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## IMPROVING THE PROFESSIONAL COMPETENCE OF FUTURE TEACHERS BASED ON A HUMANITARIAN APPROACH

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**Abstract:** pedagogical skills and competence require extraordinary strength, perseverance, diligence, the desire to conduct research in a new situation, flexibility for a new team, sincerity, correctness and honesty, keen intelligence, and the ability to compare one tool with another.

**Keywords:** educational system, competence, teacher, professional competence, human dignity, educational system

Modernization of the continuing education system is one of the most important tasks of the socio-economic development of Uzbekistan. Therefore, each educational institution of the Republic attaches special importance to improving the quality of its trained personnel. At a time when nanotechnology is being created in science and industry, new generation textbooks are being created, a rating system is being introduced in education, control in various areas, active teaching methods and other similar organizational work are being used, the future presupposes the acquisition of knowledge, skills and qualifications by teaching staff in accordance with the requirements of the time.

On the way to improving the education system in our socio-economically developing society, the training of qualified personnel in academic lyceums, vocational colleges, and schools of general secondary education has increased the need to improve their competence. This indicates that at present, great attention should be paid not only to the in-depth study of the theoretical knowledge of specialists who meet the requirements of the time, but also to the training of specialists with great human qualities who are able to enter into circulation and are proficient in their field. Especially this requirement of the modern era proves once again that teachers need to be trained as a cultured person, armed with high pedagogical skills and modern technologies to enhance competence.

It is known that the modernization of the continuing education system is one of the most important problems of the socio-economic development of Uzbekistan. Therefore, each educational institution of the Republic attaches special importance to improving the quality of its trained personnel.





The strategy of conducting psychological and pedagogical trainings in the training of teaching staff serves to increase the professionalism, spiritual appearance, intellectual potential of teachers, to ensure continuity and continuity between the levels of education, based on the current state of spiritual and educational work. Because pedagogical skills and pedagogical competence serve as a means of determining the individual qualification qualities of a subject, contribute to his creative progressive search, and increase the success of the pedagogical community.

In the modern world, which is developing towards globalization, the rapid adaptation of the state to the conditions of the international competitive process is the main factor for its successful and sustainable development. The main advantage of highly developed countries is that the state of the education system depends on the availability of opportunities for personal development. The factors ensuring sustainable economic growth of the state today and in the future also depend on the development of the educational sphere and the training of teaching staff.

Pedagogical skills and competence are used in determining professional qualities, when performing a specific task in the learning process, when assigning a description of a profession, when acquiring a certain level of skill in the educational process.

Pedagogical skills and competence require teachers to be able to conduct research, apply professional and pedagogical technologies, and organize their activities on a scientific basis. Therefore, since the issue of a teacher's multifaceted activities and abilities, an excellent artist and dedication, as well as educating young people as a harmonious personality is one of the urgent issues at the level of public policy, teachers should acquire pedagogical skills and competence.

Therefore, pedagogical skills and pedagogical competence are not a standard work style for all teachers, but a process that occurs due to the work of each teacher on himself, his creative work.

It is up to the teacher to achieve the goals currently set for education, to organize diverse activities for students, to make them educated, polite, religious, hardworking, free-thinking, conscious, competent people, free-thinking, devoted to the Motherland, free from bad ideas.

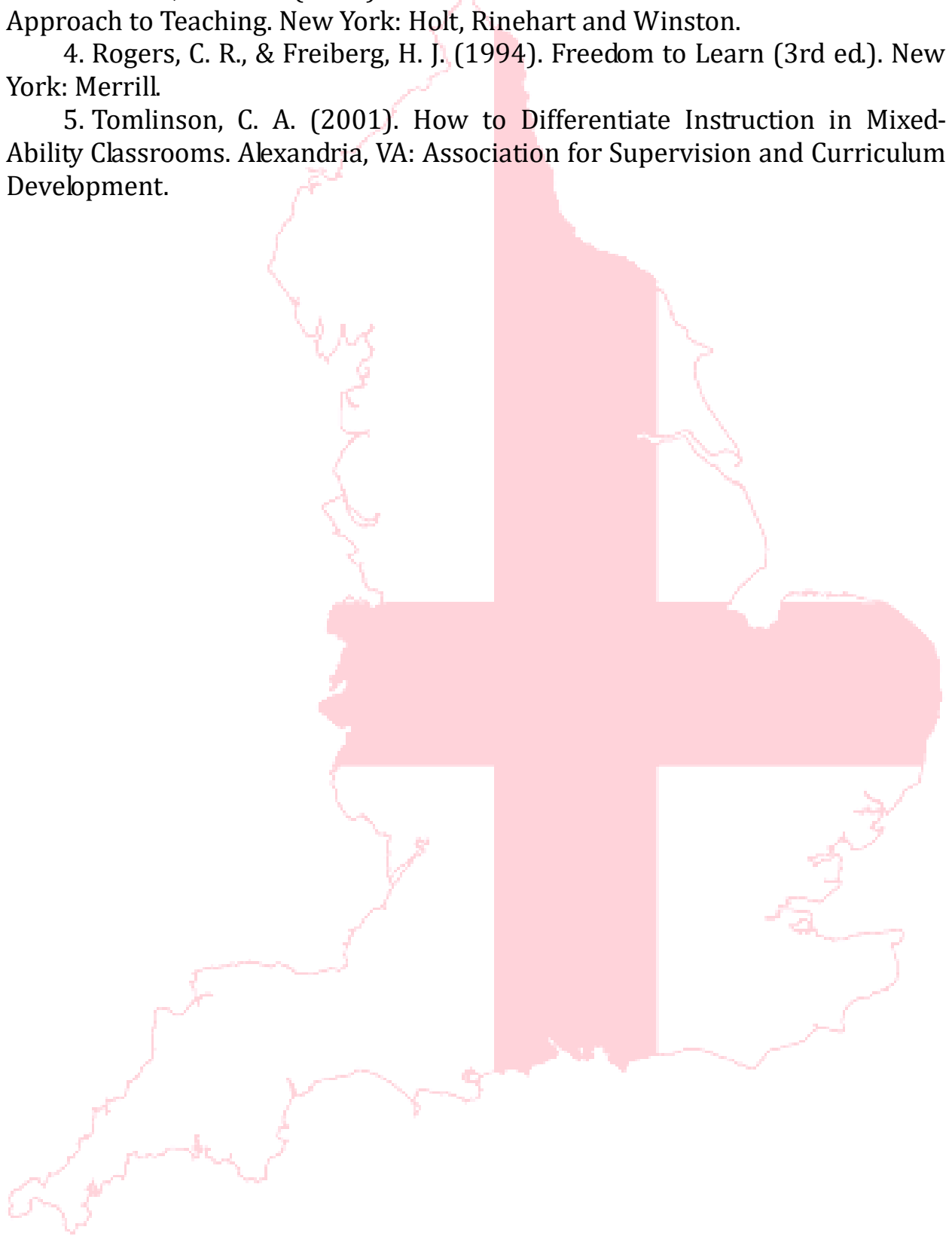
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## Didactic possibilities of applying pape-mashe technologies to the educational process in the creative development of children.

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**Abstract:** This article highlights the didactic potential of pape-mashe technologies in shaping the creative development of children. It analyzes the mechanisms for developing imagination, thinking, aesthetic taste and motor skills of students through the integration of pape-mashe art into the educational process. It also substantiates with scientific and practical examples that the use of this technology increases independent thinking, diligence, and interest in artistic creativity in preschool children. The article also provides methodological recommendations for the effective use of pape-mashe technologies in the pedagogical process.

**Key words:** pape-mashe, children's creative development, didactic opportunities, art education, preschool education, aesthetic education, motor skills, creativity, applied arts, pedagogical technologies.

**Introduction.** The introduction of pape-mashe, technologies into the preschool educational process has a significant didactic impact on the creative development of children. Preschool educational organizations, in turn, serve as the main foundation for the formation of scientific and practical skills in children. The use of pape-mashe, technologies in the educational process serves to expand didactic opportunities, especially aimed at developing children's creative abilities. The main didactic opportunities of this technology are: *Firstly*, pape-mashe techniques teach children to work with a variety of materials, which develops their manual dexterity and imagination. Children demonstrate their creative abilities by creating various shapes and compositions using paper, glue, paints and other materials. This process helps children develop new ways of thinking, while at the same time strengthening their knowledge based on creative thinking by creating complex shapes from the simplest materials. *Secondly*, the didactic possibilities of pape-mashe, technologies develop imaginative and abstract thinking in children. By creating objects of various shapes, children master spatial concepts, geometric skills such as symmetry and proportion. As a result, they have the opportunity to apply theoretical knowledge in practice during their learning process.

