dense paragraphs. Teachers should begin with a short diagnostic task to identify learners' strengths and needs. Texts should be appropriately challenging rather than overloaded with unfamiliar language. Topics such as education, technology, health, culture, the environment, and social change can support discussion while allowing students to connect the text with prior knowledge.

3. What to Teach

Reading for gist and specific information. Skimming means reading quickly to understand the overall message, while scanning means searching for a particular fact, name, date, or example. Learners should choose the technique according to their reading purpose rather than read every text in the same way.

Text structure and relationships. Students should recognise topic sentences, supporting evidence, examples, cause-and-effect links, comparisons, and contrast markers such as *however*, *although*, and *as a result*. Understanding organisation helps readers follow the writer's reasoning and distinguish central ideas from details.

Vocabulary and meaning from context. Learners need strategies for dealing with unknown words: examining surrounding sentences, identifying word parts, noticing synonyms or examples, and deciding whether a word is essential to the main message. Teachers should explicitly teach a small number of high-value words while avoiding the practice of translating every unfamiliar item.

Inference and critical reading. B2 learners should use textual clues to infer a writer's attitude, purpose, implied meaning, or likely conclusion. They should also ask whether claims are supported by evidence, identify the intended audience, and distinguish fact from opinion. Inferences should be justified with specific evidence from the text, not guesses alone.

Summarising and comprehension monitoring. Students should express the main point of a paragraph or whole text in their own words, leaving out minor details. They should notice when meaning breaks down and respond by rereading, slowing down, checking a reference, or using context. Grabe (2004) identifies vocabulary learning, text-structure awareness, fluency, strategic reading, and extensive reading as important elements of second-language reading instruction.

4. How to Teach: A Three-Stage Lesson

Before reading: prepare and predict. Start with the title, headings, images, or a short question related to the topic. Ask learners to share what they already know and predict the text's content. Pre-teach only essential vocabulary that would otherwise block understanding. For example, before reading an article about plastic waste, students can predict the writer's likely position and list two questions they want the text to answer. This stage activates relevant knowledge and gives students a reason to read.

During reading: model and practise strategies. Use a short think-aloud demonstration to show how a proficient reader makes decisions. The teacher might say, "I am reading the first paragraph quickly to identify the main point," or "The word 'however' signals a contrast, so I will reconsider my prediction." Students then skim for gist, scan for evidence, annotate key ideas, and answer questions that require both explicit information and inference. In pairs, one learner can identify the claim while the other finds supporting evidence. Brevik (2019) highlights the value of sustained, scaffolded comprehension practice in English L2 classrooms.

After reading: respond and consolidate. Ask learners to write a short summary, compare interpretations, discuss the writer's argument, or use the information in a short speaking or writing task. Questions should progress from literal understanding ("What happened?") to interpretation ("What does this suggest?") and evaluation ("How convincing is the evidence?"). Students should support answers with details from the text. This moves reading from passive information collection to meaningful communication.

5. Practical Strategies for B2 Classrooms

Think-aloud and gradual release. Teachers should explain a strategy, model it, practise it with the class, and then allow learners to use it independently. Strategy names alone are not enough; learners need to see when and why a strategy is useful.

Question generation. In pairs, learners write one factual question, one inferential question, and one evaluative question about a text. Another pair answers each question and identifies the evidence used. This encourages close reading and helps learners understand that comprehension includes more than retrieving facts.

Graphic organisers. A simple table with columns for "main claim," "supporting evidence," and "my interpretation" helps students organise information. For cause-and-effect texts, a flow chart can show how one event leads to another. Organisers should support thinking, not distract from the text.

Collaborative summarising. After reading, learners agree on a one-sentence main idea and a three-sentence summary. They then compare their summaries with the original text to check accuracy and relevance. This develops paraphrasing and helps learners distinguish essential ideas from examples.
Extensive reading. In addition to close classroom reading, students should regularly read texts they can understand with reasonable ease, such as graded readers, short articles, and topic-based online texts. They can keep a reading log recording the title, main idea, useful vocabulary, and personal response. A meta-analysis by Yapp, de Graaff, and van den Bergh (2021), which examined 46 studies of L2 reading strategy interventions, reported an overall positive effect and supported multi-strategy teaching.

6. Assessment and Feedback

Assessment should check both understanding of a particular text and the development of reading skills over time. A short diagnostic task can establish a starting point; later tasks can measure progress in identifying main ideas, locating evidence, inferring meaning, and summarising. Suitable formats include multiple-choice questions, short written answers, paragraph summaries, evidence tables, and brief discussions.

Feedback should explain why an answer is or is not supported by the text. Rather than simply marking an inference wrong, a teacher can ask, "Which words led you to that conclusion?" This encourages evidence-based reasoning. Teachers can also use self-assessment prompts: "Which strategy helped me most?", "Where did I lose the meaning?", and "What did I do to solve the problem?" Reading speed should not be the only measure of success; accurate interpretation and independent strategy use are equally important.

7. Conclusion

Developing reading comprehension among B2 English learners requires a planned combination of language learning, strategic reading, and meaningful interaction with texts. Teachers should teach skimming, scanning, vocabulary-in-context, text organisation, inferencing, summarising, and comprehension monitoring. These skills are most effective when introduced through clear modelling, practised in before-, during-, and after-reading tasks, and gradually transferred to independent reading. Regular extensive reading and feedback based on textual evidence can further support progress. The central principle is to teach learners not only what a text says, but also how to approach it, check their understanding, and build a justified interpretation.

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RESEARCH ARTICLE

Listening for specific information through a bottom-up processing approach for B2 learners

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Abstract. Listening for specific information means identifying targeted details—such as dates, prices, names, times and quantities—in spoken discourse. B2 learners must decode connected speech in real time, not merely understand a topic. Drawing on second-language listening research, this article explains how bottom-up processing supports accurate recognition of sounds, word boundaries, stress, reduced forms and grammatical signals. It proposes a three-stage sequence moving from focused perception to communicative practice and independent use. The central argument is that bottom-up work should be purposeful and connected to meaningful tasks.

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1. Introduction

Listening is time-sensitive: learners recognise sounds, segment speech into words, interpret grammatical relationships and construct meaning while speech continues. Bottom-up processing moves from smaller linguistic units towards meaning and is especially useful when tasks require exact details (Field, 2003; Goh, 2000).

B2 learners can follow complex speech on familiar topics but may struggle with accents, rapid delivery, reduced forms and similar-sounding details. A learner may understand an announcement's topic yet confuse "fifteen" with "fifty" or miss a corrected departure time. Such errors may reflect inaccurate segmentation or recognition.

2. Bottom-up processing and specific information

Bottom-up processing begins with the acoustic signal and builds towards meaning. Learners attend to sounds, stress, word boundaries, lexical items and grammatical forms. Field (2003) highlights lexical segmentation as an important difficulty, while Goh (2000) identifies word recognition and attention failures. These findings support short, diagnostic activities that make connected speech easier to recognise.

For example, a learner must accurately hear "six fifteen" in a travel announcement. In "Thursday—sorry, Friday," the listener must detect the correction and update the detail. Context supports interpretation but should not replace attention to the spoken signal.

3. Why B2 learners need focused listening practice

Fluent speakers may still struggle to decode speech accurately. Spoken input disappears, words connect, and listeners have little time to identify relevant details. Goh (2000) describes difficulties during perception, parsing and use of information; teachers should diagnose errors rather than assume every mistake reflects weak vocabulary.

A balanced lesson avoids both endless replaying and guessing from context alone. Learners need a clear target, a limited number of purposeful replays, time to compare answers and feedback on the sound or language feature that caused difficulty.

Listening should be taught, not only tested. Vandergrift and Goh (2012) support learner-centred listening development, while Renandya and Farrell (2011) discuss extensive listening. Focused bottom-up work should complement, not replace, broader exposure.

4. Principles for designing a B2 lesson

- **Clear listening purpose.** Tell learners which information they need, such as three departure times or two changes to a booking.
- **Realistic input.** Use short announcements, interviews, voice messages, service conversations and podcasts with natural but manageable delivery.
- **Selective attention.** Ask learners to listen for a small set of targets; specific-information listening does not require transcribing the entire recording.
- **Diagnostic feedback.** Identify whether an error came from sound discrimination, word-boundary recognition, vocabulary, grammar or attention.
- **Gradual release.** Move from guided recognition to information exchange and then to an independent task, reducing scaffolding as accuracy improves.
- **Meaningful outcome.** Make the details matter: learners use them to choose a route, confirm a booking, plan a meeting or solve a practical problem.

5. A three-stage classroom sequence

The sequence progresses from accuracy to meaning and independent use: pre-listening practises key signals, while-listening creates an information gap, and post-listening transfers the skill to an independent task.

Stage 1: Pre-listening — "Sound-to-detail warm-up" (8–10 minutes)

The teacher prepares 8–10 short items linked to the topic: times, prices, dates, addresses and names. Learners distinguish similar forms (fifteen/fifty; Tuesday/Thursday; can/can't), then practise phrases with connected speech and reductions. In pairs, they explain which sound or stress pattern helped them

decide. The aim is accurate recognition, not memorising vocabulary.

6. Communicative practice and independent transfer

Stage 2: While-listening — "Plan the journey" (12–15 minutes)

In pairs, Student A completes a travel grid with departure time, platform, price and a service change; Student B has different missing details. They listen to an announcement, complete their grids and ask each other questions. The pair must agree on a feasible journey, so accurate details have a clear purpose.

Learners record only target details and mark uncertain answers with a question mark. After pair-checking, they listen again to relevant sections while the teacher highlights number contrasts, stress, corrections and reduced forms.

Stage 3: Post-listening — "Voice-message mission" (10–12 minutes)

Learners independently listen to a short message about a changed meeting, appointment or hotel check-in. They note three to five requested facts and use them to send a confirmation or update a schedule. After the first listen, they check answers against a transcript or replay and identify one detail they misheard.

7. Assessment and feedback

Assessment should measure both the accuracy of retrieved details and the process learners use to repair misunderstandings. A short rubric can award one point for each correctly identified detail, with separate feedback on numbers, names, times, word boundaries and grammatical endings. A second listen may be permitted during practice, but a final check should use a fresh or slightly different recording to determine whether the skill transfers beyond memorisation.

Teachers can keep an error log. Confused numbers suggest discrimination practice; missed words may require work on stress, reductions and boundaries; misunderstood corrections may require attention to grammar and discourse markers. This helps teachers choose focused follow-up activities.

Feedback should be specific and actionable. Instead of saying "listen more carefully," the teacher can say, "You heard the day correctly but missed the speaker's correction," or "The final consonant distinguishes the two options." Learners should state what they will listen for next time. Reflection makes accuracy practice purposeful and helps students take responsibility for their development.

8. Discussion

Bottom-up processing helps B2 learners notice the linguistic details that carry exact information, but it is not a complete theory of listening. Context, purpose and metacognitive strategies also matter. Effective lessons combine accurate perception with meaningful communication and gradually reduce support.

The proposed activities are a teaching framework, not reported experimental findings. Teachers should evaluate them locally by comparing accuracy and recurring error types before and after practice.

9. Conclusion

Listening for specific information requires accurate recognition of details while speech continues. For B2 learners, bottom-up processing develops this precision through attention to sounds, word boundaries, stress, reductions and grammatical signals. Lessons can move from controlled discrimination to information-gap communication and independent application. The approach works best when it serves a real purpose, includes diagnostic feedback and complements broader exposure to spoken English.

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RESEARCH ARTICLE

The use of interactive technologies in teaching English vocabulary to primary school students

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Abstract. This article explores methods of teaching English vocabulary to primary school students in Uzbekistan through interactive technologies. It examines the use of interactive whiteboards, animated videos, songs, digital games, and flashcards. Furthermore, a six-stage teaching approach for a 45-minute lesson is proposed, taking into account young learners’ needs and learning characteristics.

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1. Introduction

1.1. Background of the problem

Very quickly it will become clear that children do not learn vocabulary in the same way as adults. For example if a teacher writes down 10 words on the board and asks the learners to write and memorise them. Most learners will have forgotten most of the words by the next lesson. However, if they add the vocabulary into the song, present it on a bright screen and make it a game where children have to jump, move their hands or run to the board then they will remember lots of vocabulary.

Young learners want language that they can relate to their current lives and link to real actions [3,7]. Vocabulary is an important part of young learners' early English. They will need to know some simple vocabulary relating to colours, animals, food, family and school [3]. Vocabulary cannot be learnt in one go. It needs to be repeated several times [6]. Teachers will need to find ways to repeat vocabulary for learners without making it repetitive.

Interactive technologies appear to be the solution. Many schools in Uzbekistan now have interactive technologies such as projectors or interactive whiteboards. Teachers can use free resources from online to create games and quizzes. "Educational technologies are scientifically grounded methods of organizing the whole educational and learning process taking into account material and personnel resources as well as their interaction." [1] (Akhmedova & Azizova, p.160). This however does not always guarantee that they will learn. How can technology be used effectively with young children?

1.2. Research question and learner group

This article will look at how interactive technologies can be used effectively within English vocabulary teaching using a who, what and how framework. The learners are primary school students (approx. age 7-10) in Uzbekistan and are beginner level learners of English.

2. Literature Review

2.1. Young learners and vocabulary

Children are taught differently than adults [3]. They make an attempt to understand adults' words and actions, however they don't learn language through explanation of language rules but through context and active learning. Children need clear, visual help such as pictures, objects and actions. Young learners have a short attention span, learn best through play and movement and require lots of repetition in a positive environment [7]. Vocabulary needs to be learnt as knowing a word involves knowing its form (oral and written), meaning and use. To remember a word it must be seen many times in various contexts [6].

2.2 Interactive Learning & Educational Technology

Interactive learning involves using tasks which cannot be completed individually and therefore requires cooperation [1, p.171]. Good educational technologies should have a clear concept behind them, be logical and coherent, easy to manage, effective and reusable in other schools [1, p.161]. This textbook also mentions how lexical mind maps and word clusters can be used [1]. Lexical mind maps take a word and put it into groups under a central theme, whilst word clusters group words together based on association [1, pp.171, 174]. These can be helpful with young learners as they remember words better when they are linked together and to a picture/action.

2.3. Multimedia, movement and games

Mayer conducted many experiments and demonstrated that people have better learning outcomes when using multiple media such as images and words, this is referred to as the multimedia principle [5]. For younger learners who cannot read well yet, images and sounds on a screen help them understand the meaning of new words instantly without needing translation. Using movement is an important part of language learning. Total Physical Response (TPR) was developed by Asher [2]. It uses actions in response to verbal commands and helps beginners understand and remember what they are learning. Digital games can provide extra practice and motivation. Hung and her colleagues conducted a large review and found that most studies reported positive effects on learner motivation and attitudes. Many studies also reported an improvement in vocabulary [4]. However, the quality of studies varied.

2.4. Research gap

These sources show that young learners need concrete, active and repeated contact with words, and that multimedia, movement and games can provide it. However, studies of educational technology often focus on older learners or on one tool at a time, and little practical guidance exists for primary teachers in

Uzbekistan on how to combine several interactive technologies in one 45-minute lesson. This article tries to fill this gap.

3. Method

3.1. Type of study and selection of sources

This is a literature-based (theoretical) study. No experiment or test was carried out, and the article does not report test scores or survey results. Seven sources were selected: a methodology textbook by Uzbek authors used in the training of future English teachers **[1]**, two books on teaching young learners **[3, 7]**, a book on vocabulary learning **[6]**, a book on multimedia learning **[5]**, a classic article on total physical response **[2]** and a review of research on digital game-based language learning **[4]**.

3.2. Literature matrix

The seven sources were organised in a literature matrix (Table 1), which shows the focus and main idea of each source and how it is used in this article. The material was then analysed through the three guiding questions of the course, and claims supported by the sources were separated from the author's own proposals.

