

**O‘ZBEKISTON RESPUBLIKASI OLIY TA’LIM, FAN VA INNOVATSIYALAR
VAZIRLIGI**

**MIRZO ULUG‘BEK NOMIDAGI O‘ZBEKISTON MILLIY UNIVERSITETINING
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**RAQAMLI JAMIYATDA FAN VA TA’LIMNING INTEGRATSIYALALASHUVI:
MATEMATIKA, IQTISOD, PEDAGOGIKA VA PSIXOLOGIYANING YANGI
YONDASHUVLARI**
mavzusidagi Respublika ilmiy-texnik anjuman materiallari to‘plami
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Raqamli jamiyatda fan va ta’limning integratsiyalalashuvi: matematika, iqtisod, pedagogika va psixologiyaning yangi yondashuvlari. Respublika ilmiy-texnik anjuman materiallari to’plami – Jizzax: O‘zMU Jizzax filiali Amaliy matematika kafedrası, 2026-yil 20-21-aprel 505-bet.

Respublika miqyosidagi ilmiy-texnik anjuman materiallarida zamonaviy kompyuter ilmlari va muhandislik texnologiyalari sohasidagi innovatsion tadqiqotlar aks etgan.

Globallashuv sharoitida davlatimizni yanada barqaror va jadal sur’atlar bilan rivojlantirish bo’yicha amalga oshirilayotgan islohotlar samarasini yaxshilash sohasidagi ilmiy-tadqiqot ishlariga alohida e’tibor qaratilgan. Zero iqtisodiyotning, ijtimoiy sohalarini qamrab olgan modernizatsiya jarayonlari, hayotning barcha sohalarini liberallashtirishni talab qilmoqda.

Ushbu ilmiy ma’ruza tezislari to’plamida mamlakatimiz va xorijlik turli yo’nalishlarda faoliyat olib borayotgan mutaxassislar, olimlar, professor-o’qituvchilar, ilmiy tadqiqot institutlari va markazlarining ilmiy xodimlari, tadqiqotchilari, magistr va talabalarning ilmiy-tadqiqot ishlari natijalari mujassamlashgan.

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Mazkur to’plamga kiritilgan ma’ruza tezislarning mazmuni, undagi statistik ma’lumotlar va me’yoriy hujjatlarning to’g’riligi hamda tanqidiy fikr-mulohazalar, keltirilgan takliflarga mualliflarning o’zlari mas’uldirlar.

2. Interaktiv ta’lim texnologiyalarini joriy etish-Interaktiv metodlar talabalarning faol ishtirokini ta’minlab, ularning kasbiy kompetensiyalarini rivojlantiradi [8].

3. Amaliyotga yo’naltirilgan ta’limni tashkil etish-Kasbiy tayyorgarlik jarayonida amaliy mashg’ulotlar, laboratoriya ishlari va loyiha faoliyati muhim o’rin tutadi.

Ta’lim muhitini innovatsion boshqarish-Ta’lim muassasalarida innovatsion boshqaruv mexanizmlarini joriy etish ta’lim jarayoni samaradorligini oshirishga xizmat qiladi.

Xulosa. Xulosa qilib aytganda, kasbiy tayyorgarlikni rivojlantirishda innovatsion ta’lim muhitini tashkil etish muhim ahamiyatga ega. Innovatsion ta’lim muhiti talabalarning kasbiy bilim va ko’nikmalarini shakllantirish, mustaqil fikrlash va ijodiy faolligini rivojlantirishga xizmat qiladi. Shuningdek, innovatsion pedagogik texnologiyalar va raqamli ta’lim resurslaridan foydalanish ta’lim samaradorligini oshirishga yordam beradi.

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INTEGRATION OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN LANGUAGE LEARNING: THE CASE OF UZBEKISTAN

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Abstract

The rapid development of digital technologies has transformed education worldwide, particularly in foreign language instruction. Information and Communication Technologies (ICT) provide interactive, learner-centered tools that enhance language learning by offering access to authentic materials, promoting collaboration, and supporting autonomous learning. This study explores the role of ICT in Uzbekistan’s language education system, examining practical applications, pedagogical benefits, and challenges. Digital tools such as multimedia resources, online platforms, mobile applications, and virtual communication technologies support the development of linguistic and communicative competencies. The findings indicate that effective integration of ICT in Uzbek classrooms increases student motivation, improves learning outcomes, and encourages learner independence. The study concludes that ICT has become a crucial component of modern language education in Uzbekistan, requiring teacher training and strategic implementation.

Keywords: information and communication technologies, language learning, digital education, e-learning, Uzbekistan, foreign language teaching.

