



EOC
EUROASIAN
ONLINE
CONFERENCES

ENGLAND CONFERENCE

**INTERNATIONAL CONFERENCE ON
MULTIDISCIPLINARY STUDIES AND
EDUCATION**



Google Scholar

zenodo

OpenAIRE

doi digital object
identifier

eoconf.com - from 2024



INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION: a collection scientific works of the International scientific conference – London, England, 2026. Issue 6

Languages of publication: Uzbek, English, Russian, German, Italian, Spanish

The collection consists of scientific research of scientists, graduate students and students who took part in the International Scientific online conference «**INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION**». Which took place in London 2026.

Conference proceedings are recommended for scientists and teachers in higher education establishments. They can be used in education, including the process of post - graduate teaching, preparation for obtain bachelors' and masters' degrees. The review of all articles was accomplished by experts, materials are according to authors copyright. The authors are responsible for content, researches results and errors.





XALQ DOSTONLARI ASOSIDA TALABALARNING INGLIZ TILIDA “MONOLOGIK NUTQ” KO‘NIKMALARINI RIVOJLANTIRISH METODIKASI

Elova Umida Ruzimurodovna

JDPU o‘qituvchisi.

Filologiya fanlari bo‘yicha falsafa doktori (PhD)

elovaumida007@gmail.com

Annotatsiya: Ushbu maqolada talabalarning ingliz tilidagi monologik nutqini xalq dostonlari (“Alpomish”, “Beowulf” va b.) yordamida rivojlantirish metodikasi o‘rganilgan. An‘anaviy monologlar o‘rniga epik hikoyachilik taklif etilib, bu yondashuv nutq ravonligi, leksik boylik va mantiqiy izchillikni oshirishi asoslangan. Tadqiqot natijasida dostonlar syujetiga asoslangan 3 bosqichli pedagogik model va topshiriqlar tizimi ishlab chiqilgan.

Kalit so‘zlar: monologik nutq, xalq dostonlari, storytelling, lisoniy tayanch, madaniyatlararo kompetensiya, nutqiy ravonlik.

Abstract: This article explores developing university students' English monologic speech using folk epics (e.g., Alpomish, Beowulf). Replacing traditional monologues with epic storytelling is shown to significantly enhance students' fluency, lexical resource, and coherence. Ultimately, a three-stage pedagogical model and practical speaking tasks based on epic plots are proposed.

Kirish. Zamonaviy oliy ta‘limda bo‘lajak mutaxassislarning ingliz tilida mantiqan izchil va ravon monologik nutq so‘zlay olishi muhim talabga aylangan (Bygate, 1987). Biroq, amaliyot shuni ko‘rsatadiki, an‘anaviy darsliklardagi qoliplashgan mavzular talabalarda haqiqiy kommunikativ motivatsiya uyg‘ota olmaydi. Bu nutqning mexanik yodlashga aylanib qolishiga hamda erkin mavzuda gapirish kerak bo‘lganda kognitiv qiyinchiliklarga olib keladi (Jalolov, 2012).

Ushbu lisoniy-metodik muammoni hal etishda xalq dostonlaridan foydalanish yuqori samaradorlikka ega. O‘zbek (“Alpomish”, “Go‘ro‘g‘li”) va ingliz (“Beowulf”, “King Arthur”) epik asarlaridagi dinamik syujetlar hamda talabalardagi avvaldan mavjud “fon bilimlari” mustaqil fikr bayon etish uchun tayanch bo‘lib xizmat qiladi. Ushbu maqolaning asosiy maqsadi – xalq dostonlari materiallari vositasida talabalarning ingliz tilidagi monologik nutq ko‘nikmalarini rivojlantirishning konseptual-metodik asoslarini ishlab chiqish va yangi pedagogik modelni taklif etishdan iborat.

Tadqiqot metodologiyasi. Ushbu tadqiqotning metodologik asosi sifatida kognitiv-kommunikativ, madaniyatlararo va integratsiyalashgan til o‘qitish yondashuvlari olindi. Tadqiqot davomida nazariy tahlil, qiyosiy-tipologik metod, pedagogik kuzatuv va dars jarayonini modellashtirish usullaridan foydalanildi. Talabalarning monologik nutq ko‘nikmasini rivojlantirish jarayonini ilmiy asoslash uchun quyidagi uchta yetakchi nazariy kontseptsiya qo‘llanildi:

1. Sxemalar nazariyasi: F. Bartlett tomonidan asos solingan ushbu nazariyaga ko‘ra, inson miyasida axborotlar ma‘lum bir tizimli sxemalar shaklida saqlanadi (Bartlett, 1932). Agar dars jarayonida talabaga u o‘z ona madaniyatidan





yaxshi biladigan doston syujeti taqdim etilsa, miyadagi mavjud sxema faollashadi. Bu o'z navbatida, yangi tilda (L2) axborot uzatishdagi kognitiv yuklamani sezilarli darajada kamaytiradi. Talaba 'nima deyish' haqida bosh qotirmay, bor diqqatini 'qanday deyish' lingvistik shakllantirish ga qaratadi.