Table 1. Literature matrix

Source	Focus	Main idea	Use in this article
Akhmedova & Azizova (2026) **[1]**	Educational technology	Interactive learning needs co-operation; qualities of a good technology	Interactive methods (how)
Asher (1969) **[2]**	Total physical response	Responding to commands with actions helps beginners	Movement in lessons (how)
Cameron (2001) **[3]**	Young learners	Children learn meaning through situations and activities	Learner profile (who)
Hung et al. (2018) **[4]**	Digital games	Games mostly improve motivation and often vocabulary	Digital games (how)
Mayer (2009) **[5]**	Multimedia learning	Words and pictures together work better than words alone	Presenting words (how)
Nation (2013) **[6]**	Vocabulary learning	Form, meaning and use; many spaced meetings	What to teach (what)
Pinter (2017) **[7]**	Young learners	Short attention span; play, movement and repetition	Learner profile (who)

4. Results

The analysis of the sources gave the following answers to the three guiding questions.

4.1. Who to teach?

The learners are primary school children, aged around 7-10. They are just starting to learn English and usually have Uzbek as their first language. Some will know some Russian from home. The children are very curious and lively but are not able to concentrate for very long on one task. They learn best through games and movement. They also need to be able to see or do something to really understand new vocabulary [3, 7]. Many of the children do not know how to read English very well so using word lists is not very useful. Most children will know how to use phones and watch cartoons but will vary greatly between schools in terms of what technology is available. These factors should be considered as hypotheses. A teacher can test these by observing the class in the early lessons.

4.2. What to teach?

The three sources highlight that vocabulary needs to be specific to the children's world e.g. colours, numbers, animals, food, toys, family members, parts of the body and items in school [3] [7]. This needs to be put into simple phrases to allow the child to use the vocabulary, such as I like, I've got, Can I have, please? etc. [3]. Nation [6] talks about the different aspects of vocabulary that children should know. They should know how to pronounce and say the word, know what it means and how to put it into a short phrase. Vocabulary should be categorised into groups. For example words relating to farm or my room (word cluster). [1] [p.171] [6]. At this age the main focus is on understanding and saying the words. Reading and writing can be done at a later time.

4.3. How to teach?

The sources suggest that each type of interactive technology supports a different step in learning a word (Figure 1). The interactive whiteboard or projector helps children meet the word with a picture, sound and animation **[5]**; songs and animated videos let them hear it again in context; digital games give quick and enjoyable practice **[4]**; and digital flashcards or picture stories help them review the word in later lessons **[6]**.

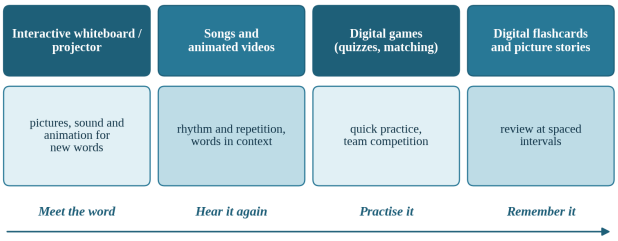


*Figure 1. Interactive technologies and the steps of learning a word (based on **[4, 5, 6]**)*

Therefore, I will design each lesson with six steps (Figure 2). Firstly, I will begin with a short warm-up activity using a song or an animated video on the topic. Then the teacher will present the students with between 6-8 new words using visuals, audio and no translation on the screen [5]. Next, they will practice the words with TPR activities. They will do actions, point to the visuals or come to the board to touch the correct image [2]. After that, the students will play a digital game. This could be a quiz or matching game with their team on the interactive whiteboard. They will have to work together to find an answer [1, p.171] [4]. Finally, they can apply the new vocabulary by working in pairs to create short dialogues or describe an image using the new words and chunks [3]. Lastly, the words are recapped with digital flash cards at the beginning of the following lessons [6].

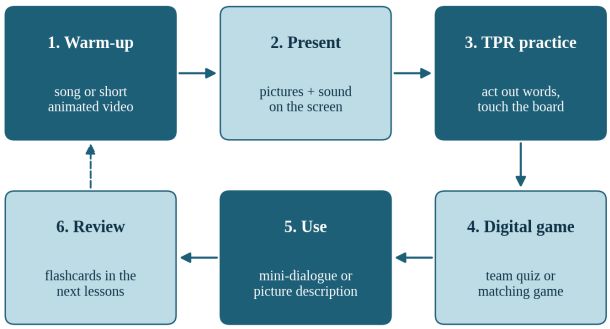


*Figure 2. Proposed six-stage vocabulary lesson with interactive technologies (author's proposal based on **[1, 2, 4, 5, 6]**)*

4.4. Model application

A 45 minute lesson can be planned around the theme Farm animals for students in second grade. An animated song about animals on the farm can be played to begin the lesson. The teacher can present the students with eight different animals. When they tap on their picture the animals appear along with their name and sound. During the TPR phase, the teacher can ask the children to do actions such as Walk like a duck! or Jump like a frog! The children then perform the animal actions. Two teams can play a matching game on the interactive whiteboard. They take turns dragging the word to the correct picture. In pairs, the children can ask and answer questions using the picture cards. What is it? It's a cow. The lesson ends with the same song being played as goodbye. At the start of the next lesson the eight animals will be shown again as flash cards. Figure 3 shows the suggested timings.

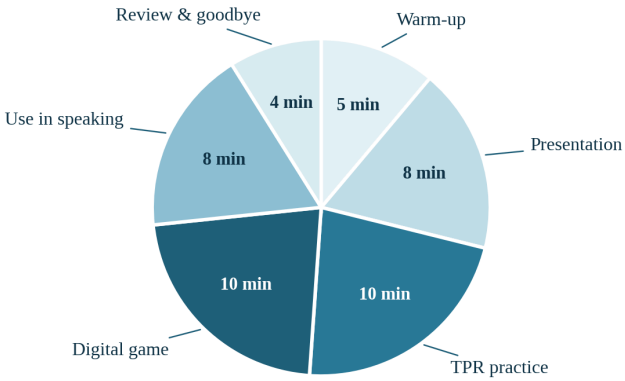


Figure 3. Suggested time distribution in a 45-minute primary vocabulary lesson (author's proposal)

5. Discussion

5.1. Supported claims and author's proposals

Several parts of this lesson are supported by the sources. The need for concrete, active and playful learning for young children is well described [3, 7]; the advantage of words with pictures over words alone is supported by research on multimedia learning [5]; the value of movement for beginners comes from TPR [2]; the positive effect of digital games on motivation is reported in a large review [4]; and the need for repeated, spaced meetings with words is a basic principle of vocabulary learning [6]. Other parts are the author's own proposals: the order of the six stages, the number of new words per lesson and the timing come from combining the sources and have not been tested in Uzbek primary schools.

5.2. Tensions between sources

The main tension concerns screen time. Technology attracts children's attention, but too much screen work can make lessons passive, while the sources on young learners stress movement, talk and real interaction [3, 7]. For this reason, in the proposed lesson the screen is used for short periods and is always followed by an active task. Another tension concerns games. Games increase motivation, but the review by Hung and colleagues [4] also shows that results for learning itself vary, so a game should practise the target words directly and not only entertain.

5.3. Unresolved classroom problems

First, not all schools have interactive whiteboards or stable internet, and some teachers have only a phone and a small speaker. Second, many primary teachers have had little training in using digital tools. Third, in large classes of 30 or more children, it is difficult to give every child a turn at the board. Because this study did not collect data, its proposals still need to be tested, for example by comparing how many words children remember after lessons with and without interactive technologies.

6. Conclusion

Interactive technologies are a great way to teach vocabulary in primary school. The images and sounds are very useful when trying to explain the meaning of new words. Songs and videos provide natural repetition. Games make practicing fun and digital flash cards help children to revise vocabulary. This 6-step lesson plan uses interactive technologies combined with active learning and working in pairs. The key message for primary teachers is that the technology shouldn't be the focus of the lesson but an effective tool to bring the vocabulary to life by enabling the children to meet the vocabulary repeatedly.

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ILMIY MAQOLA

Tog‘ay murod asarlaridagi shevaga xos so‘zlar va ularning adabiy tildagi variantlari

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Annotatsiya. Ushbu maqolada O‘zbekiston xalq yozuvchisi Tog‘ay Murodning «Yulduzlar mangu yonadi», «Oydinda yurgan odamlar» va «Otamdan qolgan dalalar» asarlarida qo‘llangan shevaga xos so‘zlar aniqlanib, ularning adabiy tildagi variantlari bilan qiyoslangan. Uch asardan 42 ta sheva birligi ajratib olinib, leksik, fonetik va grammatik turlarga bo‘lingan. Tahlil natijasida Surxon vohasi shevalariga, xususan, qipchoq lahjasiga xos belgilar yozuvchi tilida badiiy vosita sifatida xizmat qilishi ko‘rsatib berilgan.

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Kirish

O‘zbek tili o‘z tarixiy taraqqiyotida ko‘plab sheva va lahjalarni birlashtirgan boy tildir. Sheva — ma’lum bir hudud aholisining jonli so‘zlashuv nutqi bo‘lsa, adabiy til barcha uchun umumiy, me’yorga solingan til hisoblanadi. Badiiy asarda shevaga xos so‘zlar, ya’ni dialektizmlar, voqea sodir bo‘layotgan joyni, davr va muhitni o‘quvchi ko‘z oldida jonlantirish uchun qo‘llanadi [6]. S. Ashirboyev dialektizmlarni badiiy adabiyotda uchraydigan shevaga oid fonetik, morfologik va leksik birliklar deb ta’riflaydi va ularni shu yo‘sinda turlarga ajratadi [4].

Tog‘ay Murod (1948–2003) Surxon vohasida tug‘ilib o‘sgan, el tilini mukammal bilgan adib. Uning asarlarida muallif nutqi ham, qahramonlar nutqi ham voha qishlog‘ining jonli tiliga yaqin. Ayniqsa, qisqa jumlalar, takrorlar va doston ohangi sheva so‘zlarini yanada bo‘rttirib ko‘rsatadi. Shu bois yozuvchi asarlarini sheva va adabiy til munosabati nuqtayi nazaridan o‘rganish dolzarb masaladir.

Tadqiqotning maqsadi — Tog‘ay Murodning uch asaridan shevaga xos so‘zlarni topish, ularning adabiy tildagi variantini aniqlash va farqning turini belgilashdir. Shu maqsadda quyidagi vazifalar qo‘yildi: asarlardan sheva birliklarini ajratib olish; har birini adabiy til me’yori bilan qiyoslash; birliklarni leksik, fonetik va grammatik turlarga bo‘lish; ularning asardagi badiiy vazifasini izohlash.

Tadqiqot usullari

Tadqiqot manbasi sifatida yozuvchining «Yulduzlar mangu yonadi» qissasi [1], «Oydinda yurgan odamlar» kitobi [2] hamda «Otamdan qolgan dalalar» romani [3] olindi. «Oydinda yurgan odamlar» kitobi kirill yozuvida nashr etilgani uchun undan olingan misollar lotin yozuviga o‘girildi. Bu kitobda «Ot kishnagan oqshom» va «Oydinda yurgan odamlar» qissalari jamlangan bo‘lib, misollar har ikki qissadan keltirildi.

Ishda quyidagi usullardan foydalanildi. Birinchidan, *tanlab olish usuli*: asarlar sahifalari o‘qib chiqilib, adabiy tildan farq qiladigan so‘z va shakllar ajratildi. Ikkinchidan, *qiyosiy usul*: har bir birlik «O‘zbek tilining izohli lug‘ati» [7] va o‘zbek dialektologiyasiga oid darsliklar [4], [5] asosida adabiy tildagi varianti bilan solishtirildi. Uchinchidan, *tasniflash usuli*: birliklar farq qaysi sathda namoyon bo‘lishiga ko‘ra leksik, fonetik va grammatik turlarga bo‘lindi. Har bir birlik uchun asardan misol jumla keltirildi.

Natijalar

Uch asardan jami 42 ta sheva birligi aniqlandi: har bir asardan 14 tadan. Ulardan 25 tasi (taxminan 60 foiz) leksik, 11 tasi (26 foiz) fonetik, 6 tasi (14 foiz) grammatik dialektizmdir. Eng xarakterli misollar 1-jadvalda berildi.

1-jadval. Shevaga xos so‘zlar va ularning adabiy tildagi variantlari

Shevadagi shakl	Adabiy tildagi varianti	Asar	Turi
bova	bobo	«Yulduzlar mangu yonadi»	leksik
qabat	yon, yonida	«Yulduzlar mangu yonadi»	leksik
cho‘pchak	ertak	«Yulduzlar mangu yonadi»	leksik
ishtonbov, boyla	ishtonbog‘, bog‘la	«Yulduzlar mangu yonadi»	fonetik
deguvchi edingiz	der edingiz	«Yulduzlar mangu yonadi»	grammatik
ena	ona	«Oydinda yurgan odamlar»	leksik
ini	uka	«Oydinda yurgan odamlar»	leksik
to‘yxat	taklifnoma	«Oydinda yurgan odamlar»	leksik
g‘ilam	gilam	«Oydinda yurgan odamlar»	fonetik
innaykeyin	undan keyin	«Oydinda yurgan odamlar»	fonetik
momo	buvi	«Otamdan qolgan dalalar»	leksik
moyak	tuxum	«Otamdan qolgan dalalar»	leksik
jigit	yigit	«Otamdan qolgan dalalar»	fonetik
yerlamoq	yerga tushmoq	«Otamdan qolgan dalalar»	grammatik
Ziyodni onasi	Ziyodning onasi	«Otamdan qolgan dalalar»	grammatik

«Yulduzlar mangu yonadi» qissasida leksik dialektizmlar ustun turadi. Masalan, keksa kishiga hurmat bilan murojaat qilishda *bova* so‘zi ishlatiladi: «Rais bova, manavi polvonlarga duo bering» **[1]**. *Qabat* so‘zi «yon, yonida» ma’nosida keladi: «...qabatida o‘tirmish Mamat bobo tizzasiga kaft qo‘ydi». Ertak o‘rnida *cho‘pchak*, eshak o‘rnida *hangi*, tong o‘rnida *azon*, suhbat o‘rnida *gurung*, iyak o‘rnida *chakak* so‘zlari qo‘llangan. «Popukli ishtonbov boyla, belni ushlaydi!» jumlasida esa ikki fonetik hodisa bor: *ishtonbog‘ — ishtonbov*, *bog‘la — boyla*. Qissada *bo‘p* (bo‘lib), *bot* (bor) kabi tovush o‘zgarishlari hamda «deguvchi edingiz» (der edingiz) kabi grammatik shakllar ham uchraydi.

«Oydinda yurgan odamlar» kitobida qarindoshlik va kundalik hayotga oid so‘zlar ko‘p. Ona *ena* («Enam to‘yda»), uka *ini* («Siz Eson inimizni kim deb o‘ylayapsiz?»), qo‘shni *hamsoya*, bo‘ydoq yigit *bo‘zbola* deb ataladi **[2]**. To‘yga taklif qilish uchun yuboriladigan xat *to‘yxat* deyiladi: «...Obshir qishlog‘idan to‘yxat keldi». Fonetik farqlarga *g‘ilam* (gilam), *do‘xtir* (shifokor), *innaykeyin* (undan keyin), *egashdim* (ergashdim) misol bo‘la oladi. *Yog‘* so‘zi «tomon» ma’nosida keladi: «U goh o‘ng, goh chap yog‘iga ag‘nadi». Bolani maqtash uchun aytiladigan «O‘lma!» iborasi adabiy tildagi «Barakalla!» ma’nosini beradi.