Аннотация

Стремительное развитие цифровых технологий значительно преобразовало систему образования во всем мире, особенно в сфере преподавания иностранных языков. Информационно-коммуникационные технологии (ИКТ) предоставляют интерактивные, ориентированные на обучающегося инструменты, которые улучшают процесс изучения языков, обеспечивая доступ к аутентичным материалам, способствуя сотрудничеству и поддерживая самостоятельное обучение. Данное исследование рассматривает роль ИКТ в системе языкового образования Узбекистана, анализируя практическое применение технологий, педагогические преимущества и существующие трудности. Цифровые инструменты, такие как мультимедийные ресурсы, онлайн-платформы, мобильные приложения и технологии виртуального общения, способствуют развитию лингвистической и коммуникативной компетенций. Результаты исследования показывают, что эффективная интеграция ИКТ в учебный процесс в Узбекистане повышает мотивацию студентов, улучшает результаты обучения и способствует развитию самостоятельности обучающихся. В заключение отмечается, что ИКТ стали важнейшим компонентом современного языкового образования в Узбекистане, что требует подготовки преподавателей и стратегического внедрения технологий.

Ключевые слова: информационно-коммуникационные технологии, изучение языков, цифровое образование, электронное обучение, Узбекистан, преподавание иностранных языков.

Annotatsiya

Raqamli texnologiyalarning jadal rivojlanishi butun dunyo bo‘ylab ta’lim tizimini, ayniqsa, chet tillarini o‘qitish jarayonini sezilarli darajada o‘zgartirdi. Axborot-kommunikatsiya texnologiyalari (AKT) o‘quvchiga yo‘naltirilgan interaktiv vositalarni taqdim etib, autentik materiallardan foydalanish imkoniyatini yaratadi, hamkorlikni rivojlantiradi hamda mustaqil o‘rganishni qo‘llab-quvvatlaydi. Ushbu tadqiqot O‘zbekiston ta’lim tizimida chet tillarini o‘qitishda AKTning rolini o‘rganadi, uning amaliy qo‘llanilishi, pedagogik afzalliklari va mavjud muammolarini tahlil qiladi. Multimedia resurslari, onlayn platformalar, mobil ilovalar hamda virtual muloqot texnologiyalari kabi raqamli vositalar lingvistik va kommunikativ kompetensiyalarning rivojlanishiga yordam beradi. Tadqiqot natijalari shuni ko‘rsatadiki, O‘zbekiston ta’lim muassasalarida AKTni samarali integratsiya qilish talabalar motivatsiyasini oshiradi, o‘quv natijalarini yaxshilaydi hamda o‘quvchilarning mustaqil o‘rganish ko‘nikmalarini rivojlantiradi. Tadqiqot xulosasiga ko‘ra, AKT O‘zbekistonda zamonaviy til ta’limining muhim tarkibiy qismiga aylangan bo‘lib, bu esa o‘qituvchilarni tayyorlash va texnologiyalarni strategik tarzda joriy etishni talab qiladi.

Kalit so‘zlar: axborot-kommunikatsiya texnologiyalari, til o‘rganish, raqamli ta’lim, elektron ta’lim, O‘zbekiston, chet tillarini o‘qitish.

The advancement of digital technologies has brought profound changes to educational practices worldwide, and Uzbekistan is no exception. The government has actively promoted ICT integration in schools and universities to modernize teaching and improve learning outcomes (Hubbard, 2009). In the context of language education, digital tools have become increasingly important, enabling students to learn English, Russian, and other foreign languages in interactive and authentic ways. The traditional classroom in Uzbekistan relied heavily on grammar instruction, memorization, and textbook exercises, which limited opportunities for real communication and problem-solving. Today, ICT allows educators to shift from teacher-centered approaches to learner-centered methodologies, emphasizing communication, critical thinking, and independent learning (Richards & Rodgers, 2014).

One major argument for integrating ICT into language education is that it **enhances learner motivation**. Students are more engaged when they interact with multimedia materials, online quizzes, and gamified applications, as opposed to traditional paper-based exercises (Dudeney & Hockly, 2012). This motivation translates into increased participation, longer attention spans, and a greater willingness to practice language skills, which research consistently shows is critical for language acquisition (Chapelle, 2003).

A second argument is that ICT **promotes autonomous learning**, which is particularly important in Uzbekistan where classroom hours may be limited and learners need opportunities to study outside school. Mobile applications, online exercises, and digital resources allow students to practice at their own pace, receive immediate feedback, and track their progress. This autonomy fosters self-regulation and builds confidence in using the target language (Beatty, 2010; Kukulska-Hulme & Shield, 2008).