The use of pape-mashe technology in preschool education has a positive impact on the social and creative development of children. Through this activity, they acquire important skills such as working in a group, exchanging ideas, appreciating the opinions of others and clearly expressing their own opinion. Participation in collective work forms a culture of cooperation in children, which serves to increase their communicative potential. This





technology also teaches children to make independent decisions, problem-solve, and try new approaches. The situations they encounter at each stage develop their ability to solve problems, direct their thoughts quickly and effectively, and achieve results. As a result, it stimulates the formation of the foundations of creative thinking and innovative thinking. Art classes play an important role in educating children's aesthetic taste, enhancing their perception of beauty and interest in creating new things. The didactic possibilities of pape-mashe technology are of great importance in this direction, expanding children's imagination by involving them in practical activities and strengthening their skills in working with images. The shapes and compositions created using pape-mashe materials activate children's imagination and serve as a solid foundation for the implementation of creative ideas. As a result, they not only learn to create something with their own hands, but also achieve significant progress in expressing their thoughts, experiencing beauty, and mastering practical knowledge.

**Materials and methods.** In the process of pape-mashe classes, it is necessary to adhere to a number of basic principles of didactics, including the principles of activity, linking theory and practice, demonstration, explanation, use of examples, didactic reproduction, scientificity, and application of knowledge. These principles play an important role in ensuring the effectiveness and efficiency of the class. In particular, adherence to the demonstration principle is considered necessary for a thorough understanding of the materials and processes being studied during the classes.

***The principle of demonstration.*** The application of the principle of demonstration in the educational process creates an opportunity for children to easily and clearly understand the material. Classes enriched with visual aids, in particular, increase children's interest in the subject or material and help them understand the content more deeply. The educational process becomes more lively and understandable through the use of videos, slides, photocopies and film materials, as well as artistic works created using pape-mashe technology, their copies. With the help of such tools, not only clear ideas about the subject are formed, but also children develop their aesthetic taste and creative thinking. The sequence of classes, the organization from simple to complex, is important in increasing the effectiveness of education. The selection of new materials based on previous knowledge ensures the consistency and effectiveness of the learning process. Crafts based on pape-mashe technology and organized centers in this area, as well as excursions to museums of folk arts and crafts, broaden the aesthetic and moral outlook of children. Through such activities, children practically study the elements of art and crafts, which further develops their aesthetic vision and creative thinking potential. Pape-mashe works serve not as toys for children, but as objects of aesthetic and artistic value. This, in turn, contributes to a deeper





understanding of art from a didactic point of view. Children strive to actively participate in lessons organized in the form of a game, which motivates them to master the educational material in an interesting and effective way.

**Results.** During the study, the following positive changes were observed in the creative development of children through the implementation of Pape-mashe technologies in the educational process:

Children's creative thinking and imagination were activated. They made new, different toys from ordinary paper; working with Pape-mashe technology developed children's fine motor skills. This helped them coordinate their hand movements and concentrate;

Through creative tasks given by the educator, children began to learn to make independent decisions and freely express their opinions. Children who actively participated in the activities developed an artistic and aesthetic taste, and their interest in art increased. The Pape-mashe technology had a positive effect on the formation of social skills among children, such as working together, listening to each other, and respecting each other.

**Discussion.** The book "Let's Learn Sculpture" by N. Beltyukova, S. Petrov and V. Kard describes how to teach pape-mashe classes to children effectively and in a playful way. It is considered appropriate to organize papier-mâché classes in a practical and playful way. As a result, children feel like active participants, which provides a high level of motivation in their learning process. Activities organized in the form of games help children learn the material in a more interesting and effective way. It allows children to strengthen their creative and practical skills, while at the same time increasing their interest and attention to the material being learned. Practical classes organized based on pape-mashe technology activate children, develop their creative potential, and help them thoroughly and consistently master the knowledge they need to acquire in the educational process. Art coexists with humanity and is an integral part of it. Through works of art, a person understands and observes his inner world, his identity. pape-mashe technologies serve as an important tool in shaping the spirituality and humanistic values of students. A person who loves art realizes his own capabilities and abilities through the works and great heritage of creative individuals. If we talk about the tasks of pape-mashe technology classes in preschool education, they can be divided into two main areas.

**The first direction** - this direction includes the main functions of papier-mâché technology in providing aesthetic and artistic education. It is aimed at fulfilling the following tasks:

- To teach children to see beauty in the environment and art, to understand it through the heart and mind, and to appreciate it with aesthetic taste;

-to instill a love of beauty in children through the pursuit of perfection and the formation of artistic perception;





-expand the scope of children's visual and artistic thinking, develop their ability to think figuratively;

- to stimulate imagination and fantasy, to reveal artistic and creative abilities; -teaching the elements of sculpture and construction art, developing initial skills;

-develop observation, visual memory, measuring and estimating skills, spatial imagination, figurative and logical thinking;

-to arouse interest in art, instill aesthetic values, and encourage appreciation of beauty.

**The second direction** - this direction reflects the expanded social, spiritual and pedagogical possibilities of pape-mashe technology. It covers the following tasks:

- To study the phenomena of nature and society through artistic means, to help understand existence;

- To strengthen the ideas of national pride and independence in the minds of young people;

- To develop moral qualities such as patriotism, humanity, and tolerance;

- To educate discipline and patience in children through the formation of hard work and physical activity;

- To arouse interest in the profession, to provide initial practical skills for future work.

The use of pape-mashe technology in the preschool education system has a great impact on the learning process, as it helps children to acquire knowledge more deeply and qualitatively. This technology is considered one of the most effective methods in developing children's speech, increasing literacy, expressiveness, revitalizing the thinking process, and enhancing creative potential. The papier-mâché technique plays an important role not only in the construction, design and development of mathematics, science and nature, art centers, but also in the organization of literary and literacy classes. These classes help children develop aesthetic taste and increase their moral, work-related and ecological awareness. At the same time, it also plays an important role in preserving the rich spiritual and educational heritage of the Uzbek people. Teaching national art and culture, especially through applied arts and ancient technologies, helps to broaden the aesthetic and cultural outlook of children. Art circles organized in various regions of Uzbekistan, along with their unique cultural heritage, play a special role in teaching national culture. For example, architectural monuments in Bukhara and Samarkand, pottery in Rishton and Margilan, woodcarving in Khorezm, handicrafts in Shahrisabz and Khojaly, and traditional ceramic art in Gijduvan develop children's historical and aesthetic thinking. As a result, this, in turn, awakens in children a sense of respect and pride for national culture and forms thinking in harmony with global culture. The practical papier-mâché





technologies of Madaripova Mukhtasarkhon Ravshanbekovna, who has been passing on the modern pape-mashe craft from generation to generation and developing it in new ways, help to further expand and develop the creative abilities of the younger generation. Her work in this field plays an important role not only in teaching children art, but also in forming creative thinking and aesthetic taste. Mukhtasarkhon Ravshanbekovna's methods introduce young people to traditional techniques and reveal their creative potential. These technologies also serve to increase students' interest in manual labor, the arts, and expand their horizons. As a result, modern pape-mashe technologies not only help preserve national heritage, but also strengthen children's respect for art, labor, and aesthetics.

**Conclusion.** The introduction of pape-mashe technologies into the educational process is an important factor in the creative development of children, in the formation of their aesthetic taste, in the development of independent thinking and practical skills. Through this technology, children expand their imagination in the process of creating various shapes and images, master a creative approach and can freely express their capabilities. The use of pape-mashe technology in the educational process not only increases students' interest in art, but also helps them to deeply master the topics on a practical basis. This process also teaches them patience, accuracy, environmental culture, and teamwork skills. Therefore, the didactic possibilities of pape-mashe technology are one of the methods that should be widely used to enhance the creative potential of children, ensure their comprehensive formation as individuals, and increase the effectiveness of the educational process.

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## REETING UNITS AS LINGUISTIC TOOLS INDICATING SOCIAL DISTANCE AMONG SPEECH PARTICIPANTS

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**Abstract:** The Uzbek language contains various forms of greeting that pragmatically convey social information. This study analyzes greeting units in Uzbek within the framework of social deixis and considers them as linguistic tools that reinforce social connections in society. The thesis presents commonly used Uzbek greetings in a tabular format and analyzes them as social deictic expressions.

**Keywords:** social deixis, social relations, social status, pragmatic meaning, pragmatic category, speech participants.

Language is the primary communicative tool that shapes and regulates social relationships between people. In linguistics, indicators used in speech and their contextual dependence are studied through the concept of deixis. In speech, linguistic tools that express social relations, social status, respect, and closeness between individuals are referred to as social deictics.