«Otamdan qolgan dalalar» romanida grammatik dialektizmlar boshqa asarlarga qaraganda ko‘proq. Qaratqich kelishigi qo‘shimchasi *-ning* o‘rnida *-ni* ishlatiladi: «Ziyodni onasi zarda bilan eshak niqtalaydi» **[3]**. Jo‘nalish kelishigi qo‘shimchasi tushib qoladi: «Men oshxona chopaman», «Tonglay ayvon qarayman». Otdan *-la* qo‘shimchasi yordamida fe’l yasaladi: *ichkarilamoq* (ichkariga kirmoq), *yerlamoq* (yerga tushmoq). O‘tgan zamon «bilib edim» (bilgan edim) shaklida beriladi. Leksik birliklardan *momo* (buvi), *ul* (o‘g‘il), *moyak* (tuxum), *iyarmoq* (ergashmoq), *ushoq* (mayda, kichkina), *mengzamoq* (o‘xshamoq) qayd etildi. *Jigit* (yigit), *maylis* (majlis) so‘zlarida esa tovush almashinuvi kuzatiladi.

Muhokama

Natijalar shuni ko‘rsatadiki, Tog‘ay Murod asarlarida sheva so‘zlari tasodifiy emas, balki ongli ravishda, muayyan badiiy maqsadda qo‘llangan. Birinchidan, leksik dialektizmlarning eng katta guruhini qarindoshlik atamalari (*ena, momo, bova, ini*) tashkil etadi. Bu so‘zlar oilaviy munosabatlarni xalqona ohangda ifodalab, qahramonlarni o‘z muhitida tabiiy ko‘rsatadi. *Ini, ul* kabi so‘zlar qadimgi turkiy qatlamga borib taqalishi bilan ham ahamiyatli.

Ikkinchidan, *jigit* so‘zidagi so‘z boshida *y* o‘rniga *j* kelishi o‘zbek shevalarining «j»lovchi guruhiga, ya’ni qipchoq lahjasiga xos belgi hisoblanadi **[4]**, **[5]**. Surxon vohasidagi ko‘plab shevalar shu guruhga mansubligi sababli yozuvchi tilida bu xususiyat tabiiy ravishda aks etgan. *G‘ ~ v*, *g‘ ~ y* almashinuvi (*ishtonbov, boyla*), so‘zlarning qisqarishi (*bo‘p, innaykeyin*) ham jonli nutqqa xos hodisalardir.

Uchinchidan, grammatik dialektizmlarning asosan «Otamdan qolgan dalalar» romanida jamlangani diqqatga sazovor. Romanda voqealar Dehqonqul tilidan, birinchi shaxs nomidan hikoya qilinadi. Shu sababli «Ziyodni onasi», «ayvon qarayman» kabi shakllar qahramon nutqini xalqona va samimiy qiladi. Shu bilan birga, bu shakllar romandagi doston ohangi va takrorlar bilan uyg‘unlashib, asarga o‘ziga xos ritm bag‘ishlaydi.

Shuni ham ta’kidlash kerakki, yozuvchi sheva so‘zlarini izohsiz beradi, o‘quvchi esa ularning ma’nosini matn mazmunidan anglab oladi. Biroq boshqa hudud o‘quvchilari, ayniqsa, yosh avlod uchun bunday so‘zlar tushunishda qiyinchilik tug‘dirishi mumkin. Shu bois maktab va oliy ta’limda Tog‘ay Murod asarlarini o‘rganishda sheva so‘zlarining adabiy variantlarini ko‘rsatuvchi qiyosiy lug‘atlardan foydalanish foydali bo‘ladi.

Xulosa

Tog‘ay Murodning uch asaridan aniqlangan 42 ta sheva birligi yozuvchi tilining Surxon vohasi shevalari bilan uzviy bog‘liqligini ko‘rsatadi. Ularning ko‘pchiligi leksik dialektizmlar bo‘lib, qarindoshlik, ro‘zg‘or, chorvachilik va kundalik hayotga oid so‘zlardan iborat. Fonetik va grammatik dialektizmlar esa qipchoq lahjasiga xos belgilarni aks ettiradi. Yozuvchi sheva so‘zlaridan milliy ruh, xalqona ohang va qahramonlar xarakterini yaratish vositasi sifatida mohirona foydalangan. Tadqiqot natijalaridan o‘zbek dialektologiyasi va badiiy matn tahlili bo‘yicha mashg‘ulotlarda foydalanish mumkin.

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ILMIY MAQOLA

Tashkilotning ichki muhitini baholash: resurslar, dinamik imkoniyatlar va raqobat ustunligini shakllantiruvchi kompetensiyalar

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Annotatsiya. Mazkur maqolada tashkilotning ichki muhitini baholashning nazariy va amaliy jihatlari, resurslarning strategik ahamiyati, dinamik imkoniyatlarning shakllanishi hamda asosiy kompetensiyalarning barqaror raqobat ustunligini ta’minlashdagi o‘rni tadqiq etiladi. Tadqiqotning nazariy asosini J. Barney tomonidan ishlab chiqilgan resurslarga asoslangan yondashuv (Resource-Based View — RBV) hamda D. Teece, G. Pisano va A. Shuen tomonidan rivojlantirilgan dinamik imkoniyatlar nazariyasi tashkil etadi. Tadqiqot obyekti sifatida O‘zbekistonning maishiy texnika ishlab chiqarish sohasida faoliyat yurituvchi Artel Electronics kompaniyasi tanlangan. Kompaniya faoliyati resurslarga asoslangan yondashuv (RBV), dinamik imkoniyatlar nazariyasi va VRIO modeli asosida tahlil qilinadi. Tadqiqot natijasida moddiy, moliyaviy, inson kapitali va texnologik resurslarning o‘zaro uyg‘unligi tashkilotning raqobatbardoshligini ta’minlashdagi muhim omil ekanligi asoslanadi.

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Kirish.

Zamonaviy iqtisodiyotda tashkilotlarning uzoq muddatli muvaffaqiyati nafaqat tashqi bozor sharoitlariga moslashish, balki o‘z ichki resurslari va imkoniyatlaridan qay darajada samarali foydalanishiga ham bog‘liq. Texnologik taraqqiyot, iste’molchilar talabining o‘zgarishi, raqobatning kuchayishi va raqamlashtirish jarayonlari korxonalardan mavjud resurslarini muntazam tahlil qilish hamda yangi kompetensiyalarni shakllantirishni talab etmoqda.

Strategik menejment nuqtayi nazaridan, bir xil tashqi muhitda faoliyat yuritadigan tashkilotlarning natijalari turlicha bo‘lishi mumkin. Buning sababi ularning moliyaviy resurslari, xodimlar malakasi, texnologik bazasi, boshqaruv sifati, tashkiliy madaniyati va bilimlarni qo‘llash qobiliyati bilan izohlanadi. Demak, raqobat ustunligini faqat bozor ulushi yoki ishlab chiqarish hajmi bilan emas, balki tashkilot ichidagi resurslarning sifati va ulardan foydalanish mexanizmlari bilan ham baholash zarur.

Adabiyotlar tahlili

J. Barney 1991-yilda chop etilgan “Firm Resources and Sustained Competitive Advantage” maqolasida tashkilot resurslari o‘rtasidagi farqlarni barqaror raqobat ustunligining muhim manbalaridan biri sifatida asoslagan. Muallif resurslarning qiymati, noyobligi, taqlid qilish qiyinligi va o‘rnini bosuvchi muqobillarning mavjudligini tahlil qilishni taklif etgan. [1]

Robert M. Grant (1991) The Resource-Based Theory of Competitive Advantage: Implications for Strategy Formulation maqolasida resurslar va tashkilotning imkoniyatlari o‘rtasidagi bog‘liqlikka e’tibor qaratgan. U strategiyani shakllantirishda resurslarni aniqlash, tashkilotning imkoniyatlarini baholash, rentabellik salohiyatini tahlil qilish va resurslarni rivojlantirish muhimligini ta’kidlaydi. Grantning yondashuvi resurslarni oddiy ro‘yxat shaklida aniqlash bilan cheklanmay, ularni strategik maqsadlarga yo‘naltirish zarurligini ko‘rsatadi. [2]

Resurslarga asoslangan yondashuvning muhim rivojlanish yo‘nalishlaridan biri dinamik imkoniyatlar nazariyasidir. David Teece, Gary Pisano va Amy Shuen (1997) Dynamic Capabilities and Strategic Management maqolasida tashkilotlarning tez o‘zgaruvchan texnologik va raqobat sharoitlarida o‘z kompetensiyalarini shakllantirish, birlashtirish va qayta tashkil etish qobiliyatini o‘rgangan. Mualliflar dinamik imkoniyatlarni tashkilotning ichki va tashqi kompetensiyalarini o‘zgaruvchan muhitga moslashtirishga xizmat qiladigan strategik qobiliyatlar sifatida izohlaydi. Ushbu nazariya tashkilotning raqobat ustunligini faqat mavjud resurslar bilan tushuntirish yetarli emasligini, resurslar va kompetensiyalarni yangilash qobiliyati ham muhimligini ko‘rsatadi. [3]

C. K. Prahalad va Gary Hamel (1990) tomonidan yozilgan The Core Competence of the Corporation maqolasi tashkilotning asosiy kompetensiyalarini o‘rganishda muhim manbalardan biri hisoblanadi. Mualliflar asosiy kompetensiyalarni turli ishlab chiqarish ko‘nikmalarini muvofiqlashtirish va texnologiyalarni birlashtirishga imkon beradigan jamoaviy bilimlar sifatida izohlaydi. Ularning yondashuvida asosiy kompetensiyalar bir nechta bozorlarda qo‘llanishi, iste’molchi uchun qiymat yaratishi va raqobatchilar tomonidan takrorlanishi qiyin bo‘lishi bilan ajralib turadi. [4]

Mazkur tadqiqotning ahamiyati shundaki, u tashkilotning muvaffaqiyatini faqat alohida mahsulotlar yoki biznes yo‘nalishlari bilan emas, balki ularni yaratishga imkon beradigan chuqur bilim va ko‘nikmalar bilan bog‘laydi. Bu esa ichki muhitni baholashda xodimlarning individual malakasidan tashqari, jamoaviy tajriba, bilim almashinuvi va bo‘limlararo hamkorlikni ham o‘rganish zarurligini ko‘rsatadi.

Prahalad va Hamelning qarashlarini Barney nazariyasi bilan qiyoslaganda, muhim farq ko‘zga tashlanadi: Barney strategik resurslarning raqobat ustunligini yaratish salohiyatiga e’tibor qaratsa, Prahalad va Hamel turli resurslar hamda bilimlarni birlashtiruvchi asosiy kompetensiyalarning rolini ta’kidlaydi. Shu jihatdan mazkur yondashuvlar bir-birini to‘ldiradi.

Tahlil va natijalar

Tashkilotning ichki muhiti — uning strategik maqsadlariga erishishiga ta’sir qiluvchi resurslar, tashkiliy tuzilma, boshqaruv jarayonlari, xodimlar kompetensiyalari, texnologiyalar va korporativ madaniyat majmuasidir.

Ichki muhitni baholash tashkilotning nimalarga egaligini, nimalarni samarali bajara olishini va qaysi yo‘nalishlarda rivojlanishi kerakligini aniqlash imkonini beradi.



1-rasm. Tashkilot ichki muhitining asosiy elementlari.

Ushbu elementlar bir-biridan mustaqil holda emas, balki o‘zaro bog‘liq tizim sifatida faoliyat yuritadi. Masalan, zamonaviy uskunalarga ega korxona malakali mutaxassislar va samarali boshqaruv tizimisiz ulardan to‘liq foydalana olmasligi mumkin. Xuddi shuningdek, malakali xodimlar mavjud bo‘lsa-da, ularning tashabbusini qo‘llab-quvvatlaydigan tashkiliy madaniyat shakllanmagan bo‘lsa, innovatsion natijalar cheklanishi ehtimoli yuqori.

Shuning uchun ichki muhitni baholashda resurslarning miqdori bilan bir qatorda ularning sifati, o‘zaro uyg‘unligi va strategik maqsadlarga xizmat qilish darajasi ham hisobga olinishi kerak.

O‘zbekiston iqtisodiyotida tadbirkorlik subyektlarining faoliyati va tarkibi tashkilotlarning ichki salohiyatini rivojlantirish masalasini dolzarb qiladi. Milliy statistika qo‘mitasi ma’lumotlariga ko‘ra, 2025-yil 1-fevral holatida mamlakatda 525 036 ta, 2026-yil 1-fevral holatida esa 572 666 ta faoliyat yuritayotgan korxona va tashkilot qayd etilgan.[1]

Statistik ma’lumotlar ichki muhitni baholash masalasining iqtisodiy ahamiyatini ko‘rsatadi: korxonalar soni ortib borayotgan sharoitda tashkilotlar faqat bozorda mavjud bo‘lish bilan cheklanmay, o‘z faoliyatini samarali tashkil etishi, mijozlar uchun qiymat yaratishi va raqobatchilardan farqlanadigan ustunliklarni shakllantirishi lozim.

Mazkur statistik tahlil mamlakat miqyosidagi umumiy vaziyatni tavsiflaydi; u alohida korxonaning resurslari yoki moliyaviy natijalari bo‘yicha bevosita empirik xulosa bermaydi.

Resurslarga asoslangan yondashuv

Resurslarga asoslangan yondashuvga ko‘ra, tashkilotning barqaror raqobat ustunligi uning ichki resurslari va imkoniyatlaridan kelib chiqadi. Barney (1991) ushbu yondashuv orqali raqobatchilar o‘rtasidagi farqlarni faqat tashqi bozor sharoitlari bilan emas, balki korxonalar tasarrufidagi strategik resurslarning xususiyatlari bilan ham izohlagan.

Ushbu yondashuvni amaliyotga tatbiq etishda **VRIO** modeli muhim vosita hisoblanadi. Model to‘rtta mezon asosida tashkilot resurslarining strategik qiymatini baholaydi:

Value (qiymatlilik) – resurs tashkilotga xarajatlarni kamaytirish, mijozlar ehtiyojini qondirish, daromadni oshirish yoki tashqi tahdidlarga qarshi turishda yordam beradimi?

Rarity (noyoblik) – ushbu resurs raqobatchilarning aksariyatida mavjud emasmi yoki ularda cheklanganmi?

Imitability (taqlid qilish qiyinligi) – raqobatchilar ushbu resursni ko‘chirish, sotib olish yoki uning o‘rnini bosuvchi resursni yaratishda qiyinchilikka duch keladimi?

Organization (tashkilotning tayyorligi) – korxonada ushbu resursdan to‘liq foydalanish uchun tegishli boshqaruv tizimi, jarayonlar, rag‘batlantirish mexanizmlari va mas’uliyat taqsimoti mavjudmi?



2-rasm. VRIO tahlili.

Masalan, mahalliy oziq-ovqat ishlab chiqaruvchi korxonaning zamonaviy uskunalarga egaligini olaylik. Agar raqobatchilar ham xuddi shunday uskunalarni xarid qila olsa, bu resursning o‘zi uzoq muddatli ustunlik yaratmaydi. Ammo korxonada noyob retseptura, sifatli xomashyo yetkazib beruvchilar bilan uzoq muddatli aloqalar, kuchli brend va samarali ishlab chiqarish tajribasi mavjud bo‘lsa, ushbu resurslarning uyg‘unligi taqlid qilish qiyin bo‘lgan ustunlikni yuzaga keltirishi mumkin.

Demak, strategik ustunlik ko‘pincha bitta resursga emas, balki o‘zaro uyg‘unlashgan resurslar va tashkiliy imkoniyatlarga tayanadi.

Dinamik imkoniyatlar: mavjud resurslarni o‘zgartirish va yangilash qobiliyati.

Ichki muhitni baholashda faqat mavjud resurslarni aniqlash bilan cheklanib bo‘lmaydi. Tashkilotning o‘zgaruvchan bozor sharoitida ushbu resurslarni qayta tashkil etish va yangi imkoniyatlarni o‘zlashtirish qobiliyati ham muhimdir.