Third, ICT provides access to **authentic and culturally relevant materials**. Students can read online newspapers, watch videos, or engage in social media content from native speakers, exposing them to real-life language use. For Uzbek learners, this exposure is invaluable because it bridges the gap between classroom learning and practical communication, helping them understand context, idiomatic expressions, and cultural nuances (Richards & Rodgers, 2014).

Moreover, ICT supports **collaborative learning**, which is essential for developing communication skills. Video conferencing, discussion forums, and shared digital documents enable learners in Uzbekistan to collaborate on projects, debate topics, and interact with international peers. Such collaboration develops not only language skills but also teamwork, problem-solving, and intercultural competence—skills that are increasingly demanded in higher education and the global job market (Warschauer & Healey, 1998; Dudeney & Hockly, 2012).

The integration of ICT in Uzbekistan is not without challenges. Limited access to computers, unreliable internet connectivity in some regions, and insufficient teacher digital literacy are significant barriers (Hubbard, 2009). Additionally, without careful guidance, excessive reliance on technology can distract learners or reduce meaningful interaction. Addressing these challenges requires investments in infrastructure, teacher training programs, and thoughtfully designed pedagogical strategies that balance traditional methods with digital tools (Beatty, 2010).

Table 1 illustrates the main ICT tools used in Uzbekistan and the specific language skills they develop. This shows how different technologies target listening, speaking, reading, writing, vocabulary, grammar, and pronunciation, creating a comprehensive learning environment.

Table 1.

ICT Tools and the Language Skills They Develop in Uzbek Classrooms

ICT Tool	Description	Language Skills Developed	Example Use in Uzbek Classrooms
Online learning platforms	Course management systems	Reading, Writing	Moodle-based assignments and quizzes
Multimedia resources	Videos, podcasts, presentations	Listening, Speaking	Interactive video lessons and podcasts
Mobile applications	Smartphone language apps	Vocabulary, Grammar, Pronunciation	Duolingo, Quizlet, grammar apps
Video conferencing	Real-time communication platforms	Speaking, Listening	Virtual debates, language exchange

Discussion forums	Online collaborative spaces	Writing, Reading	Forum debates and essay discussions
Collaborative platforms	Shared digital documents	Writing, Speaking	Group presentations and Google Docs projects

Overall, ICT in Uzbekistan strengthens learning by **combining motivation, autonomy, authentic content, and collaboration**, which collectively improve students’ communicative competence. The evidence suggests that ICT is no longer supplementary but central to modern language education in Uzbekistan. Successful implementation, however, depends on adequate infrastructure, teacher training, and curriculum alignment with digital learning strategies.

In conclusion, the integration of ICT into language learning in Uzbekistan enhances instructional effectiveness, motivates learners, and provides opportunities for autonomous and collaborative learning. Future research should explore innovative digital teaching methods, measure their long-term impact on proficiency, and develop context-specific strategies for Uzbek educational settings (Chapelle, 2003; Beatty, 2010; Dudeney & Hockly, 2012).

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BO‘LAJAK BOSHLANG‘ICH SINF O‘QITUVCHILARINING KREATIV KOMPETENTLIGINI RIVOJLANTIRISHNING ZAMONAVIY YONDASHUVLARI

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Bugungi kunda ta’lim tizimini rivojlantirish va raqobatbardosh kadrlar tayyorlash O‘zbekiston Respublikasi davlat siyosatining ustuvor yo‘nalishlaridan biri hisoblanadi. Inson taraqqiyotida ta’lim va tarbiya masalasi qadim zamonlardan buyon dolzarb ahamiyat kasb etib kelgan bo‘lib, bu g‘oya qadimgi mutafakkirlar tomonidan ham ilgari surilgan. Jumladan, Aristotel tomonidan bildirilgan yosh avlod tarbiyasining jamiyat taraqqiyotidagi o‘rni haqidagi fikrlar bugungi kunda ham o‘z ahamiyatini saqlab qolmoqda. Zamonaviy globallashuv va raqamli transformatsiya sharoitida esa ta’lim tizimini modernizatsiya qilish, uning sifatini oshirish va innovatsion pedagogik texnologiyalarni joriy etish dolzarb vazifaga aylanmoqda.

Shu bilan birga, amaliyot shuni ko‘rsatadiki, bo‘ljak boshlang‘ich sinf o‘qituvchilarining kreativ kompetentligini shakllantirish darajasi yetarli emasligi, ularning ko‘pchiligida ijodiy fikrlash, mustaqil qaror qabul qilish va innovatsion yondashuv ko‘nikmalari to‘liq rivojlanmaganligi kuzatilmoqda. Bu esa zamonaviy ta’lim tizimi oldiga qo‘yilgan talablar bilan mavjud holat o‘rtasida muayyan ziddiyat mavjudligini ko‘rsatadi. Mazkur ziddiyatni bartaraf