One of the five main types of deixis described by Levinson [1] — social deixis — studies linguistic units that depend on the social status, age, gender, or degree of familiarity among the participants in the conversation. Social deixis (from the Greek *deixis*, meaning "pointing" or "indication") is an important pragmatic concept in linguistics. This term indicates the contextual dependence of deictic expressions in speech, meaning that the interpretation of such expressions is determined by the speakers, place, time, or social relationships. Linguistic units expressing social deixis are among the primary communicative means of a language. They reflect social relationships, respect, prestige, and status among members of society, and serve to express the nature of interaction, roles in the speech act, level of familiarity, and cultural-social norms [5].

Social deixis specifically reflects social relationships among speech participants. As Levinson also emphasizes [1], it manifests through linguistic means that define social distance and differences in status between participants in communication. One such linguistic unit is the form of greeting.

The Uzbek language is rich in various forms of greetings. These forms not only initiate conversation but also carry social, emotional, and cultural meanings. In speech, greetings are often chosen based on social criteria such as age differences, social status, level of formality, and degree of familiarity between the participants. These factors contribute to the realization of social deixis.





Below is a table presenting the main greeting words and expressions in Uzbek according to their use in social contexts:

Assalomu alaykum!	Formal, respectful, and humble greeting
Vaalaykum assalom!	Formal response with respect and humility
Assalomu alaykum va rohmatallohi barokatuh!	Used mainly in religious contexts
Vaalaykum assalom va rohmatallohi barokatuh!	Response used in religious settings
Xayrli tong / kun / kech (good morning/ day/ evening)	Relatively modern form, used in formal (e.g., media) contexts
Salom! (Hello/ Hi)	Informal, used among peers or when the greeter is older
Xush kelibsiz! (Welcome)	Used to welcome guests, hospitality situations
Omonmisiz? (How you have been?)	Reflects Uzbek cultural and moral values, respectful inquiry
Yaxshimisiz? / Yaxshi yuribsizmi? / Tuzukmisiz? / Salomatmisiz? (How are you?)	Combined with inquiring about well-being, used in general contexts
Qalaysiz? yoki qandaysiz? (How are you?)	Friendly greeting indicating closeness
Bormisiz?/ Bormisan? (How are you doing?)	<b>Greeting to initiate or renew a conversation, informal context</b>
Nima gaplar? (What is new?)	Informal form used among socially close individuals or peers

The traditional, general, and formal greeting in the Uzbek language is "Assalomu alaykum!", which pragmatically expresses social distance and respect. This form reflects differences in age, social status, and social relationships between individuals. This phenomenon is considered a type of social deixis, and the expression "Assalomu alaykum!" functions as a deictic unit representing it.

The expression "Bormisiz?" / "Bormisan?" (How are you doing?) is an informal form of greeting that is not used to literally check the presence of the interlocutor. Instead, it indicates that the speaker has remembered the other person. The pragmatics of "Bormisiz?" / "Bormisan?" (How are you doing?) suggest that the speaker and the addressee are well-acquainted and have not communicated for a long time. This form is commonly used among old friends, acquaintances, or close individuals who have not been in contact for a while. Through this pragmatic nuance, social deixis becomes evident, signaling





aspects such as age, status, and the closeness of the relationship between the speakers.

In the Uzbek language, the greeting "Omonmisiz?" (How you have been?) functions as a key pragmatic component of social communication, indicating social roles, degrees of respect, and closeness between the interlocutors. In this regard, S. Jurayev [3] has classified Uzbek greetings into pragmatic categories, demonstrating their role in reinforcing social bonds. When encountering an old friend, relative, or someone recovering from illness, the phrase "Omonmisiz?" (How you have been?) is typically used to inquire about their well-being and to show respect, sincerity, and care. The word "omon" is of Arabic origin and means peace, health, safety, and freedom from harm. This greeting is multifunctional and reflects the cultural and ethical values of the Uzbek people. To support this point, N. Kasimova [4] has evaluated greetings as a cultural tradition and directly linked them to the customs and practices of the people.

### Conclusion

The diversity of greeting forms in the Uzbek language is determined by context, the age of the speakers, their social status, closeness, and the nature of their relationship. Greeting expressions not only carry lexical meaning but also serve social functions. It is this function that creates strong contextual dependence.

Through the pragmatic meanings of greetings, the phenomenon of social deixis emerges. For example, the greeting "Omonmisiz?" (How you have been?) literally expresses a desire to know about the person's physical or emotional state. However, pragmatically, it conveys respect, sincerity, and care — emotions typically reserved for those with whom one shares close social ties (such as relatives, friends, or respected individuals). This implication constitutes social deixis.

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## Designing ESP Course Objectives According to Bloom's Taxonomy

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**Abstract.** This article explores setting goals and objectives for ESP course design utilizing Bloom's taxonomy and its categories. Moreover, this work identifies the importance of establishing clear and relevant course goals for its effectiveness, particularly in organizing ESP courses. The study gives some information about scientist Benjamin Bloom and how his framework is essential in the teaching and learning process. In this study, a full formulation of the objectives and aims of the ESP course is provided for medical students' EMP course (English for Medical Purposes) based on Bloom's taxonomy

**Key words.** Bloom's taxonomy, setting goals, ESP, EMP, six categories

**Introduction.** In the field of English for Specific Purposes (ESP), the construction of clear and well-organized learning objectives plays a vital role in designing successful language courses. As we live in such a dominant and progressing society, each sphere of this demands high educated and skillful specialists to reach efficiency in their work. In this regard, English competency has already become a crucial and demanding capability in all fields which brings professional growth. Therefore, nowadays contemporary teaching methodology for non-specialized programs emphasizes productive and appropriate course modules such as needs analysis, designing aims and objectives, syllabus and authentic materials which assist both teachers and learners to make lessons beneficial. One of the most influential and widely used frameworks for formulating such objectives is "Bloom's Taxonomy" which was introduced in 1956 by Benjamin Bloom and his collaborators Max Englehart, Edward Furst, Walter Hill, and David Krathwohl published for categorizing educational goals. This framework has been applied by generations of K-12 teachers and college instructors in their teaching. The framework elaborated by Bloom and his collaborators consisted of six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The categories after Knowledge were presented as "skills and abilities," with the understanding that knowledge was the necessary precondition for putting these skills and abilities into practice. While each category contained

subcategories, all lying along a continuum from simple to complex and concrete to abstract, the taxonomy is popularly remembered according to the six main categories [1:1] These categories can be used in all ESP courses for different specialists integrating it with professional content. Each category has its own verbs to identify the function and aim. For instance,

Remembering: can the student recall or remember the information? -define, duplicate, list, memorize, recall, repeat, reproduce state





Understanding: can the student explain ideas or concepts?- classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase Applying: can the student use the information in a new way? - choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write. Analyzing: can the student distinguish between the different parts? -appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.

Evaluating: can the student justify a stand or decision? -appraise, argue, defend, judge, select, support, value, evaluate

Creating: can the student create new product or point of view? -assemble, construct, create, design, develop, formulate, write [2:1]

While structuring ESP course objectives, these steps aid to design them from easy to complex tasks which increases effectiveness of learning process considering each metacognitive stages in language learning. In particularly, Bloom’s taxonomy begins with “Remembering” that means receiving new information and remember it, and in the next sections they classify, illustrate, analyze, judge and construct new ideas , all of those can be one particular aim of each lesson. The students who accomplish all of these tasks in their ESP course, they can use the target language in their purpose successfully.

<p><b>ESP Course: English for Medicine Students</b></p>	<p><b>Aims:</b> The primary aim of this course is to enhance students’ proficiency in English by integrating all four language skills (reading, writing, listening, and speaking) within the context of medical terminology and professional practices. By the end of the course, students will be equipped to communicate effectively in English in medical settings, both academically and professionally.</p>
<p><b>Course Objectives:</b> <b>By the end of this course, students will be able to:</b></p> <ul style="list-style-type: none"> <li>• <i>Construct Accurate Sentences:</i></li> <li>• Formulate both simple and complex sentences in English, suitable for various medical contexts, for effective written and oral communication.</li> <li>• <i>Improve Reading Comprehension:</i></li> <li>• Develop the ability to comprehend and analyze texts on medical topics, understanding different contexts and concepts presented in various medical writings.</li> <li>• <i>Expand Vocabulary:</i></li> <li>• Enrich their active vocabulary for both everyday communication and professional use in medicine, including medical terminology, diagnoses, and treatment methods.</li> </ul>	





- *Enhance Listening Skills:*
  - Improve listening comprehension using ICT tools (e.g., videos, audio tracks, doctor-patient conversations) to understand medical dialogues and scenarios.
- *Learn Medical Writing:*
  - Gain the ability to write medical documents, including prescriptions, diagnoses, letters, and news articles, progressing from basic to more advanced texts.
- *Engage in Discussions:*
  - Participate in discussions on medical and global health topics, including lifestyle choices, maintaining a healthy lifestyle, and current medical issues.
- *Analyze Treatment Options:*
  - Critically analyze and compare treatment options and disease management approaches by reading various medical texts, including case studies and clinical guidelines.
- *Compare Global Practices:*
  - Compare traditional and modern medical practices, including prescriptions, instructions, and patient care systems in different countries, with a focus on healthcare systems in developed nations.
- *Role Play and Simulation:*
  - Participate in role plays and simulations as doctor and patient to practice medical dialogues and communication skills in real-world scenarios.
- *Evaluate Medical Procedures:*
  - Critically evaluate and discuss traditional and contemporary medical diagnostic procedures and treatment methods.
- *Present Case Studies:*
  - Present case studies and project work both individually and in teams, demonstrating research and problem-solving skills in medical contexts.
- *Assess Medical Knowledge:*
  - Assess and apply existing medical knowledge to more complex clinical situations, developing a deeper understanding of medical concepts.
- *Prepare for Certification:*
  - Prepare for and take international or national language competency exams, assessing proficiency in medical English.
- *Conduct Medical Surveys:*
  - Conduct surveys in their field of study, focusing on medical practices, patient care, or healthcare systems.