Teece, Pisano va Shuen (1997) dinamik imkoniyatlarni tez o‘zgaradigan texnologik va raqobat sharoitlarida tashkilotning ichki hamda tashqi kompetensiyalarini birlashtirish, shakllantirish va qayta konfiguratsiya qilish qobiliyati sifatida izohlaydi.[2]

Mazkur nazariyaga ko‘ra, dinamik imkoniyatlarning uchta asosiy yo‘nalishini ajratish mumkin.

1. **Seizing** — imkoniyatlarni aniqlash

Bozor tendensiyalari, mijozlar ehtiyojlari, texnologik yangiliklar va raqobatchilar faoliyatini kuzatish orqali yangi imkoniyatlarni aniqlash.

Masalan, mijozlar orasida ekologik qadoqlarga talab ortayotganini aniqlash.

2. **Seizing** — imkoniyatlardan foydalanish

Aniqlangan imkoniyatni investitsiya, yangi mahsulot, texnologiya yoki biznes modeliga aylantirish.

Masalan, ekologik qadoq ishlab chiqarish uchun yangi liniyaga investitsiya kiritish.

3. **Transforming** — tashkilotni qayta o‘zgartirish

Jarayonlar, resurslar, xodimlar malakasi va tashkiliy tuzilmani yangi sharoitga moslashtirish.

Bunga misol qilib eski ishlab chiqarish jarayonini avtomatlashtirish va xodimlarni yangi texnologiyaga o‘rgatish.

Mazkur jarayonlarning samaradorligi tashkilotning bilimlarni o‘zlashtirish, innovatsiyalarni joriy etish, xodimlarni qayta tayyorlash va qarorlarni tez qabul qilish qobiliyatiga bog‘liq. Masalan, raqamlashtirishni amalga oshirayotgan korxona yangi dasturiy ta’minot sotib olishi mumkin. Lekin xodimlar ushbu dasturdan foydalana olmasa yoki boshqaruv jarayonlari o‘zgarmasa, investitsiya kutilgan natijani bermasligi mumkin.

Shu sababli dinamik imkoniyatlar resurslardan foydalanish samaradorligini oshiradigan va tashkilotning uzoq muddatli moslashuvchanligini ta’minlaydigan muhim omil hisoblanadi.

Innovatsiyalar joriy qilgan korxona va tashkilotlar soni

Kesim	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
O‘zbekiston Respublikasi	304,0	151,0	149,0	196,0	187,0	761,0	852,0	935,0	933,0	1023,0	1024,0	1587,0	1217,0	1151,0	1323,0	5026,0	1835,0

3-rasm. O‘zbekiston Respublikasida innovatsiyalar joriy qilgan korxona va tashkilotlar soni.[3] (yillar kesimida).

O‘zbekiston Respublikasi Milliy statistika qo‘mitasining SIAT ma’lumotlar bazasiga ko‘ra, 2008–2024-yillar davomida innovatsiyalar joriy qilgan korxona va tashkilotlar sonida sezilarli o‘zgarishlar kuzatilgan. Jumladan, 2008-yilda innovatsiyalarni joriy qilgan korxonalar soni 304 tani tashkil etgan bo‘lsa, 2019-yilga kelib ushbu ko‘rsatkich 1 587 taga yetgan. Bu esa korxonalarda innovatsion faoliyatning rivojlanib borayotganini ko‘rsatadi. 2020–2021-yillarda mazkur ko‘rsatkichda pasayish kuzatilgan bo‘lsa, 2022-yilda 1 323 taga yetib, ijobiy o‘zgarish qayd etilgan. 2023-yilda innovatsiyalar joriy qilgan korxonalar soni 5 026 tani tashkil etgan, 2024-yilda esa 1 835 taga teng bo‘lgan.

Shuni alohida ta’kidlash kerakki, 2022-yildan boshlab statistik hisobga innovatsion ishlarni amalga oshirgan fermer xo‘jaliklari ma’lumotlari ham kiritilgan. Shu sababli 2023-yildagi keskin o‘sish va 2024-yildagi pasayishni faqat korxonalarning innovatsion faolligidagi real o‘zgarish sifatida talqin qilish mumkin emas. Statistik qamrovdagi o‘zgarishlar ham natijalarga ta’sir qilgan bo‘lishi mumkin.

Mazkur statistik tahlil tashkilotlarning innovatsion faoliyatini rivojlantirishda ichki resurslar va boshqaruv kompetensiyalarining ahamiyatini ko‘rsatadi. Xususan, innovatsiyalarni joriy etish moliyaviy resurslar, zamonaviy texnologiyalar, malakali inson kapitali va ilmiy-tadqiqot salohiyatining o‘zaro uyg‘unligini talab qiladi. Bunda tashkilotning dinamik imkoniyatlari mavjud resurslarni yangi sharoitlarga moslashtirish, texnologik o‘zgarishlardan foydalanish va innovatsion yechimlarni amaliyotga tatbiq etishda namoyon bo‘ladi.

Shunday qilib, innovatsion faoliyatni rivojlantirish tashkilot ichki muhitini takomillashtirish va raqobat ustunligini shakllantirishning muhim omillaridan biri hisoblanadi. Korxonalarning uzoq muddatli raqobatbardoshligi nafaqat innovatsiyalarni joriy etish soniga, balki ularning samaradorligi, iqtisodiy qiymati va tashkilotning strategik maqsadlariga qo‘shayotgan hissasiga ham bog‘liq.

Artel kompaniyasining ichki resurslarini tahlil qilish.

Artel Electronics kompaniyasining ichki resurslarini quyidagi yo‘nalishlarda ko‘rib chiqish mumkin.

Moddiy va ishlab chiqarish resurslari

Artel Electronics kompaniyasining rivojlanishida ishlab chiqarish infratuzilmasi muhim o‘rin egallaydi. Kompaniya 2011-yilda gaz plitalari ishlab chiqarish bilan faoliyatini boshlagan bo‘lsa, keyingi yillarda changyutkichlar, televizorlar, konditsionerlar, sovitkichlar va boshqa maishiy texnika mahsulotlarini ishlab chiqarish yo‘nalishlarini kengaytirdi.

Inson kapitali

Artelning 2016-yilda tashkil etilgan ilmiy-tadqiqot va yangi ishlanmalar markazi (Artel R&D) inson kapitalini innovatsion faoliyat bilan birlashtirishga misol bo‘la oladi. Kompaniyaning rasmiy ma'lumotlariga ko‘ra, markazda 60 dan ortiq mutaxassis faoliyat yuritadi.[4]

Texnologik va innovatsion resurslar

Rasmiy ma’lumotlarga ko‘ra, markazning maydoni 3 200 kvadrat metrni tashkil etadi va uning faoliyati davomida 400 dan ortiq loyiha amalga oshirilgan.[5]

Nomoddiy resurslar

Artelning o‘z brendidan tashqari Shivaki, Avalon, Vesta va Royal brendlari bilan ishlashi, shuningdek, Samsung kompaniyasining O‘zbekistondagi rasmiy mintaqaviy hamkori bo‘lishi uning brend portfeli va strategik hamkorlik imkoniyatlarini kengaytiradi.[6]

Tashkilotning ichki muhitini tahlil qilishda, avvalo, uning mavjud resurslari va ushbu resurslardan foydalanish darajasini o‘rganish zarur.

Artel Electronics kompaniyasining ichki resurslarini quyidagi yo‘nalishlarda ko‘rib chiqish mumkin.

Dastlab kompaniyani **VRIO** modeli asosida tahlil qilamiz:

Resurs yoki kompetensiya	V	R	I	O
Artel R&D markazi	Ha	Qisman	Qisman	Ha
Xalqaro hamkorlik	Ha	Qisman	Qisman	Ha
Ishlab chiqarish infratuzilmasi	Ha	Qisman	Yo‘q	Ha
Brend va mijozlar ishonchi	Ha	Qisman	Yo‘q	Ha
Mahsulot ishlab chiqarish tajribasi	Ha	Qisman	Qisman	Ha

VRIO tahlili shuni ko‘rsatadiki, ishlab chiqarish infratuzilmasi va brendning mavjudligi o‘z-o‘zidan uzoq muddatli raqobat ustunligini kafolatlamaydi. Buning uchun resurslar noyob, taqlid qilish qiyin va tashkilot tomonidan samarali boshqariladigan bo‘lishi kerak.

Ayniqsa, ishlab chiqarish tajribasi, ilmiy-tadqiqot salohiyati, xalqaro hamkorlik va tashkiliy bilimlarning birgalikda rivojlantirilishi kompaniya uchun muhim strategik imkoniyat hisoblanadi.

Kompaniyaning dinamik imkoniyatlarini tahlil qilish.

Sensing (imkoniyatlarni aniqlash)	Artel R&D markazining iste’molchilar ehtiyojlari va zamonaviy texnologiyalarni o‘rganishi
Seizing (imkoniyatlardan foydalanish)	Samsung bilan litsenziyali ishlab chiqarish hamkorligi va yangi mahsulot yo‘nalishlarini rivojlantirish
Transforming (resurslarni qayta tashkil etish)	Yangi ishlab chiqarish tizimlari va texnologiyalarini joriy etish va ishlab chiqarishni modernizatsiya qilish

Artelning rivojlanish tarixida ushbu uch bosqichni kuzatish mumkin. Jumladan, 2016-yilda R&D markazining tashkil etilishi innovatsion imkoniyatlarni aniqlash va rivojlantirishga, Samsung bilan litsenziyali ishlab chiqarish hamkorligi aniqlangan imkoniyatlardan foydalanishga, keyingi yillarda yangi ishlab chiqarish quvvatlarining tashkil etilishi esa resurslarni qayta tashkil etishga misol bo‘ladi.[7]

Demak, dinamik imkoniyatlar mavjud resurslarni shunchaki ko‘paytirish emas, balki ularni bozor talablariga muvofiq o‘zgartirish va yangi qiymat yaratishga yo‘naltirish jarayonidir.

Artel Electronics kompaniyasi misolida olib borilgan tahlil shuni ko‘rsatadiki, tashkilotning uzoq muddatli raqobatbardoshligini ta’minlashda ichki resurslar, dinamik imkoniyatlar va asosiy kompetensiyalar o‘zaro uzviy bog‘liq holda rivojlanishi muhim ahamiyatga ega. Kompaniyaning ishlab chiqarish infratuzilmasi, moliyaviy salohiyati, malakali inson kapitali, texnologik resurslari hamda shakllangan brend portfeli uning bozordagi mavqeini mustahkamlashga xizmat qiluvchi asosiy omillar hisoblanadi.

Tahlil natijalariga ko‘ra, Artelning strategik rivojlanishida innovatsion faoliyat va xalqaro hamkorlik alohida o‘rin egallaydi. Xususan, ilmiy-tadqiqot markazining tashkil etilishi, yangi ishlab chiqarish quvvatlarining ishga tushirilishi va xalqaro kompaniyalar bilan hamkorlik aloqalarining rivojlantirilishi tashkilotning dinamik imkoniyatlarini namoyon etadi. Bu jarayonlar kompaniyaga bozor talabidagi o‘zgarishlarga moslashish, mahsulot assortimentini kengaytirish va ishlab chiqarish samaradorligini oshirish imkonini beradi.

Xulosa.

Tadqiqot natijalari shuni ko‘rsatadiki, tashkilotning raqobatbardoshligi uning ichki resurslari, dinamik imkoniyatlari va asosiy kompetensiyalaridan samarali foydalanishiga bevosita bog‘liq. Artel Electronics kompaniyasi misolida ishlab chiqarish infratuzilmasi, inson kapitali, innovatsion faoliyat va xalqaro hamkorlik tashkilotning strategik rivojlanishida muhim ahamiyat kasb etishi aniqlandi.

Shuningdek, mavjud resurslarni zamonaviy texnologiyalar bilan uyg‘unlashtirish, bozor o‘zgarishlariga moslashish va innovatsion kompetensiyalarni rivojlantirish uzoq muddatli raqobat ustunligini shakllantirishning asosiy omillari hisoblanadi. Demak, tashkilotning muvaffaqiyati nafaqat resurslarga egalik qilish, balki ulardan samarali foydalanish va ularni noyob kompetensiyalarga aylantirish qobiliyati bilan belgilanadi.

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RESEARCH ARTICLE

Theoretical foundations, selection of content and methodological principles

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Abstract. The article examines the theoretical foundations of teaching English pronunciation within the framework of English language teaching methodology. It defines pronunciation as an integrated skill consisting of hearing (acoustic), uttering (motor) and meaning (semantic) components, and discusses the concept of approximation as the realistic target of pronunciation teaching in secondary and tertiary education. Special attention is paid to the criteria for selecting the pronunciation minimum, the typology of phonetic material, the imitative and analytical methods of presenting new sounds, and the main principles of forming pronunciation skills.

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Introduction. Pronunciation occupies a special place among the components of language material, because it is the physical form in which vocabulary and grammar become audible and, therefore, communicatively effective. A learner who knows thousands of words and complex grammatical structures but cannot make them intelligible in speech is unable to take part in real communication. For this reason, the formation of phonological competence, that is, of pronunciation and intonation subskills, is regarded as one of the central aims of English language teaching at school, academic lyceum, college and university (Jalolov, Makhkamova & Ashurov, 2014).

Despite its importance, pronunciation has for a long time been treated as a secondary matter in many classrooms, and teachers often feel uncertain about what to teach, in what order and by which methods (Kenworthy, 1987; Celce-Murcia, Brinton & Goodwin, 2010). In addition, the rise of communicative approaches has shifted attention to fluency and meaning, sometimes at the expense of systematic work on sounds, stress, rhythm and intonation. The aim of this article is therefore to systematise the main methodological ideas concerning the teaching of pronunciation: its essence, the selection and distribution of phonetic material, and the ways and principles of developing pronunciation skills. The article is based on the analytical-descriptive method, comparison of theoretical sources, and the generalisation of methodological experience.

The essence of teaching pronunciation. According to Jalolov et al. (2014), pronunciation consists of three interrelated parts: hearing (acoustic), uttering (motor) and meaning (semantic). Each of these parts has its own characteristics in every language, and a learner must master all three in order to use sounds communicatively. This view is consistent with the position that perception and production are inseparable: oral utterance is constantly controlled by the hearing analyser, and an inaccurately perceived sound is very likely to be produced inaccurately (Underhill, 1994).

The components of phonological competence include individual sounds, word and sentence stress, rhythm, rhyme and intonation. The authors distinguish *pronunciation skills*, defined as habits of phonetically correct pronunciation and recognition of the studied sounds in the speech of others, from *rhythmical-intonation skills*, defined as habits of producing and understanding speech that is correct in terms of intonation and rhythm. In its syntactic function, intonation distinguishes the communicative types of sentences; in its emotional function, it conveys the speaker's attitude to the interlocutor; and in its separating function, it helps to distinguish essential information from insignificant information.

A key question in the methodology is whether perfect, native-like pronunciation is a realistic goal. Methodologists answer that, in the conditions of institutional education, learners acquire an *approximated* foreign pronunciation. The idea of approximation means that the volume of phonetic material can be limited and that the quality of some sounds may be lower than that of native speakers. At the same time, approximation is not unlimited. Where a sound performs a phonemic function, that is, where its distortion changes meaning, the highest possible degree of accuracy must be sought. For English, the most important cases are the opposition of long and short vowels (*sheep – ship*) and the opposition of voiced and voiceless consonants, especially in the final position (*eyes – ice*, *back – bag*). By contrast, some slight deviations in the articulation of sounds such as /t/, /d/, /l/, /n/, /θ/ and /r/ are admissible, since they do not usually disrupt communication (Jalolov et al., 2014). This pragmatic orientation corresponds to the modern emphasis on intelligibility rather than accent elimination as the main goal of pronunciation teaching (Jenkins, 2000; Derwing & Munro, 2015).