2. Yaqin rivojlanish zonasi va lisoniy tayanch: L. Vygotskiyning ushbu nazariyasi doirasida xalq dostonlarining moslashtirilgan matnlari va ular asosidagi topshiriqlar lisoniy tayanch rolini o'ynaydi (Vygotsky, 1978). Talaba o'zining joriy bilim darajasidan dostonlar yordamida yuqoriroq imkoniyatlar darajasini ko'tariladi. Epik matnlardagi yorqin obrazlar va konseptual bog'lovchilar talabaga murakkab nutqiy tuzilmalarni o'zlashtirishga ko'maklashadi.

3. Kommunikativ-gumanistik yondashuv: D. Nunan va J. Harmer qarashlariga tayanib, dars xonasida sun'iy nutqiy vaziyatlardan qochish va uning o'rniga talabaning shaxsiy qiziqishlari, his-tuyg'ulari va sotsiomadaniy o'ziga xosligini faollashtiruvchi topshiriqlar tizimi ishlab chiqildi (Nunan, 1991; Harmer, 2015). Xalq dostonlaridagi universallik talabada o'z fikrini ingliz tilida monolog shaklida bayon qilishga nisbatan tabiiy ehtiyoj shakllantiradi.

O'quv materialı sifatida o'zbek va ingliz xalq dostonlarining B1-B2 darajasiga moslashtirilgan (adapted) variantlari tanlab olindi. Matnlarni tanlash mezonlari sifatida: lisoniy ochiqlik, konseptual qiziqarlilik, nutqiy faollashtirish imkoniyatining mavjudligi va madaniyatlararo muloqot elementlarining salmog'i hisobga olindi.

Pedagogik tizim va konseptual model. An'anaviy tajriba-sinov raqamlaridan farqli o'laroq, ushbu tadqiqotda asosiy e'tibor dostonlar materialidan amaliyotda qanday samarali foydalanish mumkinligini ko'rsatuvchi konseptual va bosqichli pedagogik modelni yaratishga qaratildi. Talabalarda monologik nutq ko'nikmalarini tizimli rivojlantirish maqsadida quyidagi uch bosqichli model ishlab chiqildi va o'quv jarayoniga tatbiq etildi.

Kognitiv-tayyorgarlik bosqichi (Pre-Speaking Stage). Ushbu bosqichning maqsadi-talabalarda doston matni bo'yicha fon bilimlarini faollashtirish va nutq uchun zarur bo'lgan tayanch leksik bazani yaratishdir. Bu bosqichda doston qahramonlarining xarakteri, mifologik elementlar va madaniy realiyalarni ifodalovchi so'z va birikmalar ustida ishlanadi. Talabalar so'z klasterlari yaratadilar.

Lisoniy tayanch lug'ati: Dostonlar tiliga xos bo'lgan va monologik nutqda uslubiy rang-baranglikni ta'minlovchi leksik birliklar tizimi:

- Valor and chivalry (Jasorat va ritsarlik)
- Boundless loyalty (Cheksiz sadoqat)
- To overcome treacherous obstacles (Xiyonatkorona to'siqlarni yengib o'tish)
- Epical grandeur (Epik ulug'vorlik)
- To challenge the oppressor (Zulmkorga qarshi chiqish)





Tuzilmaviy-tahliliy bosqichi (While-Speaking / Analytical Stage)

Bu bosqichda doston syujetidagi muayyan epizodlar tahlil qilinadi va monologning mantiqiy tuzilishi (coherence) ustida ishlanadi. Talabalar ingliz tilidagi hikoya qilish narrativida keng qo'llaniladigan nutqiy konnektorlar (discourse markers) dan foydalanishni o'rganadilar. Monolog tuzishda Jozef Kempbellning Qahramonning sayohati (The Hero's Journey) konseptsiyasi tayanch tuzilma sifatida olingan. Talaba monologni quyidagi makro-tuzilma asosida quradi: Departure (Yurtni tark etish) - Initiation -Return (G'alaba va qaytish)

Nutqiy bog'lovchilar : Narrativ izchillikni ta'minlovchi bog'lovchi vositalar guruhlari:

1. Vaqt ketma-ketligi uchun: In the fullness of time, meanwhile, simultaneously, subsequently, prior to this epic clash.
2. Sabab va natija uchun: Consequently, as a direct result of his valor, strictly speaking, thereby proving that.
3. Qarama-qarshilik uchun: In stark contrast to, despite the imminent danger, whereas, nonetheless.