- *Engage in Professional Projects:*
- Participate in meetings, projects, and collaborative activities within the medical community, enhancing teamwork and communication skills.
- *Create Effective Patient Materials:*
- Develop clear, understandable, and effective medical materials such as ambulatory maps, patient instructions, and educational resources.

**Learning Outcomes:**

*Upon successful completion of the course, students will be able to:*

- Use medical English fluently and confidently in both written and oral communication.
- Demonstrate an advanced understanding of medical texts and terminology.
- Engage in meaningful discussions on medical topics, showing critical thinking and problem-solving abilities.
- Apply English language skills to a variety of medical settings, from patient care to professional writing.
- Successfully complete a language proficiency certificate in medical English (e.g., TOEFL, IELTS, or other certifications).
- Conduct and present medical research and case studies effectively.
- Create and utilize medical documents and materials that meet professional standards.

In the following ESP course goals and objectives for medical students, every stage is given with full clarification aligning with medical content including all categories of Bloom's Taxonomy.

**Mapping ESP Course Objectives to Bloom's Taxonomy**

If we select each part according to Bloom's Taxonomy, for "remembering" category, students will gain knowledge about improving receptive skills (reading and listening), expand vocabulary by learning and remembering new words from medical terminology, and for "understanding" they engage in discussions and surveys in order to describe and share their ideas and received information, to "apply" given knowledge, learners write reports and medical instructions, attend in case studies to solve issues conduct surveys, assess and apply existing medical knowledge to more complex clinical situations, developing a deeper understanding of medical concepts.

In "analyzing" category which dedicated to compare and examine the existing information, medical students do experiments in patient care situation using English language, distinguish different methods of treatment using new vocabulary by reading various articles and literature, compare traditional and modern medical practices, including prescriptions, instructions, and patient care





systems in different countries, with a focus on healthcare systems in developed nations. For “evaluating”, they critically evaluate and discuss traditional and contemporary medical diagnostic procedures and treatment methods, prepare for and take international or national language competency exams, assessing proficiency in medical English. Finally, having gained enough knowledge and practice them in their field, learners will be able to create their product, utilize their knowledge to develop and implement their own ideas through English language. This part aimed at creating and developing clear as well as effective medical patient materials such as ambulatory maps, patient instructions, and educational resources.

**Conclusion.** Ensuring ESP course objectives correspond to Bloom’s Taxonomy promotes a structured and productive framework for improving students’ language and professional competencies. Via mapping learning outcomes relating to cognitives levels from basic simple knowledge acquisition to higher complex thinking skills, educators can provide their students with clear, measurable and tailored to learners’ specific needs and demands. Especially in ESP for medical students, implementing this Bloom’s Taxonomy and his strategies fosters the combination of language learning with professional content which broadens students’ ability to comprehend, communicate and function effectively in real-life medical settings. This approach not merely supports meaningful teaching and learning but promotes long-term memory of knowledge in professional context.

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## Talking About What Others Said: An Introduction to Reported Speech

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Reported speech, also referred to as indirect speech, is a grammatical mechanism used to convey the content of someone else's statement without quoting them directly. In English, this structure usually requires shifting verb tenses, adjusting pronouns, and modifying time expressions to reflect the change in the reporting context (Yule, 2010). Reported speech is a critical component of discourse competence, as it enables speakers to narrate past events and reproduce others' utterances accurately and appropriately.

This paper explores the core features of reported speech in English and contrasts them with equivalent structures in Uzbek and Russian. While English requires tense backshifting in most cases (e.g., "He said he was tired"), Uzbek and Russian do not consistently follow such temporal shifts, instead relying on context or maintaining the present tense form (Comrie, 1981; Mustafoqizi, 2022). These cross-linguistic differences can cause confusion for EFL learners and lead to direct translation errors. By analyzing these contrasts, the essay highlights how linguistic transfer influences learner accuracy and suggests ways to address common difficulties in the classroom.

#### **Rationale for Topic Selection in the Teaching and Learning Context**

This topic was selected due to its significant role in both written and spoken English communication. Reported speech is an essential grammatical phenomenon that enables individuals to convey what others have said without directly quoting their words. This is especially relevant in academic contexts where it is necessary to summarize, paraphrase, or cite others' ideas without introducing plagiarism. Understanding reported speech is crucial for first-year students who aim to improve their writing and speaking skills.

The choice of reported speech as the focus of this study is grounded in its fundamental role in both the teaching of English as a foreign language and in learners' academic development. As a first-year language student and a current teaching practitioner, I have consistently observed that many Uzbek-speaking students struggle with correctly transforming direct speech into reported speech, often due to a lack of clear understanding about tense shifts and pronoun changes. These difficulties are particularly evident in speaking activities and written assignments where students attempt to retell conversations or cite information from reading materials.

This issue is not only grammatical but also deeply connected to academic integrity and discourse skills. In my teaching practice, especially during writing lessons, I have noticed that students tend to overuse direct





quotations or avoid integrating others' ideas altogether, likely due to their discomfort with transforming speech into indirect forms. This aligns with the findings of Ghanbari and Bani (2016), who emphasize that the mastery of reported speech allows learners to restate information with greater fluency, reducing overreliance on verbatim quotes and supporting more coherent academic writing.

Moreover, the Uzbek language does not employ the same obligatory back shifting of tenses found in English. In Uzbek, indirect speech often preserves the original verb form, relying instead on context or discourse markers (Mustafiqizi, 2022). This structural contrast can cause learners to transfer their L1 logic into English, resulting in errors such as, "He said he is tired" instead of the grammatically appropriate "He said he was tired".

**Table 1. Key Features of Reported Speech (Mustafiqizi, 2022)**

Aspect	Description	Example
Definition	Reported speech is used to express what someone else has said without quoting their exact words.	Direct Speech: "I am learning English," he said.
Tense Changes	In reported speech, the tense often shifts back (present becomes past, etc.) to maintain logical sequence.	Direct Speech: "I will help you tomorrow."
Pronoun Changes	Pronouns change according to the perspective of the speaker.	Direct Speech: "I am going to the market," he said.
Reporting Verbs	Verbs like 'said,' 'told,' 'asked,' and 'suggested' are used to introduce reported speech.	She said, "I need help." → She said she needed help.
Time Expressions	Time expressions are adjusted when converting from direct to reported speech.	Direct Speech: "I saw her yesterday."

Learning about reported speech also improves comprehension and interpretation skills, as it requires students to fully understand the content before converting it into indirect speech. This aligns with the pedagogical goal of enhancing critical thinking and writing proficiency. Richards (2013) supports the idea that learning reported speech deepens one's understanding of English syntax and helps in achieving a more natural, coherent style in writing.





Thus, reported speech was chosen as a topic due to its importance in both academic and everyday communication. Mastery of this grammatical structure will enable students to express ideas from external sources effectively and accurately, which is vital for academic success and professional development.

### **Challenges Faced by EFL Learners in Accurately Reporting What Others Said**

Acquiring reported speech presents several notable difficulties for EFL/ESL learners, particularly for speakers of Uzbek and Russian. These challenges stem from differences in syntactic structures, limited exposure, and overgeneralization of grammatical rules. Based on classroom observation first-year university students, one of the most frequent problems lies in applying tense back shifting rules accurately. For example, many learners tend to say "She said she is tired" instead of the grammatically correct "She said she was tired." This issue is often rooted in the discrepancy between the learner's L1 and the rules of English reported speech, especially since Uzbek lacks a parallel back shifting system (Xudoyberganova, 2017).