The English pronunciation norm taught at school is Received Pronunciation (RP). The general regularities that learners must observe include the absence of palatalisation of consonants, the absence of devoicing of voiced consonants in the final position or before voiceless consonants, the careful observation of vowel length, and the placement of two stresses in long words.

The coursebook also addresses the timing of pronunciation instruction. Since pronunciation skill develops together with other speech skills, it is not logical to attach it to a particular grade or stage. A general order is recommended instead: almost all sounds are introduced at the initial stage; new sound combinations, stress and intonation are studied at the middle stage; and all pronunciation cases are developed further at the middle and higher stages. Throughout this process, listening to vocabulary and grammar material continuously supports the development of pronunciation skill.

Selection and distribution of pronunciation material. The pronunciation minimum is selected on the basis of the vocabulary and grammar minima and consists of the sounds, sound combinations, phonetic

cases and intonation patterns that learners must master. Jalolov et al. (2014) formulate four criteria for its selection:

Relevance to the needs of communication. The minimum includes all phonemes and intonemes that differentiate meaning, but not all of their positional variants. For secondary school, four basic intonation patterns corresponding to statements, imperatives, questions and exclamations are sufficient.

Appropriate style. The basis is the full, literary or academic style of pronunciation. Although it may seem more artificial, it is more suitable for educational purposes than the colloquial style, and forms such as *gimme*, *wanna* or *ain't gonna* are therefore excluded from active teaching.

Normativity. Dialectal pronunciation must not enter the minimum; learners follow the literary standard.

Prevalence. The phonetic units that are most frequently used in speech are included first.

An important distinction is made between active and passive minima. The active minimum, which learners use in speaking, admits approximation and works with a limited range of phonetic material, whereas in the passive minimum, which is needed for listening, learners may meet variants of English phonemes and must be able to recognise them. Unlike vocabulary and grammar, however, active and passive pronunciation units are not acquired one after another but simultaneously, because inner speech accompanies listening and outer speech accompanies utterance. The distribution of phonetic material follows two criteria, speech orientation and the distribution of difficulties, and it is predetermined by the lexical and grammatical distribution adopted in the textbook.

The methodological typology of phonetic material is intended to help the teacher choose rational techniques. Two approaches are described. In the first, all units of the minimum are divided into easy and difficult ones. In the second, only the difficult units, which form the *content of teaching pronunciation* (CTP), are classified, and they are divided into four groups: difficulties of articulation, of opposition, of position and of acoustics. Easy units, which learners acquire without special effort, are not practised through separate exercises. This principle saves time and concentrates the teacher's and the students' efforts on genuine problems. For Uzbek-speaking learners, such problems typically include diphthongs, which are foreign to their native phonetic system, the length contrast in vowels, and the voiced–voiceless contrast in word-final consonants (Jalolov et al., 2014).

Ways and principles of developing pronunciation skills. The smallest methodological notion is the *unit of pronunciation*, which covers a sound, a sound combination, a phonetic case and intonation. A *phonetic case* describes the position of a sound in a word or syllable, for example a voiced consonant at the end of a word, or the opposition of sounds, for example long versus short vowels. The widest notion is the *phonetic system*, which includes the phonetic systems of the mother tongue and of the second and foreign languages that the learner knows.

New pronunciation material is normally presented by the teacher's utterance of a phonetic unit and the learners' listening. Two ways of presentation are distinguished. The **imitative method** is natural and simple, but it relies on unconscious acquisition: the teacher must provide accurate models, and the learners need a sharp ear. It can be used independently when the learners' existing skills have a positive influence on the new sound. The **analytical method**, on the contrary, involves conscious work; learners understand how a sound is formed (the position of the tongue, lips and jaw, the role of the vocal cords), compare it with similar sounds and then reproduce it. This method develops logical thinking and is always accompanied by imitation. In practice, therefore, the two methods complement each other rather than compete (Kenworthy, 1987; Celce-Murcia et al., 2010).

Phonetic exercises are the main tool for turning knowledge into a skill. An exercise is a mental action directed at repetition, acquisition and improvement of ways of doing something. Typical exercises include listening discrimination of minimal pairs, repetition after the teacher or a recording, reading aloud, chants and rhymes, intonation drills with dialogues, and communicative tasks in which accurate pronunciation is needed for successful understanding.

Jalolov et al. (2014) formulate six principles for the teaching of pronunciation:

Use of comparative analysis of the phonetic systems of English and the learners' native language(s). The stable pronunciation habits of the native language often interfere with the acquisition of new

units, and comparison reveals similarities and differences. This corresponds to the contrastive tradition in applied linguistics (Lado, 1957).

Simultaneous formation of speech action and auditory images. Hearing and speech action form an inseparable unit.

Use of rational methods. Since only a limited number of units require the analytical approach, imitation is usually recommended as the main method.

Consideration of the specific features of the foreign language. The teacher must know both the learners' language experience and the phonetic norms of English.

Wide use of technical means. Learners should hear not only the live speech of the teacher but also recordings and the speech of other speakers.

Differentiated presentation. Depending on difficulty, a unit is presented in a sentence, in a word or in isolation.

The fifth principle has gained special importance in the digital age. Audio and video materials, speech-recognition applications and online dictionaries with audio models allow learners to practise independently, to compare their own speech with authentic models and to receive immediate feedback. According to the coursebook, audio and video means help students to perceive intonation and pronunciation more easily, and watching films or documentaries gives them the chance to hear native speakers (Jalolov et al., 2014). Technology, however, supplements and does not replace the teacher, who remains responsible for diagnosing difficulties and for motivating learners.

Discussion and practical recommendations. The analysis shows that the Uzbek methodological approach to teaching pronunciation is consistent with the main international ideas: the priority of intelligibility, the integration of perception and production, the contrastive analysis of languages, and the combination of imitation with conscious analysis. Several recommendations for classroom practice follow from this.

First, teachers should plan pronunciation work systematically, selecting from the pronunciation minimum those units that really cause difficulty, instead of drilling everything equally. Second, priority should be given to features that affect meaning, namely vowel length, final voicing, word stress and the basic intonation patterns. Third, pronunciation should be integrated into lessons on vocabulary, grammar, listening and speaking, since the skills are acquired together. Fourth, short, regular practice is more effective than occasional long drills. Fifth, feedback should be positive and focused: instead of correcting every mistake, the teacher should concentrate on errors that hinder understanding. Finally, teachers should use audio-visual and digital resources to provide learners with varied models of speech, while serving as accurate models themselves.

Conclusion. Teaching pronunciation is a complex methodological task because pronunciation is a unity of hearing, motor and semantic components that is closely connected with vocabulary and grammar. The realistic goal of instruction in an educational setting is approximated, intelligible pronunciation, with the highest accuracy required in cases where a sound distinguishes meaning. The selection of the pronunciation minimum according to the criteria of communicative need, style, normativity and prevalence, the typology of phonetic material, the balanced use of imitative and analytical methods, and the observance of the principles of comparative analysis, rational methods and the use of technical means create a scientific basis for effective teaching. Further research may focus on the empirical testing of specific sets of exercises for Uzbek-speaking learners and on the use of digital technologies in developing their phonological competence.

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RESEARCH ARTICLE

The effectiveness of the total physical response (tpr) method in teaching vocabulary to a2-level EFL learners

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Abstract. Vocabulary is a fundamental pillar of language competence, and for learners at the A2 level of the Common European Framework of Reference (CEFR), the challenge of building a functional lexical store is both urgent and concrete. This article examines the effectiveness of Total Physical Response (TPR) — a method developed by James Asher that links language input directly to physical action — as an approach to vocabulary instruction for A2-level EFL learners. Drawing on meta-analytic evidence, classroom-based research, and theoretical accounts of how TPR supports vocabulary acquisition, the article addresses three organising questions: what vocabulary TPR is best suited to teach, who benefits most from TPR instruction at the A2 level, and how TPR should be implemented to maximise vocabulary gains. The meta-analysis by Celik et al. (2021), which yielded an overall effect size of 1.131 across 13 studies, provides the quantitative foundation for the argument that TPR is not merely a motivational strategy but a demonstrably effective vehicle for vocabulary learning — one whose particular strengths align closely with the needs and characteristics of A2-level EFL learners.

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Introduction

When James Asher developed Total Physical Response in the 1970s at San Jose State University, he drew on a deceptively simple observation: that children acquire their first language not by studying it but by responding to it — listening, understanding, and acting before they ever speak (Samieva, 2016). Commands such as "stand up," "turn around," and "point to the window" are not merely classroom instructions; they are the raw material of early language acquisition, pairing sound and meaning with visible, memorable physical responses. Asher's insight was that this natural pathway — comprehension before production, action before articulation — could be replicated in the second-language classroom to accelerate vocabulary learning and reduce the anxiety that so often accompanies it.

For learners at the A2 level of the CEFR, who have crossed the threshold of basic English but whose vocabulary remains limited and fragile, the question of how to build a larger and more reliable lexical store is among the most pressing concerns of language instruction. This article argues that TPR offers a well-evidenced and practically viable answer to that question. To make the case, it addresses three questions in turn: what vocabulary TPR is best suited to develop at the A2 level; who among A2-level EFL learners stands to benefit most from TPR instruction; and how TPR can be implemented in the classroom to produce durable vocabulary gains. Across these three questions, the article draws on Asher's original theoretical framework as described by Samieva (2016), the meta-analytic synthesis of TPR research conducted by Celik et al. (2021), experimental findings reported by Liu et al. (2024), and practical guidance from the Board of Education of the City of New York (1994).

What to Teach: Vocabulary Best Suited to TPR

TPR is not a general-purpose vocabulary method that can be applied with equal ease to any word in the English lexicon. Its defining characteristic — the pairing of language input with physical response — makes it especially well suited to a particular category of vocabulary: words whose meaning can be enacted, demonstrated, or pointed to. Action verbs form the natural core of TPR-based vocabulary instruction. Words such as stand, sit, walk, run, jump, open, close, pick up, put down, point, touch, look, listen, and write lend themselves directly to physical demonstration: the teacher says the word and performs the action, and learners immediately perceive and internalise the connection between sound and meaning through their own bodies rather than through translation or definition.

Beyond action verbs, TPR handles concrete nouns effectively when they can be made physically present or pointed to: classroom objects such as a book, a chair, a window, and a door; body parts such as head, shoulder, arm, and knee; and everyday items that can be brought into the classroom or represented by realia. Celik et al. (2021) identify the use of pictures and realia — alongside songs, stories, and games — as among the ten analytical themes consistently associated with successful TPR vocabulary instruction across 13 studies. This evidence suggests that the physical environment of the A2 classroom can be treated as a vocabulary resource in its own right: every object in the room is a potential target word, and every routine action the teacher performs is an opportunity for lexical input.

The vocabulary most urgently needed at the A2 level is precisely the high-frequency, concrete, and everyday language that TPR handles best. A2 learners typically command a passive vocabulary of 500 to 1,000 words and need to expand it toward the 2,000 most frequent English word families that form the functional core of everyday spoken and written communication. Many of the words in this high-frequency band — particularly the verbs and concrete nouns that populate everyday speech — are exactly the words that can be taught through physical response. The alignment between what A2 learners need to learn and what TPR is structurally equipped to teach is thus not coincidental: at this level, the method's natural affordances serve the learner's genuine vocabulary needs.

Who Benefits: A2-Level EFL Learners and the Case for TPR

The A2-level EFL learner is defined by the CEFR as someone who can understand frequently used expressions relating to familiar areas and communicate in simple, routine tasks. Beneath this description lies a learner population that is heterogeneous in many respects — in age, in learning context, in prior language experience, in preferred learning style — but shares several characteristics that make TPR a particularly appropriate instructional approach.

The first of these characteristics is the reliance on the classroom as the primary, and often the only, source of English input. EFL learners at the A2 level, studying in countries where English is not the lan-

guage of daily life, rarely encounter the target language outside the classroom in ways that systematically build vocabulary. This places considerable pressure on classroom instruction to supply what the environment does not, and it makes deliberate, teacher-guided vocabulary teaching especially important. TPR addresses this need directly: by presenting vocabulary through structured physical routines, it creates the kind of rich, multi-sensory encounter with new words that makes them memorable and reduces dependence on rote translation.

The second characteristic is anxiety. Many A2-level learners carry a significant degree of language anxiety, particularly around speaking, and this anxiety impedes vocabulary acquisition by narrowing attention and reducing the willingness to engage with new material. Asher's method was designed with this in mind: the initial silent period of TPR, during which learners respond physically to commands without being required to speak, removes the pressure of oral production and allows the new vocabulary to be processed in a lower-stakes environment (Samieva, 2016). The Board of Education of the City of New York (1994) explicitly identifies TPR as a strategy for learners who are struggling in language-rich but supportive classrooms, noting its value for reducing the cognitive and affective demands of early vocabulary learning.

The third characteristic concerns age and the capacity for kinesthetic engagement. Celik et al.'s (2021) meta-analysis disaggregates its overall effect size of 1.131 by learner age, finding an effect size of 0.942 for young learners and a notably higher effect size of 1.717 for adult learners. Both figures represent large and meaningful advantages for TPR over comparison conditions, and both apply to EFL settings. The finding that adult learners show particularly strong gains under TPR is worth dwelling on: it challenges any assumption that TPR is primarily a method for young children, and suggests that the bodily, kinesthetic engagement it entails is effective across the age range. For A2-level EFL classrooms, which may include learners from elementary school through adulthood, this breadth of applicability is an important practical advantage.

A fourth relevant characteristic is ability level within the A2 band. Liu et al. (2024) found that while traditional TPR — in which the teacher provides the gestures that learners imitate — is more effective for lower-ability learners, a personalized TPR approach — in which learners create their own gestures for new words — produced significantly greater gains for higher-ability students (post-test mean of 80.31 for the experimental group versus 42.75 for the control group, $F(1, 72) = 12.75$, $p = .00$). This finding has an important implication for A2-level instruction: the A2 band contains learners at different points within the level, and a differentiated approach — offering structured, teacher-led TPR to those with weaker foundations while extending personalized, student-generated gesture to those with stronger ones — can serve the full range of learners within the same classroom.

How to Teach: Implementing TPR for Vocabulary Gains

The theoretical grounding of TPR rests on three interconnected hypotheses that Asher developed to explain why linking language to physical action supports acquisition (Samieva, 2016). The first is the bioprogram hypothesis: that human beings are biologically prepared to acquire language through a sequence that begins with listening and responding before it moves to speaking, just as infants comprehend and act on language long before they produce it. The second is the brain lateralization hypothesis: that physical, motor-based activity engages the right hemisphere of the brain, which complements the left hemisphere's role in analytical language processing, and that this bilateral engagement deepens the memory trace left by a new word. The third is the stress-reduction hypothesis: that a method which requires no speaking at the outset and no explicit error correction reduces the affective filter that blocks language acquisition in anxious learners. Together, these three hypotheses predict that vocabulary learned through physical response will be acquired faster, retained longer, and recalled more readily than vocabulary learned through purely cognitive means — a prediction that the meta-analytic evidence broadly supports (Celik et al., 2021).

In practice, a TPR-based vocabulary lesson at the A2 level typically moves through three phases. In the first phase, the teacher models both the language and the action, saying each target word or phrase aloud while performing the corresponding movement: "Stand up" (stands up), "Sit down" (sits down), "Turn around" (turns around). Learners observe without pressure to respond. In the second phase, the teacher issues the commands and learners respond physically, gradually performing the actions without seeing the teacher's model. The teacher monitors responses, provides corrective feedback through re-demonstration rather than explicit correction, and varies the pace and sequence of commands to maintain attention. In the third phase, individual learners or pairs take over the role of commander, issuing instructions to classmates and observing their re-

sponses — a role-reversal that moves learners from comprehension toward production and consolidates the vocabulary through active retrieval.