Produktiv-nutqiy bosqich (Post-Speaking / Productive Stage)

Ushbu bosqichda talaba bevosita mustaqil, erkin va ijodiy monologlarni ijro etadi. Bu bosqichda doston materialini asosida an'anaviy hikoya qilish chegarasidan chiqib, tanqidiy fikrlash va sotsiomadaniy muammolarga yechim topishga qaratilgan innovatsion topshiriqlar tizimi qo'llaniladi. Quyida ushbu bosqichda yuqori samara bergan amaliy topshiriq turlari va ularning aniq misollari keltirilgan.

Dostonlar asosida amaliy monologik topshiriqlar va misollar

Metodikaning amaliy qiymatini ko'rsatish uchun quyida dars jarayonida bevosita qo'llanilgan va talabalarining nutqiy-kognitiv faolligini oshirgan uchta asosiy topshiriq modeli va ular bo'yicha talabalar nutqidagi namunalar keltiriladi.

Topshiriq modeli A: Personaj interpretatsiyasi va Rolli monolog

Tavsifi: Talabaga dostonidagi ma'lum bir qahramonning (yoki ijobiy, yoki salbiy) obraziga kirib, uning ichki kechinmalari, dramatik holati va xatti-harakatlari sabablarini birinchi shaxs nomidan kamida 3 daqiqa davomida monolog shaklida tushuntirib berish topshirig'i beriladi. Bu talabada nutqiy empatiya va hissiy leksikani faollashtiradi.

Talaba nutqidagi namuna: Talaba o'zini "Alpomish" dostonidagi Qorajon qahramoni o'rniga qo'yadi va Hakimbekka (Alpomishga) yordam berish uchun o'z qabilasiga qarshi chiqqan paytdagi ichki dilemma haqida monolog so'zlaydi: "Standing at the crossroads of fate, my heart was torn into two shattered pieces. On one hand, there was the ancient law of my tribe, demanding unconditional allegiance to the Kalmyk rulers, regardless of their tyranny. On the other hand, there was the sacred law of brotherhood and absolute justice, which I discovered





through my profound bond with Hakimbek. To the eyes of my kinsmen, my actions might appear as a treacherous betrayal, a historical sin. However, let it be known to the world that true loyalty is not blind obedience to an oppressor, but a conscious devotion to righteousness. I chose to aid Hakimbek because his soul reflected the epical grandeur of genuine truth. Despite the imminent danger of being exiled and branded as a traitor, I stepped forward to shatter the chains of injustice, demonstrating that the bond of spiritual brotherhood supersedes the geographical boundaries of birth...”

Topshiriq modeli B: Qiyosiy-madaniy monolog

Tavsifi: Talaba ikkita turli madaniyatga tegishli doston qahramonlarini (masalan, Alpomish va Beowulf) umumiy va farqli jihatlarini akademik va qiyosiy tahlil qilib berishi kerak. Bu topshiriq talabaning nutqida taqqoslash, farqlash, sintez qilish va xulosa chiqarish kabi yuqori darajadagi sintaktik konstruksiyalarni faollashtiradi.

Talaba nutqidan namuna (Alpomish va Beowulf tahlili):

“When we cast a scholarly glance at the epical landscapes of Central Asia and early Medieval Britain, we encounter two monumental pillars of heroism: Alpomish and Beowulf. At first glance, both figures epitomize the archetypal hero who possesses Herculean physical strength and unyielding moral resilience. Both heroes embark on an epic quest a journey fraught with existential perils to safeguard their communities from external annihilation. Beowulf crosses the treacherous seas to dismantle the monstrous terror of Grendel, whereas Alpomish traverses the distant lands of Kalmyk to rescue his beloved Barchin and restore social equilibrium in his homeland. However, a deeper socio-cultural analysis reveals stark contrasts in their underlying philosophies. Beowulf’s worldview is heavily embedded in the concept of 'Wyrd'—the inescapable Germanic fate, and his ultimate pursuit is personal, eternal glory (lof) to be sung by future generations. In sharp contrast, Alpomish’s heroism is distinctively communal and deeply rooted in family values, societal harmony, and institutional loyalty to his tribe. Beowulf ends his life as an isolated, tragic king fighting a dragon alone, while Alpomish achieves a harmonious societal return, uniting his people. Thus, while Beowulf represents the tragic individualistic heroism of the North, Alpomish stands as a magnificent testament to collective solidarity and cultural continuity...”





Topshiriq modeli C: Konseptual muammoli monolog

Tavsifi: Dostonlardagi axloqiy dilemmasiga boy epizodlar olinib, talabadan bugungi kun nuqtai nazaridan ushbu muammoga munosabat bildirish va uning zamonaviy interpretatsiyasini monolog shaklida taqdim etish so‘raladi (masalan, Barchinoyning shartlari -qadimgi feodalizm belgisi yoki ayol huquqlari va sadoqat simvolimi?)