Another recurrent difficulty involves selecting appropriate reporting verbs. Learners tend to overuse the verb "say" regardless of context, failing to distinguish between verbs like "ask," "suggest," or "claim," which require different grammatical constructions (e.g., using infinitives, gerunds, or subjunctive moods). This limits the depth and precision of learners' expression and shows a gap in lexical diversity. Research by Rimmer (2006) confirms that overgeneralization and limited verb awareness are key stumbling blocks for learners attempting to master indirect speech structures.

Moreover, learners often struggle with adjusting pronouns and time expressions correctly, particularly in longer texts. In my classroom experience, students often produced inaccurate conversions such as "He said I would come tomorrow" instead of "He said he would come the next day." These errors point to a need for more focused instruction on the pragmatic function of time shifts, which is not always emphasized in standard textbooks (Murphy, 2019).

From a psycholinguistic perspective, learners may find reported speech cognitively demanding due to the simultaneous mental tracking of speaker intent, listener perspective, and temporal shifts. This cognitive load is intensified when speaking spontaneously or under time pressure. According to Sagarra and Herschensohn (2011), L2 learners often rely more heavily on lexical cues than grammatical forms when processing meaning, which may explain why learners neglect subtle grammatical shifts in reported structures.

### **Practical exercises**

The effective use of reported speech is a critical skill for students learning English, particularly when it comes to conveying information, summarizing conversations, or relaying others' ideas without directly quoting





their words. In this section, practical exercises are introduced to help learners gain hands-on experience with reported speech and develop their understanding of its application in both spoken and written contexts. These exercises are designed to address common challenges that students face when acquiring reported speech, such as tense shifts, pronoun changes, and the transformation of direct speech into indirect speech.

### **Exercise 1: Reporting Conversations in Context**

**Objective:** To practice transforming direct speech into reported speech, focusing on tense shifts, pronoun changes, and reporting verbs.

#### **Activity:**

1. The teacher presents a short conversation between two people, using direct speech (e.g., “I can't believe it's already 10 PM,” she said. “I still have so much work to do,” he replied.).
2. Students work in pairs or small groups to rewrite the conversation in reported speech. They must adjust tenses, pronouns, and time expressions accordingly.
3. After completing the task, students compare their answers with the class, discussing differences in their transformations.

#### **Justification:**

This activity addresses one of the key challenges learners face when acquiring reported speech: managing tense shifts and pronoun adjustments. It emphasizes the practical application of the rule in a context where learners can see how direct speech is transformed in natural conversations. According to Azimi (2020), providing learners with a meaningful context helps them engage with grammar rules in a more dynamic way, increasing retention and understanding.

### **Exercise 2: Time Expression Transformation Drill**

**Objective:** To practice adjusting time expressions when changing direct speech into reported speech.

#### **Activity:**

1. The teacher provides a list of direct speech sentences that include specific time expressions (e.g., “I will call you tomorrow.” “She left yesterday.”).
2. Students are tasked with converting these sentences into reported speech, ensuring they modify the time expressions correctly (e.g., “She said she would call me the next day.” “He said she had left the day before.”).
3. The class then discusses the reasoning behind each transformation, focusing on how the time expressions change to align with the perspective of the speaker.

#### **Justification:**

This exercise targets a common problem for learners: correctly adjusting time expressions when reporting speech. As noted by Ghanbari and Bani (2016), understanding the role of time in reported speech is essential for





effective communication. This task helps learners recognize the subtle shifts in time reference that occur when reporting past actions or events. By working with a variety of examples, students gain a more nuanced understanding of how time expressions function within reported speech, enhancing both their grammatical accuracy and their ability to convey meaning in different contexts.

### **Conclusion**

The topic of reported speech is crucial for both written and spoken communication in English, particularly for EFL/ESL learners. Mastering this grammatical phenomenon allows L2 learners to effectively convey what others have said, ensuring clarity and accuracy in both casual conversations and formal academic contexts. The ability to use reported speech correctly enhances EFL/ESL learners' fluency, helps them avoid plagiarism, and adds to the credibility of their writing.

Throughout this article, it was explored the fundamental rules of reported speech, highlighting the key elements such as tense changes, pronoun shifts, and the use of reporting verbs. It was also considered common challenges L2 learners face, such as difficulties in adjusting time expressions, managing tense shifts, and over-relying on direct translations from their native languages.

The exercises presented, such as the conversation transformation and time expression drills, are designed to provide L2 learners with practical opportunities to engage with reported speech. These activities promote active learning, encourage critical thinking, and offer ample chances for students to practice and internalize the structure in meaningful contexts. By considering the unique challenges of EFL/ESL learners and applying evidence-based teaching methods, educators can significantly improve Uzbek students' mastery of reported speech and help them communicate more effectively in English.

Reported speech is not only a grammatical tool but also a bridge that connects the speaker to the broader world of discourse, allowing them to relay information in a coherent and contextually appropriate way.

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## Tarix ixtisosligi bo'yicha kadrlar tayyorlashda raqamli texnologiyalardan foydalanish.

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**Annotatsiya.** Maqolada axborot-kommunikatsiya texnologiyalarining (AKT) zamonaviy jamiyatdagi, xususan, ta'lim tizimidagi roli va ahamiyati tahlil etiladi. AKTning tarix fanini o'qitishdagi imkoniyatlari, afzalliklari va istiqbollari ko'rib chiqiladi. Raqamli texnologiyalarning vizual xotirani mustahkamlash, arxiv materiallarini qayta ishlash va o'quv jarayonini interaktivlashtirishdagi ahamiyati yoritiladi. Shuningdek, maqolada O'zbekiston Respublikasida AKTni ta'lim sohasiga joriy etish bo'yicha qabul qilingan normativ-huquqiy hujjatlar tahlil qilinadi.

**Kalit so'zlar.** Axborot-kommunikatsiya texnologiyalari (AKT), raqamli texnologiyalar, ta'lim, tarix, sun'iy intellekt, vizual xotira, interaktivlik, arxiv materiallari, qonunchilik.

**Abstract.** The article analyzes the role and importance of information and communication technologies (ICT) in modern society, in particular in the education system. The possibilities, advantages and prospects of ICT in teaching history are considered. The importance of digital technologies in strengthening visual memory, processing archival materials and interactivity of the educational process is highlighted. The article also analyzes the regulatory and legal documents adopted in the Republic of Uzbekistan on the introduction of ICT in the field of education.

**Keywords.** Information and communication technologies (ICT), digital technologies, education, history, artificial intelligence, visual memory, interactivity, archival materials, legislation.

Hozirgi vaqtda butun dunyoda axborot-kommunikatsiya texnologiyalari (AKT) jadallik bilan rivojlanib, xalq xo'jaligining deyarli barcha sohalariga kirib bormoqda. Mazkur texnologiyalar rivojlanishning bosqichi bo'lmish zamon talablaridan biridir[1]. O'zbekiston Respublikasi Prezidentining Oliy Majlisga murojaatnomasida "Taraqqiyotga erishish uchun raqamli bilimlar va zamonaviy axborot texnologiyalarini egallashimiz zarur va shart. Bu bizga yuksalishning eng qisqa yo'lidan borish imkonini beradi. Zero, bugun dunyoda barcha sohalarga axborot texnologiyalari chuqur kirib bormoqda degan so'zlarni keltiradi [2]. "Kishilik jamiyati taraqqiyoti davomida ma'lum vazifalarni hal etish natijasida yangi ma'lumotlar-bilimlar, ya'ni haqqoniy sinovdan o'tgan ma'lumotlar paydo bo'ldi. Keyinchalik bu bilimlar o'zga vazifalarni hal etish yoki oldingisini aniqlashtirish uchun zarur bo'lgan ma'lumotlar bazasini aks ettirdi. Shu yo'sinda har bir olgan ma'lumot kelajak avlodga turli yo'llar bilan yetkazib kelindi. Bugungi kunda insoniyat tarixiy taraqqiyoti IV sanoat inqilobi bo'sag'asida turibdi. Xo'sh IV sanoat inqilobi bu





nima? Bu jarayon iitimoiy hayotning barcha jabhalarida sun'iy intellektning kirib borishi, robotlashgan texnologiyali jamiyat-ya'ni insonning oddiy turmush tarziga robototexnikaning kirib borishi, zamonaviy axborot texnologiyalariga asoslangan inson omilisiz boshqaruvga ega bo'lgan moddiy va maishiy texnologiyalar. Bugungi kundagi taraqqiyot jadal su'atlarda ketayotgan ekan biz bu sohaning faqatgina ijobiy tomonlarini olishimiz va texnologiyalarga qaram bo'lmasligimiz kerak.