Celik et al.'s (2021) synthesis of best practices across 13 studies identifies several implementation features associated with stronger vocabulary outcomes. Class size matters: groups of 24 or fewer allow the teacher to monitor physical responses and provide timely corrective feedback. The physical and emotional environment should be stress-free and supportive, with emphasis on participation rather than correctness. Songs, stories, and games embedded within TPR sequences extend and vary the vocabulary encounter beyond the basic command-response cycle. Written forms of target words should be introduced alongside or following the physical activity, so that learners connect their embodied knowledge of a word's meaning to its orthographic representation — a connection that supports both reading and spelling at the A2 level. Pair work provides additional production opportunities and distributes the cognitive load of command-giving across the class.

Liu et al. (2024) add a further layer of implementation guidance through their comparison of traditional and personalized TPR. In their study of Taiwanese elementary EFL learners working with 40 target words drawn from nursery songs, they found that asking learners to generate their own gestures for new words — rather than imitating the teacher's gestures — produced significantly higher post-test scores for learners at higher ability levels. The act of creating a personal gesture requires the learner to think deeply about the meaning of the word, to find a movement that captures that meaning, and to commit the connection to memory in a highly individual and therefore memorable way. For A2 learners who are ready to take a more active role in their own vocabulary learning, this personalized variant of TPR represents a natural and evidence-supported extension of the method.

Conclusion

The three questions that organise this article — what to teach, who to teach, and how to teach — converge on a coherent and evidence-based account of TPR as a vocabulary instruction method for A2-level EFL learners. What TPR teaches most effectively is the concrete, high-frequency vocabulary — action verbs, tangible nouns, classroom commands — that forms the foundation of the 2,000-word lexical core A2 learners need most urgently. Who benefits most from TPR instruction are precisely those learners whose characteristics align with the method's strengths: A2-level EFL learners who rely on the classroom for vocabulary input, whose language anxiety makes silent, action-based engagement preferable to immediate spoken production, and whose varying ability levels within the A2 band can be served by differentiating between traditional and personalized TPR. How TPR should be implemented, at its best, involves a structured three-phase progression from teacher modelling to guided physical response to learner-generated production, supported by a stress-free environment, manageable class sizes, rich sensory materials, and systematic attention to the written forms of target words.

The quantitative foundation for these conclusions is substantial. Celik et al.'s (2021) meta-analysis of 13 studies yielded an overall effect size of 1.131 — classified as strong by conventional standards — with statistically significant results across both young and adult learner populations ($z = 5.62$, $p < 0.01$). Liu et al.'s (2024) experimental findings demonstrate that personalized TPR can push vocabulary gains significantly higher still for capable learners. Taken together, these results make a compelling case: for A2-level EFL learners who need a structured, memorable, and motivating path to vocabulary growth, TPR is not a supplementary activity to be deployed occasionally for variety but a principled instructional method whose effectiveness the evidence firmly supports.

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ILMIY MAQOLA

Transport infratuzilmasining hududiy iqtisodiy rivojlanishga ta’siri

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MAQOLA HAQIDA

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Kalit so‘zlar: transport infratuzilmasi, hududiy rivojlanish, yalpi hududiy mahsulot, avtomobil yo‘llari, temir yo‘l, bozorga kirish imkoniyati, aglomeratsiya, hududiy tafovut, logistika, elastiklik

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Annotatsiya. Maqolada yo‘l va temir yo‘l tarmog‘i hududlarning iqtisodiy rivojlanishiga qaysi yo‘llar bilan ta’sir qilishi o‘rganilgan. Davlat kapitali unumdorligi, yangi iqtisodiy geografiya va savdo xarajatlari bo‘yicha yondashuvlar solishtirilgan. O‘zbekistonning 13 ta hududi bo‘yicha 2025-yilgi rasmiy ma’lumotlar asosida yo‘llar bilan ta’minlanganlik va aholi jon boshiga yalpi hududiy mahsulot o‘rtasidagi bog‘liqlik korrelyatsion va regressiya tahlili yordamida baholangan, hududlarning to‘rt guruhli tipologiyasi tuzilgan. Angren–Pap temir yo‘li misolida loyihaning tashish xarajatlariga ta’siri, PF-21-son Farmon misolida esa davlatning 2030-yilgacha bo‘lgan transport maqsadlari tahlil qilingan. Natijalar asosida har bir guruh uchun alohida transport siyosati taklif etilgan.

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Kirish (введение / introduction)

Har qanday hududning iqtisodiy imkoniyati uning boshqa hududlar bilan qanchalik oson bog‘lanishiga ko‘p jihatdan bog‘liq. Yaxshi yo‘l yoki temir yo‘l fermerga hosilini katta bozorga tezroq olib borishga, korxonaga xomashyoni arzonroq keltirishga, ishchiga esa uyidan uzoqroqdagi ish joyiga qatnashga imkon beradi. Shu bois transport loyihalari ko‘pincha hududlar o‘rtasidagi tafovutni qisqartirish vositasi sifatida tilga olinadi. Biroq har bir yangi yo‘l kutilgan samarani beradimi, degan savolga javob unchalik oddiy emas.

O‘zbekiston uchun bu savol ayniqsa dolzarb. Mamlakat dengizga chiqish imkoni yo‘q va qo‘shnilari ham dengizga chiqmaydigan, ya’ni ikki marta quruqlik bilan o‘ralgan davlatlar qatoriga kiradi. Bunday sharoitda transport xarajatlari eksport narxiga va ichki bozordagi raqobatga bevosita ta’sir ko‘rsatadi. 2026-yil fevralida yangilangan «O‘zbekiston – 2030» strategiyasida mamlakatni xalqaro transport-logistika tarmoqlariga chuqurroq integratsiya qilish va milliy transport tizimining salohiyatini oshirish alohida maqsad sifatida belgilangan[1].

So‘nggi yillarda ayrim siljishlar ko‘zga tashlanadi. Jahon bankining logistika samaradorligi indeksida O‘zbekiston 2018-yilda 99-o‘rinni egallagan bo‘lsa, 2023-yilda 88-o‘ringa ko‘tarildi va 2,6 ball to‘pladi[2]. Uzunligi qariyb 480 km bo‘lgan Xitoy – Qirg‘iziston – O‘zbekiston temir yo‘lining qurilishi esa 2026-yilda faol bosqichga o‘tdi[3]. Bunday yirik loyihalar qaysi hududlarga ko‘proq foyda keltirishini oldindan baholab bo‘lmasa, mablag‘ eng zarur joyga emas, eng ko‘zga ko‘rinadigan joyga yo‘naltirilishi mumkin.

Tadqiqotning maqsadi – transport infratuzilmasi hududlarning iqtisodiy rivojlanishiga qanday mexanizmlar orqali ta’sir qilishini aniqlash va O‘zbekiston hududlari misolida ushbu bog‘liqlikni baholab, har bir hudud turiga mos transport siyosati yo‘nalishlarini taklif etishdan iborat. Shu maqsadda quyidagi gipoteza ilgari surildi: hudud uchun yo‘llarning maydonga nisbatan zichligi emas, balki aholiga nisbatan yetarliligi va bozorlarga yetib borish imkoniyati muhimroq.

Adabiyotlar tahlili va metod (литература и метод / literature review)

Infratuzilmaning iqtisodiy o‘sishga qo‘shgan hissasini raqamlarda ifodalashga birinchilardan bo‘lib D.Ashauer urinib ko‘rgan. U AQSh ma’lumotlari asosida yo‘llar, aeroportlar, suv va kanalizatsiya tizimlaridan iborat «yadro» infratuzilma xususiy sektor unumdorligini sezilarli darajada oshirishini ko‘rsatgan[4]. Ashauerning baholari keyinchalik haddan tashqari yuqori deb tanqid qilindi, ammo uning ishi infratuzilmaga investitsiyani iqtisodiy tahlil obyektiga aylantirdi.

Keyingi o‘ttiz yillik tadqiqotlarni P.Bom va J.Ligtxart jamlab chiqqan. Ular 68 ta tadqiqotdagi 578 ta baholashni meta-tahlil qilib, davlat kapitali bo‘yicha ishlab chiqarish elastikligi qisqa muddatda o‘rtacha 0,083, uzoq muddatda 0,122 ga tengligini aniqlagan. Mualliflarning qayd etishicha, yadro infratuzilma va hududiy darajadagi baholashlarda bu ko‘rsatkich yuqoriroq chiqadi[5]. Boshqacha aytganda, infratuzilma foydali, lekin uning samarasi ko‘pincha kutilganidan kamtarroq.

P.Krugmanning yangi iqtisodiy geografiya modeli masalaga boshqa tomondan qaraydi. Unga ko‘ra, transport xarajatlari pasayganda ishlab chiqarish masshtab samarasi kuchli bo‘lgan yirik markazlarga to‘planishi mumkin[6]. Bu xulosaning amaliy ma’nosi shunday: chekka hududni markaz bilan yaxshi yo‘l orqali bog‘lash uni rivojlantirish o‘rniga undagi korxona va iste’molchilarni markazga «tortib ketishi» ham mumkin.

D.Donaldson Hindistonning mustamlaka davridagi temir yo‘llari ma’lumotlarini tahlil qilib, temir yo‘lga ulangan hududlarda savdo kengayganini va real daromadlar oshganini ko‘rsatgan. Muallif modeli bu ta’sirning asosiy qismi savdo xarajatlarining pasayishi orqali yuzaga kelishini tasdiqlaydi[7]. Jahon bankining 2009-yilgi Jahon taraqqiyoti hisobotida esa iqtisodiy geografiya uch o‘lchov – zichlik, masofa va bo‘linish orqali tahlil qilingan, transport esa birinchi navbatda masofani qisqartiruvchi vosita sifatida ko‘rilgan[8].

Ko‘rib chiqilgan ishlardan bitta umumiy xulosa chiqadi: transportning ta’siri hududning aholi zichligi, iqtisodiy tuzilmasi va bozorlarga yaqinligiga qarab o‘zgaradi. O‘zbekiston bo‘yicha esa yo‘l tarmog‘i va hududlar daromadi o‘rtasidagi bog‘liqlikni rasmiy statistika asosida, hududlar kesimida baholagan tadqiqotlar hozircha kam. Ushbu maqola shu bo‘shliqni qisman to‘ldirishga qaratilgan.

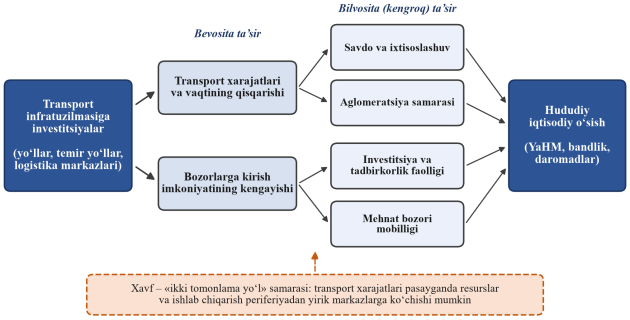
Tadqiqot metodologiyasi. Tadqiqotda quyidagi usullardan foydalanildi:

- *qiyosiy tahlil* – infratuzilma va hududiy rivojlanish bo‘yicha asosiy nazariy yondashuvlar solishtirildi;
- *statistik tahlil* – Milliy statistika qo‘mitasining 2025-yilgi aholi jon boshiga yalpi hududiy mahsulot (YaHM) va umumfoydalanadigan qattiq qoplamali avtomobil yo‘llari uzunligi ma’lumotlari hamda 2026-yil 1-apreldagi aholi soni va zichligi ishlatildi;
- *korrelyatsion va regressiya tahlili* – ko‘rsatkichlar logarifmlari o‘rtasidagi bog‘liqlik va elastiklik baholandi;
- *guruhlash* – hududlar ikki mezon bo‘yicha to‘rt guruhga ajratildi;
- *keys-stadi va hujjatlar tahlili* – Angren–Pap temir yo‘li bo‘yicha Jahon banki baholash hisoboti va PF-21-son Farmonning transport ko‘rsatkichlari o‘rganildi.

Hududlar maydoni rasmiy jadvalda alohida berilmagani uchun aholi sonini aholi zichligiga bo‘lish yo‘li bilan hisoblandi; natijalar hududlarning ma’lum maydonlariga mos keladi. Toshkent shahri bo‘yicha yo‘llar uzunligi alohida e’lon qilinmaganligi sababli tahlilga 13 ta hudud kiritildi.

Muhokama (обсуждение / discussion)

Ta’sir mexanizmlari. Transport infratuzilmasi hudud iqtisodiyotiga ikki bosqichda ta’sir qiladi (1-rasm). Birinchi bosqichda yuk va yo‘lovchi tashish arzonlashadi va tezlashadi, hudud bozorlarga yaqinlashadi. Ikkinchi bosqichda bu o‘zgarishlar savdo va ixtisoslashuvni kuchaytiradi, korxonalarni bir joyga to‘plab aglomeratsiya samarasini yuzaga chiqaradi, investorlarni jalb qiladi va ishchi kuchining harakatchanligini oshiradi.



1-rasm. *Transport infratuzilmasining hududiy iqtisodiy rivojlanishga ta’sir mexanizmi (muallif ishlanmasi)*

Sxemaning pastki qismidagi xavfga alohida e’tibor qaratish lozim. Agar yo‘l kuchli markaz bilan zaif hududni bog‘lasa, tashish arzonlashgani sababli zaif hududdagi ishlab chiqarish markazdagi raqobatchilariga yutqazib qo‘yishi mumkin. Adabiyotlarda bu holat «ikki tomonlama yo‘l» samarasi deb ataladi.

Infratuzilmaning ishlab chiqarishdagi hissasi odatda Kobb–Duglas ko‘rinishidagi ishlab chiqarish funksiyasi bilan baholanadi:

$$Y_i = A \cdot K_i^{\alpha} \cdot G_i^{\beta} \cdot L_i^{\gamma}, \quad (1)$$

bu yerda: Y_i – *i*-hududning ishlab chiqarish hajmi; K_i – xususiy kapital; G_i – infratuzilma kapitali; L_i – mehnat; β – ishlab chiqarishning infratuzilma bo‘yicha elastikligi, ya’ni infratuzilma kapitali 1 foizga oshganda ishlab chiqarish necha foizga ko‘payishini ko‘rsatadi.

Bozorga kirish yondashuvida esa hududning imkoniyati atrofdagi bozorlar hajmi va ularga yetib borish xarajati bilan o‘lchanadi:

$$MA_i = \Sigma_j P_j \cdot d_{ij}^{-\theta}, \quad (2)$$

bu yerda: MA_i – *i*-hududning bozorga kirish imkoniyati; P_j – *j*-hudud bozorining hajmi (aholi yoki daromad); d_{ij} – hududlar orasidagi transport xarajati yoki vaqti; θ – masofa ta’sirining kuchi. Yangi yo‘l d_{ij} ni kamaytirib, MA_i ni oshiradi. Bu formuladan muhim xulosa kelib chiqadi: bir xil yo‘l aholisi zich bozorlarga yaqin hududga uzoqdagi siyrak hududga qaraganda ko‘proq foyda beradi.

Yuqorida ko‘rib chiqilgan yondashuvlarning asosiy g‘oyalari va ulardan hududiy siyosat uchun chiqadigan xulosalar 1-jadvalda jamlangan.