Muhokama. Dostonlar vositasida monologik nutqni rivojlantirish lingvodidaktikadagi qator fundamental muammolarni hal etadi:

Sotsiomadaniy motivatsiya: G‘arbga xos darsliklar ko‘pincha “til dekontekstualizatsiyasi”ni keltirib chiqaradi. Milliy eposlarni ingliz tilida o‘rganish esa talaba va maqsadli til (L2) o‘rtasidagi psixologik tafovutni kamaytirib, o‘z madaniyatini xorijiy tilda ifodalash motivatsiyasini oshiradi (Kramersch, 1993).

Akademik tasviriylik: Bu yondashuv talabalarni kundalik sodda nutqdan yuqori stilistik bo‘yoqdorlikka ega leksikaga va murakkab sintaktik tuzilmalardan foydalanishga o‘rgatadi.

Strategik kompetensiyani o‘stirish: Dostonlardagi arxaik so‘zlar va etnogonizmlarni to‘g‘ridan-to‘g‘ri tarjima qilishdagi qiyinchiliklar didaktik imkoniyatga aylanadi. Talabalar tushunarsiz so‘zlarni tushuntirishda tasviriy tarjima va parafrazlash strategiyalarini qo‘llash orqali lisoniy to‘siqlarni yengib o‘tishga o‘rganadilar (Richards & Rodgers, 2014).

Xulosa va tavsiyalar. Tadqiqot va tahlillar ushbu metodikaning yuqori konseptual salohiyatini tasdiqladi va quyidagi xulosalarga olib keldi:

1. **Kognitiv samaradorlik:** Dostonlarning dinamik va izchil syujeti kognitiv yuklamani kamaytirib, uzluksiz nutqning mantiqiy bog‘liqligini (coherence) yaxshilaydi.
2. **Lisoniy boyitish:** Epik asarlarning metaforik tabiati talabalar leksikasini neytral darajadan akademik darajaga ko‘tarib, murakkab birikmalar ulushini oshiradi.
3. **Madaniyatlararo kompetensiya:** Dostonlarni qiyosiy o‘rganish talabalarda global fikrlashni rivojlantiradi hamda nutqiy to‘siqlar va lisoniy xavotirni (language anxiety) bartaraf etadi.

Pedagogik amaliyot uchun tavsiyalar:

Oliy ta‘limning “Amaliy ingliz tili” va “Gapirish va tinglash” fanlari dasturlariga xalq dostonlari hamda epik hikoyachilik modullarini kiritish;

O‘zbek xalq dostonlarining o‘quv maqsadlariga moslashtirilgan, B1, B2 va C1 darajalaridagi inglizcha xrestomatiyalari hamda raqamli multimedia platformalarini ishlab chiqish;

Monologik nutqni baholash mezonlarini kengaytirib, faqat grammatik to‘g‘rilikni emas, balki argumentatsiya, parafrazlash va konseptual izchillikni ham baholash.

Foydalanilgan adabiyotlar

1. Jalolov J.J. Chet til o‘qitish metodikasi. – Toshkent: O‘qituvchi, 2012. – 432 b.





2. O‘zbekiston Respublikasi Prezidentining 2012-yil 10-dekabrdagi “Chet tillarni o‘rganish tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida”gi PQ-1875-sonli Qarori. – Toshkent, 2012.
3. Jumanazarov U. O‘zbek folklori va eposi lisoniy-didaktik xususiyatlari. – Toshkent: Fan va texnologiya, 2015. – 210 b.
4. Bartlett F.A. Remembering: A Study in Experimental and Social Psychology. – Cambridge: Cambridge University Press, 1932. – 317 p.
5. Brown H.D. Teaching by Principles: An Interactive Approach to Language Pedagogy. – New York: Pearson Education, 2007. – 410 p.
6. Bygate M. Speaking. (Oxford Introduction to Language Study Series). – Oxford: Oxford University Press, 1987. – 122 p.
7. Harmer J. The Practice of English Language Teaching. 5th edition. – London: Pearson Longman, 2015. – 446 p.
8. Kramsch C. Context and Culture in Language Teaching. – Oxford: Oxford University Press, 1993. – 295 p.
9. Nunan D. Language Teaching Methodology: A textbook for teachers. – New York: Prentice Hall, 1991. – 264 p.
10. Richards I.C., Rodgers T.S. Approaches and Methods in Language Teaching. 3rd ed. – Cambridge: Cambridge University Press, 2014. – 410 p.
11. Vygotsky L.S. Mind in Society: The Development of Higher Psychological Processes. – Cambridge, MA: Harvard University Press, 1978. – 159 p.
12. Qosimov A. (Tarj.) Alpomish (Uzbek folk epic translated into English). – Tashkent: Sharq, 1999. – 120 p.