Ta'lim tizimida axborot texnologiyalarini qo'llash bo'yicha bir qator ishlarni amalga oshirishda O'zbekiston Respublikasining "Axborotlashtirish to'g'risida"gi, "Elektron tijorat" va boshqa bir qator qonunlari va O'zbekiston Respublikasi Prezidentining "Kompyuterlashtirishni yanada rivojlantirish va axborot kommunikatsion texnologiyalarini jorey etish to'g'risida"gi Farmoni, O'zbekiston Respublikasi Prezidentining "O'zbekiston Respublikasining jamoat ta'lim axborot tarmog'I Ziyonetni tashkil etish to'g'risida"gi qarori, O'zbekiston Respublikasi Vazirlar Mahkamasining "Kompyuterlashtirishni yanada rivojlantirish va axborot kommunikatsion texnologiyalarini jorey etish chora-tadbirlari to'g'risida"gi qarori asos qilib olinmoqda [3].

Tarixni o'rganishda albatta raqamli texnologiyalardan foydalanish davr talabi bo'lib qoladi. Sun'iy intellect orqali yaratilayotgan insoniyat taraqqiyotining turli davrlarini animatsion tarzda jonli namoyon qilayotgan programmalar bugun bisyor. Albatta, ularning qanchalik darajada asosli ekanligini tekshirib, tarix fani darslarida foydalansak bo'ladi, bu visual xotirani mustahkamlashga yordam beradi. Bundan tashqari, arxivlardan olingan sur'atlarni tiklashda, ularga jonli tasvir bagishlashda (Ko'rgazmali axborotni o'zlashtirilishi oson) axborotni grafik shaklda ishlab chiqish, taqdim etish, obyektlar va fayllarda bo'lgan noografik obyektlar o'rtasida bog'lanishlarni o'rnatish kompyuter grafikasi orqali amalga oshiriladi [3].

Tarixiy suratlar yoki obyektlarni chizmalarini tiklash uchun Adobe system, INC kompaniyasi tomonidan ishlab chiqilgan Adobe Photoshop dasturi ishlatishda ma'lum qulayliklarga ega. Bu dastur orqali tasvirlarni tahlil qiluvchi yordamida fotosuratlariga qo'shimchalar kiritish, fotosuratdagi dog'larni o'chirish, eski rasmlarni qayta ishlash va tiklash, rasmlarga matn kiritish, qo'shimcha maxsus effektlar bilan boyitish, bir fotosuratdagi elementlarni ikkinchi fotosuratga olib o'tish, suratdagi ranglarni o'zgartirish, almashtirish mumkin. Albatta, bu jarayonlarni amalga oshirganda tarix ilmidagi xolislik(ob'yektivlik) tamoyiligaz zarar yetkazmaslikka alohida e'tibor qaratish lozim. Bundan tashqari, muhandislik dasturlarining boshqa turlari ham kundan kunga dasturchilar tomonidan yaratib kelinmoqda, bularga misol qilib, CorelDraw, AutoCad,3D StudioMax kabi grafik muharrirlarini olishimiz mumkin. O'qituvchilar amalga oshirmoqchi bo'lgan ishlarining turiga ko'ra bu dasturlardan istaganini tanlash imkoniyatiga ega bo'ladilar.





Tarixiy tadqiqotchilar va o'qituvchilar uchun albatta, 1969 yilda AQSH mudofaa Departamenti tomonidan ishga tushirilgan internet tarmog'ining xizmati beqiyos. Internet tarmog'I bizga world wide web, qidiruv xizmatlari, web browserlar, Yangilik guruhlari va FTP, Muloqot qilish, Elektron savdolar va Telnet xizmatlarini taqdim etadi [5]. Internetda tarix ilmi xodimlari quyidagi jarayonlardan foydalanishlari mumkin: auksionlar (muayyan tarixiy ahamiyatli hujjatni sotib olish tadqiqotda foydalanish uchun), karyera maslahatlari (ish qidirish, rezyumelar yuborish, onlayn tarzda suhbatdan o'tish (bu barcha soha vakillari uchun maqbul)), masofaviy ta'lim (onlayn ma'ruzalarni tinglash, maslahatlashish va izlanish), fayllarni yuklab olish (mavzu doirasida maqolalar, kitoblar...), E-biznes (ma'ruza va maqolalarni haq evaziga sotish imkoniyati), E-mail va muhokamlar (Elektron xatlar orqali dunyoga ulanish va nufuzli xalqaro matbuotlar bilan bog'lanish imkoniyati), yangiliklar (fan sohasidagi yangiliklarni tez va oson, hohlagan tilda qo'lga kiritish imkoniyati), ma'lumotlar qidirib topish (muayyan mavzu doirasida siz istagan usul va tilda ma'lumotlar taqdim etiladi)[6].

Tarix ilmi tadqiqotchilari o'z ma'ruzalarida zamonaviy o'qitish vositalaridan keng foydalanishlari tinglovchida ma'lumotlarni ko'proq saqlash imkonini beradi. Interfaol vositalar yordamida, yangi mavzuni o'rganishda, auditoriya kuztuvchilarini bilimni mustahkamlashda va nazorat qilishda, grafika, tovush va zamonaviy texnologiyalari bo'yicha yaratilgan multimedia mahsulotlaridan maksimal darjada unumli foydalanish mumkin. Bunda bilim olish jarayoni motivatsion va kreativ tus oladi [7]. Bu jarayonga Activ Board ya'ni interfaol dosklar katta ahamiyat bilan ta'lim jarayoniga keng tadqiq etib kelinmoqda. Shuningdek interfaol proyektorlardan va Smartfon va Computer texnologiyasi splashtoo dasturlaridan foydalaniladi. Splashtop dasturi eng yaxshi qurilmalarni masofadan boshqarish imkonini beradi va googleplay sahifasi orqali yuklab olinadi[8].

Tarix fanini o'qitishda albatta, taqdimotlar orqali tushuntirish zamonaviy pedagogikaning talabi hispblanadi. Bunda PowerPoint dasturi taqdimot uchun eng yaxshilaridan biridir. Moslashuvchan interfeysning mavjudligi, xatolarsiz ko'chirib qo'yish imkoniyati, murakkab vazifalarni bajara olish rejimida barqaror ishlash imkoniyati bu dasturni yangi avlod taqdimotli grafika mahsulotlari orasida ommaviy foydalanish darajasiga chiqargan. PowerPoint dasturining birinchi afzalligi yaxshi sozlanuvchi interfyssidir. Power Point dasturida tarix faniga oid ma'lumotlardan foydalangan holda krossvordlar ham tayyorlash imkoniyati mavjud. B undan tashqari 3D formatda taqdimot tayyorlash imkonini beradigan PREZI dasturi ham bor.

Bundan tashqari axborot texnologiyalarining tarix fanini o'qitishda, darsliklarini foydalanuvchiga qulay qilib yetkazib berish imkonini beruvchi electron darslik yaratish imkonini beradigan CourseLab dasturi ham ahamiyatga ega.





Raqamlashtirish tarixiy tadqiqotchilar uchun misli ko'rilmagan tahliliy yo'llarni taklif etadi. Tabiiy tilni qayta ishlash (NLP) algoritmlari kabi texnologiyalardan foydalangan holda, an'anaviy usullar bilan ko'pincha aniqlanmaydigan murakkab naqshlar va uzunlamasına tendentsiyalarni aniqlash uchun keng matn korpuslarini muntazam ravishda so'roq qilish mumkin.

Xulosa qilib aytganda, hozirgi globallashuv davrida axborot-kommunikatsiya texnologiyalari jamiyatimizning ajralmas qismiga aylanib ulgurdi. Ta'lim tizimi, xususan, tarix fanini o'qitish ham bu jarayondan chetda qolmasligi kerak. Raqamli texnologiyalar o'quv jarayonini yanada qiziqarli, interaktiv va samarali qilish imkonini beradi. Sun'iy intellekt, vizualizatsiya, interaktiv xaritalar va boshqa raqamli instrumentlar talabalarning tarixiy voqealarni chuqurroq anglashiga yordam beradi. Shu bilan birga, texnologiyalardan oqilona foydalanish, ularga haddan tashqari qaram bo'lib qolmaslik ham muhim ahamiyatga ega. O'zbekistonda ta'lim tizimini raqamlashtirish bo'yicha amalga oshirilayotgan islohotlar bu boradagi to'g'ri yo'nalishni ko'rsatadi. Kelajakda ham raqamli texnologiyalarni ta'limga integratsiya qilish, tarix fanini o'qitishda innovatsion usullardan foydalanish davr talabi bo'lib qoladi.

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## SOCIAL PSYCHOLOGICAL FACTORS FORMING PROFESSIONAL DEFORMATION IN PRIMARY TEACHERS

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**Abstract:** This thesis discusses the causes of professional deformation and preventive measures. General information is provided on the need to strengthen self-management and psychological support mechanisms to reduce professional deformation and support professional development.