1-jadval

Transport infratuzilmasi va hududiy rivojlanish bo‘yicha asosiy yondashuvlar

Yondashuv	Asosiy g‘oya	Hududiy siyosat uchun xulosa
Davlat kapitali unumdorligi (D.Ashauer)	Yadro infratuzilma xususiy sektor unumdorligini oshiradi	Infratuzilma o‘sish omili, ammo uning samarasini o‘lchash zarur
Meta-tahlil (P.Bom, J.Ligtxart)	O‘rtacha elastiklik 0,08–0,12; hududiy darajada yuqoriroq	Kutilgan samarani real baholash, «barchasini yo‘l hal qiladi» degan qarashdan voz kechish
Yangi iqtisodiy geografiya (P.Krugman)	Transport arzonlashganda faoliyat markazlarga to‘planishi mumkin	Chekka hududda yo‘l bilan birga ishlab chiqarish va xizmatlarni rivojlantirish
Savdo xarajatlari (D.Donaldson)	Ta’sir hududlararo savdo xarajatlarining pasayishi orqali o‘tadi	Loyihalarni yo‘l uzunligi bo‘yicha emas, bozorga kirishning o‘sishi bo‘yicha tanlash
Zichlik – masofa – bo‘linish (Jahon banki)	Transport birinchi navbatda masofani qisqartiradi	Hududlar ehtiyojiga qarab tabaqalashtirilgan siyosat

Manba: muallif ishlanmasi.

Jadvaldan ko‘rinib turibdiki, yondashuvlar bir-birini inkor etmaydi, balki to‘ldiradi. Ularning barchasi bitta fikrga olib keladi: transport infratuzilmasi hududiy rivojlanishning zarur, lekin yetarli bo‘lmagan sharti. Yo‘l o‘z-o‘zidan o‘sish keltirmaydi. Hududda ishlab chiqarish salohiyati, malakali mehnat resurslari va mahsulot sotiladigan bozorlar bo‘lgandagina u iqtisodiy natijaga aylanadi.

Shu nuqtai nazardan, transport loyihasini baholashda faqat qurilgan kilometrlar yoki o‘zlashtirilgan mablag‘ga qarash yetarli emas. Asosiy savol – loyiha qaysi bozorlarni yaqinlashtirdi, qaysi korxonalar xarajatini kamaytirdi va hududda qancha yangi faoliyat paydo bo‘ldi. Quyidagi bo‘limda aynan shu savollarga O‘zbekiston ma’lumotlari asosida javob izlanadi.

O‘zbekiston sharoitida bu savollarning yana bir o‘ziga xos tomoni bor. Mamlakatning asosiy temir yo‘l va avtomobil yo‘llari yagona ittifoq davlati uchun loyihalangan edi, shuning uchun ayrim hududlar o‘rtasidagi eng qisqa yo‘l qo‘shni davlatlar hududidan o‘tgan. Farg‘ona vodiysining temir yo‘l aloqasi bunga yaqqol misol: Angren–Pap yo‘li qurilgunga qadar vodiyga keladigan yuklar Tojikiston orqali tashilgan. Bunday sharoitda ichki bog‘lanishni ta’minlovchi loyihalar faqat iqtisodiy emas, transport xavfsizligi nuqtai nazaridan ham muhim ahamiyatga ega.

Natijalar (результаты / results)

1. Hududlarning yo‘llar bilan ta’minlanganligi. Rasmiy ma’lumotlarga ko‘ra, 2025-yil oxirida mamlakatdagi umumfoydalanadigan qattiq qoplamali avtomobil yo‘llarining uzunligi 42 054 km ni tashkil etgan. Qiziqarli tomoni shundaki, 2000-yilda bu ko‘rsatkich 42 114 km edi, ya’ni chorak asr ichida tarmoq uzunligi deyarli o‘zgarmagan. Ayni paytda aholi jon boshiga yalpi ichki mahsulot joriy narxlarda 2010-yildagi 3,1 mln so‘mdan 2025-yilda 48,8 mln so‘mga yetgan[9]. Demak, iqtisodiyot o‘sgan sari bir xil uzunlikdagi yo‘llarga tushadigan yuk tobora ortib bormoqda.

Yuk tashish tarkibi ham buni tasdiqlaydi. 2025-yilda temir yo‘l transportining yuk aylanmasi 27,9 mlrd t-km, avtomobil transportiniki esa 26,5 mlrd t-km bo‘lgan, tashilgan yuklarning 90 foizdan ortig‘i esa avtomobil transportiga to‘g‘ri kelgan. Ko‘rinib turibdiki, yo‘l tarmog‘ining sifati va o‘tkazuvchanligi iqtisodiyot uchun uzunligidan ko‘ra muhimroq omilga aylangan. Hududlar kesimidagi ko‘rsatkichlar 2-jadvalda keltirilgan.

2-jadval

O‘zbekiston hududlarining avtomobil yo‘llari bilan ta’minlanganligi va iqtisodiy rivojlanish darajasi (2025-yil)

Hudud	Maydon, ming km²	Yo‘llar, km	km / 1000 km²	km / 10 ming aholi	YaHM aholi jon boshiga, mln so‘m	Guruh
Qoraqalpog‘iston R.	165,9	4 157	25,1	20,2	26,5	B
Andijon	4,3	2 422	563,0	6,9	30,9	C
Buxoro	41,8	4 004	95,7	19,0	41,4	A
Jizzax	21,2	2 613	123,4	16,6	34,1	A
Qashqadaryo	28,6	3 467	121,3	9,3	26,9	D
Navoiy	109,3	4 004	36,6	35,9	152,2	A
Namangan	7,4	3 178	427,6	9,9	27,0	D
Samarqand	16,8	4 059	242,0	9,2	28,0	D
Surxondaryo	20,1	2 709	134,8	9,0	22,2	D
Sirdaryo	4,3	1 361	318,3	14,3	38,1	A
Toshkent viloyati	15,1	3 918	258,7	12,3	57,5	A
Farg‘ona	6,8	3 985	590,1	9,4	26,6	D
Xorazm	6,1	2 177	358,0	10,5	30,7	C
13 hudud jami / o‘rtacha	**447,7**	**42 054**	**93,9**	**12,0**	**–**	**–**

Manba: Milliy statistika qo‘mitasi ma’lumotlari asosida muallif hisob-kitoblari. Maydon aholi soni va zichligi (2026-yil 1-aprel) asosida hisoblangan.

Jadvaldagi raqamlar ikki xil manzarani ko‘rsatadi. Agar yo‘llarni hudud maydoniga nisbatan olsak, Farg‘ona (590,1 km/1000 km²) va Andijon (563,0) viloyatlari eng yaxshi ta’minlangandek ko‘rinadi, Qoraqalpog‘iston Respublikasi (25,1) va Navoiy viloyati (36,6) esa eng orqada qoladi. Aholiga nisbatan olganda esa manzara teskarisiga aylanadi. Farg‘ona vodiysining uch viloyatida mamlakat aholisining 28,6 foizi yashaydi, lekin yo‘llarning atigi 22,8 foizi shu yerda joylashgan: har 10 ming kishiga 6,9–9,9 km yo‘l to‘g‘ri keladi. Ya’ni vodiy yo‘llari zich, ammo ulardan foydalanuvchilar soni juda ko‘p.

Hududlar o‘rtasidagi daromad tafovuti ham sezilarli. 2025-yilda aholi jon boshiga YaHM Navoiy viloyatida 152,2 mln so‘mni tashkil etgan bo‘lsa, Surxondaryo viloyatida atigi 22,2 mln so‘m bo‘lgan, ya’ni farq qariyb 6,9 baravarga teng. Navoiy kabi tog‘-kon sanoati ustun bo‘lgan hududni chetga qo‘ysak ham, Toshkent viloyati (57,5 mln so‘m) va Surxondaryo viloyati o‘rtasidagi farq 2,6 baravarni tashkil etadi. Bunday tafovutni faqat transport bilan izohlab bo‘lmaydi, ammo u qaysi hududlarga yangi bog‘lanishlar ko‘proq zarurligini ko‘rsatadi.

2. Ta’minlanganlik va iqtisodiy rivojlanish o‘rtasidagi bog‘liqlik. Bog‘liqlikni miqdoriy baholash uchun quyidagi log-chiziqli regressiya modeli ishlatildi:

$$\ln Y_i = a + b \cdot \ln R_i + \varepsilon_i, \quad (3)$$

bu yerda: Y_i – *i*-hududda aholi jon boshiga YaHM; R_i – yo‘llar bilan ta’minlanganlik ko‘rsatkichi (maydonga yoki aholiga nisbatan); b – elastiklik koeffitsiyenti; ε_i – tasodifiy xato. Hisob-kitoblar barcha 13 hudud uchun hamda tog‘-kon sanoati ulushi juda yuqori bo‘lgan Navoiy viloyatisiz 12 hudud uchun alohida bajarildi (3-jadval).

3-jadval

Yo‘llar bilan ta’minlanganlik va aholi jon boshiga YaHM o‘rtasidagi bog‘liqlik (log-log model)

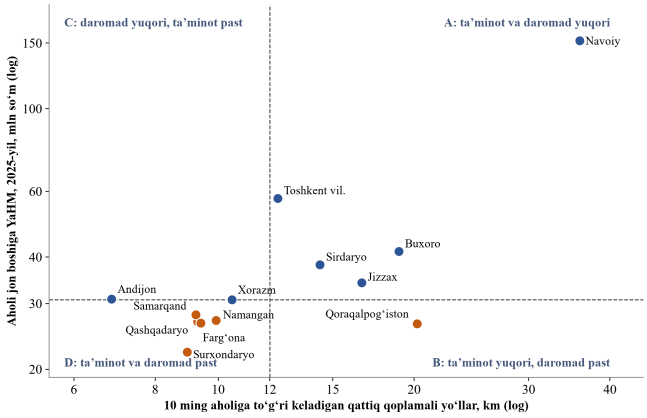
Ko‘rsatkich	Namuna	r	Elastiklik (b)	Standart xato	t	R^2
Yo‘llar, km / 1000 km²	13 hudud	–0,38	–0,194	0,142	–1,37	0,15
Yo‘llar, km / 1000 km²	12 hudud (Navoiysiz)	0,09	0,025	0,089	0,28	0,01
Yo‘llar, km / 10 ming aholi	13 hudud	0,74	0,829	0,224	3,70	0,55
Yo‘llar, km / 10 ming aholi	12 hudud (Navoiysiz)	0,39	0,296	0,222	1,34	0,15

Manba: Milliy statistika qo‘mitasi ma’lumotlari asosida muallif hisob-kitoblari.

Natijalar ancha ehtiyotkor talqin talab qiladi. Yo‘llarning maydonga nisbatan zichligi YaHM bilan amalda bog‘lanmagan: Navoiysiz namunada korrelyatsiya koeffitsiyenti 0,09 ga, elastiklik esa nolga yaqin. Aholiga nisbatan ta’minlanganlik bilan bog‘liqlik musbat: 13 hudud bo‘yicha r = 0,74 va t = 3,70, ya’ni statistik ahamiyatli. Biroq bu natijaga Navoiy viloyati kuchli ta’sir ko‘rsatadi. U chiqarib tashlanganda koeffitsiyent 0,39 gacha pasayadi va 5 foizlik darajada statistik ahamiyatini yo‘qotadi (t = 1,34).

Shunday qilib, gipoteza qisman tasdiqlandi. Yo‘llarning maydonga nisbatan zichligi hududning boyligini tushuntirmasligi aniq ko‘rinadi, aholiga nisbatan ta’minlanganlik esa yo‘nalishi to‘g‘ri, ammo kuchsiz bog‘liqlikka ega. Navoiysiz namunadagi 0,30 lik elastiklik P.Bom va J.Ligtxart keltirgan o‘rtacha qiymatlardan yuqori. Buni yo‘llarning o‘zi YaHMni oshiradi deb tushunmaslik kerak: kesma ma’lumotlarda yo‘llar bilan birga hududning boshqa ko‘plab xususiyatlari ham aks etadi.

Ikki ko‘rsatkich asosida hududlar to‘rt guruhga ajratildi (2-rasm). Chegaraviy qiymat sifatida 13 hudud bo‘yicha o‘rtacha ta’minlanganlik (10 ming aholiga 12,0 km) va aholi jon boshiga YaHM medianasi (30,7 mln so‘m) olindi.



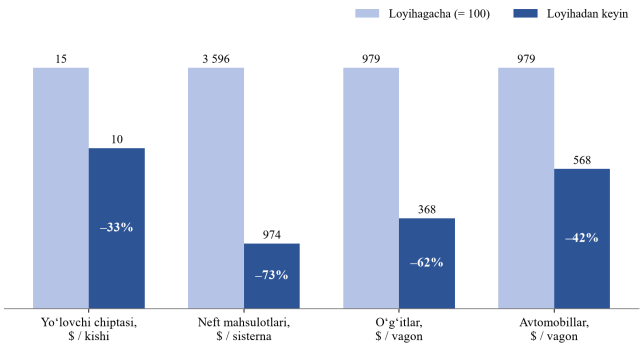
2-rasm. *O‘zbekiston hududlarining yo‘llar bilan ta’minlanganligi va aholi jon boshiga YaHM bo‘yicha tipologiyasi, 2025-yil (Milliy statistika qo‘mitasi ma’lumotlari asosida muallif ishlanmasi)*

A guruhiga (ta’minot ham, daromad ham yuqori) Navoiy, Buxoro, Jizzax, Sirdaryo va Toshkent viloyatlari kirdi. B guruhida (ta’minot yuqori, daromad past) faqat Qoraqalpog‘iston Respublikasi bor: bu yerda aholiga nisbatan yo‘llar ko‘p, lekin iqtisodiy faollik past. C guruhini (daromad yuqori, ta’minot past) Andijon va chegaraviy

holatdagi Xorazm viloyatlari tashkil etadi. Eng katta guruh – D (ta'minot ham, daromad ham past): unga Farg'ona, Namangan, Samarqand, Qashqadaryo va Surxondaryo viloyatlari kirdi. Mamlakat aholisining qariyb yarmi aynan shu besh viloyatda yashaydi.

B guruhidagi holat alohida e'tiborga loyiq. Qoraqalpog'iston Respublikasida aholiga nisbatan yo'llar mamlakat o'rtachasidan ancha ko'p, ammo daromad past. Bu yo'lning o'zi iqtisodiy faollik yaratmasligini, ayniqsa, hudud katta va aholi siyrak joylashgan bo'lsa, yo'llar asosan masofani qoplashga xizmat qilishini ko'rsatadi. Bunday hududda yangi yo'l qurishdan ko'ra mavjud tarmoqni sanoat, qishloq xo'jaligi va turizm loyihalari bilan bog'lash samaraliroq bo'lishi mumkin.

3. Angren–Pap temir yo'li: bitta loyihaning hududiy samarasi. Farg'ona vodiysini mamlakatning qolgan qismi bilan Tojikiston hududini chetlab o'tib bog'lagan bu temir yo'l 2016-yil iyunida ishga tushirilgan. Uning uzunligi 123 km, tarkibida 19,2 km uzunlikdagi Qamchiq tunneli bor. Loyiha amalda 1,54 mlrd dollarga tushgan va Jahon banki, Xitoy Eksimbanki hamda davlat mablag'lari hisobidan moliyalashtirilgan. Jahon bankining mustaqil baholash guruhi ma'lumotiga ko'ra, loyihadan keyin vodiyga yuk va yo'lovchi tashish xarajatlari sezilarli kamaygan (3-rasm), iqtisodiy rentabellik 16 foizni tashkil etgan, ilgari Tojikiston orqali tashilgan yuklarning qariyb 1 mln tonnasi yangi yo'nalishga o'tgan[10].