**Keywords:** Professional deformation, stress, professional development, psychological stability, preventive measures.

### INTRODUCTION

The professional activity of primary school teachers is a key link in the education system. Because it is at the primary education stage that children develop the skills necessary for personality formation, interest in knowledge, independent thinking, and finding their place in society. The effective organization of this process largely depends on the methods and pedagogical approaches used by the primary school teacher. Therefore, the professional potential, mental state, and approach to work of a primary school teacher directly affect the quality of education.

Professional deformation is an important psychological condition that seriously affects personality and social relationships. These changes have a particularly strong impact on employees working in high-stress and hazardous conditions. As a result of professional deformation, a person becomes rigid, emotionally indifferent, and conflicts arise. This article discusses the impact of professional deformation on personality and the social environment, as well as measures to prevent it. Therefore, it is important for each profession to take measures to prevent deformation for their health and social relationships. Professional deformation is a change in a person related to the profession, which is influenced by social, psychological and emotional factors.

Professional deformation is a negative psychological and behavioral change that occurs in a person during long-term professional activity. This phenomenon is especially common in professions that work with people and require high emotional resources, including primary school teachers. The teaching profession requires not only thorough knowledge and pedagogical skills, but also patience, a high level of responsibility and mental stability. Also, professional deformation is a process in which a person undergoes psychological, emotional and behavioral changes due to a certain professional activity. Professional deformation is often caused by the specific demands and conditions of the profession and can affect professional activity,





communication styles and daily life over time. The constant pressure of these demands can lead to the following changes in the teacher's personality:

- Decreased enjoyment of work;
- Increased indifference to oneself and students;
- Decreased pedagogical effectiveness.
- Impact and consequences of professional deformation

The consequences of professional deformation experienced by primary school teachers have a negative impact on all areas of the teacher's activity:

- Impact on personal development: The teacher loses interest in his or her professional development, which leads to his or her personal and professional stagnation.

- Impact on the pedagogical process: Professional deformation limits the possibility of introducing innovative approaches in the educational process. The teacher relies only on routine, non-active approaches.

- Social impact: A teacher who has undergone professional deformation moves away from teamwork, his interest in collective activities decreases, which negatively affects the general atmosphere in the educational institution.

- Impact on students: Due to the reduction of the teacher's emotional resources, he has difficulty establishing sincere relationships with children. This leads to a lack of freedom in children, a decrease in their level of mastery, and a loss of interest in education. Also, as a result of deformation, teachers experience nervousness, dissatisfaction, and professional fatigue. If these conditions continue for a long time, they seriously harm their physical and mental health.

Preventing the formation of professional deformation in primary school teachers and studying this process in depth is extremely important for the current education system. Finding a solution to this problem will help create the necessary conditions for the teacher to enjoy his professional activities, improve the quality of education, and create the necessary conditions for the comprehensive development of students. Therefore, the study of socio-psychological factors and the development of effective strategies to combat them are one of the urgent issues. Professional deformation is a negative change in the teacher's approach to his work, the introduction of emotional, mental and physical stress, the deterioration of the teacher's performance and a general decrease in his motivation. Primary school teachers, as educators who are starting to work with children for the first time, are especially at risk, as they may encounter many difficulties in starting their professional career.

Professional deformation is often caused by several factors:

Psychological stress: Stresses that arise during the teacher's work with students, different student behaviors, problems in teacher-teacher or teacher-student relationships can be the causes of this deformation.

Large workload: The teacher's demands on himself in implementing the curriculum, excessive administrative work and responsibilities, and lack of





timely recovery can lead to teacher burnout and the onset of professional deformation.

**Limited professional development:** The teacher's limited opportunities to improve his professional skills and adapt to innovations can also cause the development of professional deformation.

To prevent professional deformation:

**Psychological support:** Providing teachers with psychological support and counseling, teaching stress management and healthy communication techniques can help prevent them from becoming professional deformation.

**Creating development opportunities:** Organizing continuous professional development courses, seminars and trainings for teachers for professional growth, introducing them to innovative educational technologies.

**Social support:** Creating groups for teachers to exchange experiences and support each other, developing teamwork helps prevent professional deformation.

**Ensuring educational and emotional stability:** It is necessary to teach teachers to manage their emotions and maintain them professionally, ensuring pedagogical emotional stability.

Thus, preventing professional deformation of primary school teachers and studying this process in depth will help improve the education system and help teachers fully realize themselves in their work.

The aim of the study is to identify the main socio-psychological factors that form professional deformation in primary school teachers, analyze the level of their influence and develop practical recommendations for preventing this problem. Basing on the theories of scientists in highlighting the socio-psychological factors that form professional deformation in primary school teachers creates a deep scientific foundation for research. Below we present the important theories of scientists related to this topic:

### **ANALYSIS OF RELEVANT LITERATURE**

There are various theories and studies of scientists on the issue of preventing professional deformation of primary school teachers and in-depth study of this process. These theories help to determine ways to prevent professional deformation by studying various aspects of teachers' activities. In this regard, our scientists, according to Maslow's theory based on the pyramid of needs, human basic needs must be satisfied before self-realization. A teacher's professional deformation occurs mainly when his basic needs (security, social support, respect) are not sufficiently met. If teachers' personal and professional needs are not met, this reduces their motivation at work and increases the risk of professional deformation. Therefore, it is important to provide teachers with a system of professional growth, security and support.

Vygotsky's Theory of Socio-Emotional Development According to L. Vygotsky's theory, "...teachers' approach to their professional activities





depends on their personal experience and social environment. Teachers feel the need to manage their emotional and psychological states when working with children. This can lead to professional deformation of teachers if they encounter social and emotional obstacles in their work". Therefore, teachers should be taught methods of communication and exchange of experience with colleagues, as well as overcoming psychological difficulties in working with children.

1. Theory of professional deformation. Specialist in the field V.V. Boyko developed the theory of professional fatigue (emotional burnout). He defined professional deformation as a condition that occurs as a result of prolonged excessive use of a person's mental and physical resources. Boyko identifies three main stages of emotional burnout:

1. Emotional exhaustion.
2. Indifference to personal relationships (depersonalization).
3. Dissatisfaction with one's work. This theory is suitable for teachers, since they work in an environment that requires a high level of emotional resources.

2. Stress theory. The scientist Hans Selye created the General Stress Syndrome. Selye associated the emergence of professional deformation with constant exposure to stress. There are three stages of stress:

1. Anxiety stage.
2. Resistance stage.
3. Exhaustion stage (the formation of professional deformation occurs at this stage). This theory considers the constant load and psychological pressure in teaching as the main reason for experiencing stress.

Theories about social psychological factors that form professional deformation have been presented by scientists in many ways. In our study, we studied the theoretical basis of our work by studying the theories of these scientists. Creates a scientific foundation for a deeper study of the socio-psychological factors that shape professional deformation in primary school teachers.

Various theories of scientists serve as an important scientific basis for developing strategies to prevent professional deformation in teachers. They show that professional deformation can be prevented by meeting the personal needs of teachers, developing a system of professional motivation and social support, as well as teaching methods for managing emotional labor and stress.

Research methodology.

The main objective of the study is to study the socio-psychological factors that shape professional deformation in primary school teachers. It is to conduct an analysis of the psychological health of teachers, social interactions, workload and the impact of external social conditions on them.

The study should use a socio-psychological approach, as this allows analyzing the professional deformation of teachers through the social





environment and psychological states. In the process of studying the social factors that lead to professional deformation of teachers, they should be assessed in a broad social context.

Using experimental and experimental methods, it is effective to conduct experiments to observe the socio-psychological state of primary school teachers and identify the factors that form their professional deformation. To combat professional deformation of teachers, it is necessary to develop recommendations on psychological support, organization of work and improvement of the social environment.

To propose methodological and psychological assistance programs for the prevention of professional deformation.

By conducting research based on this methodology, it is possible to fully analyze the socio-psychological state of primary school teachers and the factors that form professional deformation.

Questionnaire survey. To draw up a questionnaire to identify socio-psychological factors that cause professional deformation among primary school teachers. The questions will be aimed at studying the working conditions of teachers, emotional exhaustion, relationships in the team and the level of self-satisfaction.

Interview method. Identifying the subjective causes and consequences of professional deformation through in-depth interviews with teachers. Using open-ended questions to get interesting, broader answers.

Observation method: Observing teachers' activities in the classroom, their relationships with students and other colleagues in the team. It is carried out by recording behavioral elements that determine whether professional deformation has occurred or not.

Analysis and results. The socio-psychological factors that form professional deformation in primary school teachers are:

-High responsibility: The belief that the future of children is in the hands of teachers creates a great psychological burden. This can lead to anxiety, stress and fatigue.