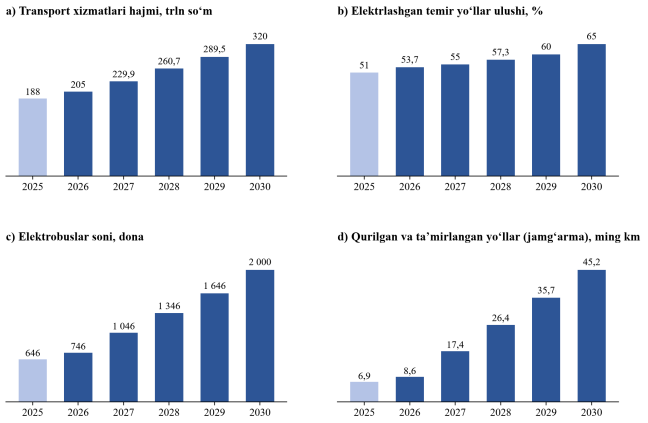
3-rasm. *Angren–Pop temir yo'li ishga tushirilgandan keyin Farg'ona vodiysiga tashish xarajatlarining o'zgarishi, AQSh dollari (Jahon banki hisoboti asosida muallif tomonidan tuzilgan)*

Rasmdan ko'rinadiki, neft mahsulotlarini tashish xarajati 73 foizga, o'g'itlarniki 62 foizga, avtomobillarniki 42 foizga, yo'lovchi chiptasi narxi esa uchdan bir qismga kamaygan. Biroq hisobotda loyihaning kamchiliklari ham ochiq ko'rsatilgan. Toshkentgacha bo'lgan yo'l rejadagi 4,5 soat o'rniga amalda qariyb 6 soat davom etadi, kuniga 1000 vagonlik o'tkazuvchanlik qobiliyatining esa atigi 550 vagonlik qismiga talab bor.

Bu tajriba muhim saboq beradi. Infratuzilmaning o'zi qurilganidan keyin samara avtomatik kelmaydi: xizmat sifati, tariflar, harakat jadvali va eng asosiysi hududdagi ishlab chiqarish faolligi hal qiluvchi rol o'ynaydi. Shunga qaramay, aynan D guruhidagi vodiy viloyatlari uchun bunday bog'lovchi loyihalar bozorga kirish imkoniyatini oshirishning eng samarali yo'li bo'lib qolmoqda.

4. Davlatning 2030-yilgacha bo'lgan transport maqsadlari. PF-21-son Farmon bilan tasdiqlangan «O'zbekiston – 2030» strategiyasining 53-maqsadi transport tizimiga bag'ishlangan va unga aniq raqamli ko'rsatkichlar biriktirilgan. Ulardan to'rttasining yillar bo'yicha qiymatlari 4-rasmda keltirilgan.

Strategiyaga ko'ra, transport xizmatlari hajmi 188 trln so'mdan 320 trln so'mga, respublika hududi orqali tranzit yuklar 15,2 mln tonnadan 18,5 mln tonnaga, elektrlashgan temir yo'llar ulushi esa 51 foizdan 65 foizga yetkazilishi kerak. 2030-yilgacha jami 45,2 ming km yo'lni qurish, rekonstruksiya qilish va ta'mirlash, Toshkent – Samarqand va Toshkent – Farg'ona vodiysi yo'nalishlarida 130 km pullik avtomobil yo'llari qurish, elektrobuslar sonini 646 tadan 2 mingtaga oshirish rejalashtirilgan.



4-rasm. *«O'zbekiston – 2030» strategiyasining transport bo'yicha ayrim maqsadli ko'rsatkichlari, 2025–2030-yillar (PF-21-son Farmon 1-ilovasi asosida muallif tomonidan tuzilgan; 2025-yil – boshlang'ich holat)*

Bu maqsadlar tadqiqot natijalari bilan mos tushadi. Yo'llarni ta'mirlash va rekonstruksiya qilish hajmi umumfoydalanadigan tarmoq uzunligi bilan solishtirsa bo'ladigan darajada katta. Bu davlat siyosatining urg'usi tarmoqni kengaytirishdan sifatini oshirishga ko'chganini anglatadi. Ammo bu raqamlar faqat umumfoydalanadigan yo'llarga tegishli bo'lmasligi mumkin, shuning uchun ular to'g'ridan to'g'ri taqqoslanmadi. Farg'ona vodiysiga olib boradigan pullik yo'l esa D guruhidagi hududlarning bozorga kirish imkoniyatini oshirishga xizmat qiladi.

Strategiyadagi boshqa ko'rsatkichlar ham hududiy nuqtai nazardan muhim. Samarqand – Qoraqalpog'iston stansiyalari oralig'ida yuk yetkazish muddatini 10 sutkadan 6 sutkagacha qisqartirish rejasi B guruhidagi Qoraqalpog'iston Respublikasining bozorlarga yaqinlashishiga bevosita ta'sir qiladi. Tezyurar poyezdlarda yo'lovchilar sonini 1,3 mln nafardan 3,25 mln nafarga, hududlararo aviaqatnovlarni esa 35 mingtadan 41 mingtaga yetkazish maqsadi mehnat va xizmatlar bozorini kengaytiradi. Bizningcha, bu ko'rsatkichlarni hududlar kesimida ham e'lon qilish ularning hududiy tafovutga ta'sirini kuzatishga imkon bergan bo'lardi.

5. Hududlarga tabaqalashtirilgan transport siyosati. Yuqoridagi natijalar barcha hududlar uchun bir xil transport siyosati samarasiz ekanini ko'rsatadi. Shu sababli har bir guruh uchun alohida ustuvor yo'nalishlar ishlab chiqildi (4-jadval).

4-jadval

Hududlar guruhiga mos transport siyosati yo'nalishlari

Guruh	Hududlar	Asosiy muammo	Ustuvor transport siyosati
A	Navoiy, Buxoro, Jizzax, Sirdaryo, Toshkent vil.	Tranzit va sanoat yuklarining o'sishi	Logistika markazlari, temir yo'llarni elektrlashtirish, xalqaro yo'laklarga ulanish
B	Qoraqalpog'iston R.	Tarmoq keng, iqtisodiy faollik past	Mavjud yo'llarni ta'mirlash, transportni sanoat va turizm loyihalari bilan bog'lash
C	Andijon, Xorazm	Daromad o'rtachadan yuqori, tarmoq yetarli emas	Shaharlararo va shahar atrofi yo'llarini kengaytirish, tirbandlikni kamaytirish
D	Farg'ona, Namangan, Samarqand, Qashqadaryo, Surxondaryo	Aholi zich, ta'minot va daromad past	Bozorga kirishni oshiruvchi bog'lovchi loyihalar, jamoat transporti, logistika va ishlab chiqarish zonalari

Manba: muallif ishlanmasi.

Xitoy – Qirg‘iziston – O‘zbekiston temir yo‘li kabi xalqaro yo‘laklar, ayniqsa, D guruhidagi vodiy viloyatlari uchun yangi bozorlar ochadi. Lekin P.Krugman modeli ogohlantirganidek, agar yo‘lak faqat tranzit vazifasini bajarsa, hududda qoladigan qo‘shilgan qiymat kam bo‘ladi. Shuning uchun yo‘lak bo‘ylab logistika markazlari va ishlab chiqarish zonalarini tashkil etish loyihaning boshidanoq ajralmas qismi bo‘lishi kerak.

Tadqiqot natijalari asosida quyidagi amaliy tavsiyalar ishlab chiqildi:

- transport loyihalarini tanlashda yo‘l uzunligi yoki qiymati bilan birga hududning bozorga kirish imkoniyati qanchaga oshishini ham hisoblash;
- yo‘llarning sifati, qatnov jadalligi va hududlar orasidagi tashish vaqti bo‘yicha ochiq ma’lumotlar bazasini yaratish;
- D guruhidagi aholisi zich viloyatlarda yangi yo‘llar bilan birga jamoat transporti va logistika markazlarini rivojlantirishga ustuvorlik berish;
- yirik transport yo‘laklari bo‘ylab ishlab chiqarish va logistika zonalarini loyihaning tarkibiy qismi sifatida rejalashtirish;
- «O‘zbekiston – 2030» strategiyasining transport ko‘rsatkichlarini hududlar kesimida ham kuzatib borish.

6. Tadqiqot cheklovlari. Natijalarni baholashda bir nechta cheklovni hisobga olish lozim. Birinchidan, namuna atigi 13 ta hududdan iborat va bitta yil ma’lumotiga asoslangan, shuning uchun regressiya natijalari sababiy bog‘liqlikni emas, faqat bog‘liqlik mavjudligini ko‘rsatadi. Ikkinchidan, tahlilda faqat umumfoydalanadigan qattiq qoplamali avtomobil yo‘llari olingan, temir yo‘llar va ichki yo‘llar hisobga kirmagan. Uchinchidan, yo‘llarning sifati, qatnov jadalligi va hududlar orasidagi haqiqiy tashish vaqti haqida ochiq ma’lumot yo‘qligi sababli bozorga kirish indeksi hisoblanmadi. To‘rtinchidan, hududlar maydoni bilvosita, aholi soni va zichligi asosida aniqlangan; bu usul natijalarga sezilarli ta’sir ko‘rsatmasa-da, rasmiy maydon ma’lumotlari bilan tekshirib borish maqsadga muvofiq. Shu cheklovlarga qaramay, olingan natijalar transport siyosatining hududiy yo‘nalishini belgilashda dastlabki asos bo‘lib xizmat qilishi mumkin.

Xulosa (заключение / conclusion)

Olib borilgan tadqiqot quyidagi xulosalarga kelish imkonini berdi.

Birinchidan, transport infratuzilmasi hududiy rivojlanishga tashish xarajatlarini kamaytirish va bozorga kirish imkoniyatini kengaytirish orqali ta’sir qiladi. Biroq bu ta’sir avtomatik emas: u hududning ishlab chiqarish salohiyatiga, bozorlarga yaqinligiga va xizmat sifatiga bog‘liq.

Ikkinchidan, O‘zbekistonda umumfoydalanadigan avtomobil yo‘llari uzunligi 2000–2025-yillarda deyarli o‘zgarmagan holda 42,1 ming km atrofida qolgan, iqtisodiyot esa bu davrda bir necha baravar o‘sgan. Shu sababli transport siyosatining asosiy vazifasi yangi kilometrlar qurishdan ko‘ra mavjud tarmoqning sifati va o‘tkazuvchanligini oshirishdir. PF-21-son Farmondagi yo‘llarni ta’mirlash va rekonstruksiya qilish bo‘yicha maqsadlar ham shu yo‘nalishga mos keladi.

Uchinchidan, yo‘llarning maydonga nisbatan zichligi hududlarning iqtisodiy darajasini tushuntirmaydi (r = 0,09), aholiga nisbatan ta’minlanganlik esa musbat, lekin kuchsiz bog‘liqlikka ega (r = 0,39). Aholisi zich D guruhi hududlari ham transport bilan eng kam ta’minlangan, ham daromadi eng past hududlardir.

To‘rtinchidan, Angren–Pop temir yo‘li tajribasi bog‘lovchi loyihalar tashish xarajatlarini 33–73 foizga kamaytirishi mumkinligini ko‘rsatdi. To‘liq samaraga esa xizmat sifati va hududdagi ishlab chiqarish faolligini oshirish bilan birga erishiladi.

Beshinchidan, hududlarni to‘rt guruhga ajratish transport siyosatini tabaqalashtirish uchun amaliy vosita bo‘la oladi: A guruhida logistika va elektrlashtirish, B guruhida mavjud tarmoqni iqtisodiy loyihalar bilan bog‘lash, C guruhida tirbandlikni kamaytirish, D guruhida esa bozorga kirishni oshiruvchi bog‘lovchi loyihalar ustuvor bo‘lishi lozim.

Oltinchidan, «O‘zbekiston – 2030» strategiyasining transport bo‘yicha maqsadlari – yo‘llarni ta’mirlash, temir yo‘llarni elektrlashtirish, elektrobuslar sonini ko‘paytirish va Farg‘ona vodiysi tomon pullik yo‘l qurish – tadqiqotda aniqlangan ehtiyojlarga umuman mos keladi. Ularning hududiy tafovutni qisqartirishdagi samarasini baholash uchun esa ushbu ko‘rsatkichlarni hududlar kesimida kuzatib borish zarur.

Umuman olganda, tadqiqot transport infratuzilmasiga «qancha ko‘p bo‘lsa, shuncha yaxshi» degan nuqtai nazardan emas, «qayerda va kim uchun» degan savol orqali yondashish kerakligini ko‘rsatdi. Cheklangan mablag‘ sharoitida yo‘llar va temir yo‘llar aholisi zich, ammo bozorlardan uzilib qolgan hududlarga yo‘naltirilganda eng katta iqtisodiy va ijtimoiy natija beradi.

Keyingi tadqiqotlarda hududlar orasidagi haqiqiy masofa va tashish vaqti ma’lumotlari asosida bozorga kirish indeksini hisoblash, ko‘p yillik panel ma’lumotlar yordamida esa yangi transport yo‘laklarining hududiy samarasini sababiy jihatdan baholash maqsadga muvofiq.

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RESEARCH ARTICLE

Technologies for Organising Independent Learning in the Educational Process

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Abstract. This article examines the pedagogical foundations of using digital technologies to organise independent learning in higher education. Moving from an overview of available tools to their classroom implementation, the author outlines a self-regulation framework in which technology supports, rather than replaces, learners’ planning, monitoring, and evaluation of their own work. The paper explores learner readiness, criteria for selecting technologies, and instructional strategies based on learning management systems, flipped learning, digital portfolios, and automated feedback. The findings aim to enhance learner autonomy, motivation, and critical digital literacy among university students.

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Independent learning has become one of the central aims of modern higher education, since graduates must continue to learn long after formal instruction ends. In language education, this aim is closely linked to learner autonomy, defined as the capacity to take charge of one's own learning (Holec, 1981; Little, 1991). Digital technologies have greatly expanded the opportunities for such learning by giving students access to materials, feedback, and communication beyond the classroom (Reinders & White, 2016). However, access alone does not guarantee effective independent study. Research on out-of-class learning shows that students often use technology in an unplanned and fragmented way (Lai et al., 2018). Consequently, teachers must organise independent learning deliberately, so that each technology is linked to a clear goal, a defined task, and a means of checking progress.

Organising independent learning requires a clear understanding of the learners' readiness. The approach described here is intended for university students of philology and foreign language education at the Upper-Intermediate (B2) to Advanced (C1) levels. Such learners can work with authentic materials, but they often lack strategies for setting goals and managing time. Learner autonomy is not an innate quality but a capacity that develops through guided practice (Benson, 2011). From the perspective of self-regulated learning, independent study consists of three phases: forethought, performance, and self-reflection (Zimmerman, 2002). Without such guidance, even motivated students tend to postpone tasks and overestimate their own progress. The selection of technologies should therefore follow pedagogical rather than technical criteria, namely the learning phase being supported, the type of feedback provided, and the degree of learner control.

Within this framework, technologies for independent learning can be grouped according to their function. At the planning stage, learning management systems and digital planners help students set goals, follow deadlines, and access course materials in one place. These systems also give teachers data on student activity. At the performance stage, flipped learning moves the presentation of new content to video lectures and online readings, leaving classroom time for discussion and problem solving (Bergmann & Sams, 2012). Mobile applications, online corpora, and open educational resources allow students to study at their own pace and to personalise the content. At the reflection stage, digital portfolios provide a record of progress, while automated and peer feedback tools help learners notice gaps in their performance. Feedback is most effective when it tells learners where they are going, how they are doing, and what to do next (Hattie & Timperley, 2007).

The instructional methodology relies on student-centred strategies in which the teacher acts as a facilitator. Students begin by setting personal learning goals and choosing suitable digital resources with the teacher's guidance. They then complete weekly independent tasks on a learning platform, receive automated and peer feedback, and record their progress in an electronic portfolio. A central element of the procedure is a short reflective report in which students evaluate the effectiveness of the tools they used and plan the next stage of study, so that technology becomes an object of critical analysis rather than a source of ready-made answers. The teacher monitors progress through platform data and gradually reduces support. Regular consultations help students adjust their plans and maintain motivation. By positioning learners as active managers of their own learning, this approach turns the availability of technology into lasting autonomy.

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