-Monotony: Performing the same tasks and teaching the same lessons every day can negatively affect the emotional state of the teacher.

-Relationships with parents: Difficult relationships with some parents can negatively affect the emotional state of the teacher.

-Low social status: Insufficient recognition of the importance of the teaching profession by society can reduce the teacher's self-esteem.

-Limited teaching ability: Insufficient teaching ability can hinder job satisfaction.

-Constant stress: Teachers are constantly under stress due to interacting with students, parents and school administration.

Socio-psychological factors that form professional deformation in primary school teachers are the characteristics of the teacher's professional





activity and the psychological conditions associated with it, social influences and various factors that arise under the influence of various factors. Professional deformation, in a general sense, leads to a change in the teacher's personal and psychological state and a distorted view of professional activity during his professional activity. This process can occur under the influence of various socio-psychological factors. Some of them include the following:

**Professional approaches and stress:** Primary school teachers face a high level of stress in their work. They must always be attentive and careful in the process of conducting lessons, raising a child, and obtaining knowledge. Their increasing stress level can lead to dissatisfaction with their professional activities. This can be a factor that forms professional deformation.

**Social influences:** A teacher interacts with those around him (colleagues, family members, parents) and influences their opinions and views. In particular, a teacher's social status or role in society can lead him to view his work differently.

**Professional education and training:** In the professional development of a teacher, training and training courses, pedagogical approaches, new methodologies and changes in the education system shape his professional opinion and psychological state. They strive to try new ideas in their work, but constant changes and new requirements can also cause stress.

**Pedagogical difficulties and concerns:** For a primary school teacher, the psychological and emotional state of the child, his academic successes or problems can be a constant source of concern. If the teacher does not pay enough attention to these difficulties, professional deformation and changes in behavior may occur.

**Teacher's attitude to professional criticism:** Some teachers adopt a critical approach to their work and strive for continuous self-improvement, but sometimes excessive criticism can worsen the teacher's mental state and lead to his professional deformation.

The formation of professional deformation can worsen the teacher's attitude to his work, students and society. In this case, the teacher's need for psychological help increases and he faces difficulties in continuing his work. Therefore, it is important to protect teachers from professional deformation, provide them with psychological assistance and support.

**Conclusion.** Preventing professional deformation of teachers is a complex task that requires the joint efforts of teachers, school administration, parents and society as a whole. Only by creating favorable working conditions can teachers maintain high professional skills and be satisfied with their work. A comprehensive approach is needed to prevent professional deformations in primary school teachers. Here, not only the teacher himself, but also the administration, parents and society play a significant role. By studying the socio-psychological factors that shape professional deformation in primary





school teachers, it is possible to develop effective measures to improve their psychological state and prevent professional deformation.

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## Sun'iy intellekt va kosmik texnologiyalar: Xalqaro munosabatlar nuqtayi nazaridan tahlil

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**Annotatsiya.** Ushbu maqola sun'iy intellekt (SI) va kosmos siyosati o'rtasidagi o'zaro bog'liqlikni xalqaro munosabatlar nuqtayi nazaridan tahlil qiladi. SI texnologiyalarining kosmos tadqiqotlaridagi roli, davlatlararo raqobat va hamkorlikdagi o'rni, shuningdek, xalqaro huquqiy me'yorlar hamda geosiyosiy oqibatlarini ko'rib chiqiladi. Tadqiqot natijalari SI kosmik faoliyatni yanada tezlashtirayotgani, yangi diplomatik muammolar va imkoniyatlarni yuzaga keltirayotgani, shuningdek, davlatlararo ishonch va xavfsizlik tizimlariga ta'sir ko'rsatayotganini ko'rsatadi.

**Kalit so'zlar:** Sun'iy intellekt, kosmik texnologiyalar, xalqaro munosabatlar, kosmos diplomatiyasi, global xavfsizlik, xalqaro huquq, geosiyosat, kosmik qurollanish, AI boshqaruvi, barqaror rivojlanish.

### **Kirish va Mavzuning dolzarbligi:**

XXI asrning eng dolzarb masalalaridan biri bu – kosmik makonning insoniyat hayotidagi o'rni tobora ortib borayotgani va shu jarayonda sun'iy intellekt (AI) texnologiyalarining jadal rivojlanishidir. Global siyosatda kosmik faoliyat nafaqat texnologik yutuqlar, balki xalqaro xavfsizlik, diplomatiya, iqtisodiy manfaatlar va huquqiy tartibotlar bilan ham bevosita bog'liqdir. Shu bois, kosmos va AI o'zaro integratsiyasi xalqaro munosabatlar tizimini tubdan o'zgartiruvchi omil sifatida qaralmoqda.

Tarixan kosmik faoliyat har doim davlatlararo raqobat va hamkorlikning asosiy sohalaridan biri bo'lib kelgan. "Kosmik poyga" atamasi asosan AQSh va sobiq SSSR o'rtasidagi Sovuq urush davridagi texnologik raqobatni ifodalash uchun ishlatilgan (McDougall 1985). Biroq XXI asrda kosmik makonning xarakteri tubdan o'zgarib, unda davlatlar bilan bir qatorda xususiy kompaniyalar, xalqaro tashkilotlar va hatto kichik davlatlar ham faol ishtirok eta boshladi (Johnson-Freese 2016). Ayniqsa, SpaceX, Blue Origin, OneWeb va boshqa kompaniyalar orbitaga sun'iy yo'ldosh chiqarish, kosmik internet, kosmik turizm kabi loyihalarda katta yutuqlarga erishmoqda.

Bunday sharoitda sun'iy intellekt texnologiyalari kosmik faoliyatni boshqarish va nazorat qilishda markaziy rol o'ynamoqda. AI yordamida sun'iy yo'ldoshlar trayektoriyasini aniqlash, kosmik chiqindilarni kuzatish, orbitadagi obyektlarni tasniflash, kosmik missiyalarni avtonom boshqarish, kosmik kiberxavfsizlikni mustahkamlash kabi keng ko'lamli imkoniyatlar paydo bo'ldi (Chien va Wagstaff 2017). Shu bilan birga, AI texnologiyalarining tezkor rivoji yangi xavf va tahdidlarni ham yuzaga chiqarmoqda.





Xalqaro huquqiy normalar hamon XX asrning o'rtalarida qabul qilingan hujjatlarga asoslangan: 1967-yilgi Kosmik makon to'g'risidagi shartnoma (Outer Space Treaty), 1979-yilgi Oy va boshqa osmon jismlari to'g'risidagi bitim (Moon Agreement), hamda BMTning Kosmosning tinch maqsadlarda ishlatilishi bo'yicha qo'mitasi (COPUOS) doirasidagi hujjatlar (Gabrynowicz 2018). Ushbu shartnomalarda AI umuman nazarda tutilmagan. Natijada, hozirgi zamon texnologik o'zgarishlari bilan huquqiy tartibot o'rtasida katta tafovut paydo bo'ldi.

**Bugungi kunda xalqaro munosabatlarda AI va kosmos o'zaro kesishayotgan uchta asosiy yo'nalishni ko'rish mumkin:**

1. Xalqaro xavfsizlik – AI asosida ishlovchi kosmik monitoring tizimlari yadroviy qurollarni kuzatish, raketa sinovlarini aniqlash va xalqaro kelishuvlarga rioya etilishini nazorat qilish imkonini bermoqda. Shu bilan birga, AI asosidagi avtonom harbiy kosmik tizimlar yangi qurollanish poygasini yuzaga keltirishi mumkin.

2. Diplomatiya – AI va kosmik texnologiyalar xalqaro hamkorlikni kuchaytirishi mumkin. Masalan, AI yordamida yaratilgan umumiy monitoring platformalari ekologiya, iqlim o'zgarishi va tabiiy ofatlarni kuzatishda davlatlarni birlashtiradi. Ammo, shu bilan birga, geosiyosiy raqobat va texnologik proteksionizm ham kuchaymoqda.

3. Iqtisodiyot va innovatsiya – kosmik iqtisodiyotning kelgusi qiymati trillion dollarlarga yetishi kutilmoqda (Morgan Stanley 2020). AI bu jarayonni tezlashtirib, kosmik internet, resurslarni qazib olish va kosmik transport kabi yo'nalishlarda katta rol o'ynamoqda.

Mavzuning dolzarbligi shundan iboratki, agar xalqaro hamjamiyat AI va kosmos integratsiyasini tartibga solish bo'yicha yangi qoidalarni ishlab chiqmasa, kelajakda global xavfsizlik va barqarorlikka tahdid kuchayishi mumkin. Shu bois, ushbu maqola xalqaro munosabatlarda AI va kosmosning o'zaro aloqalarini tahlil qiladi va xalqaro xavfsizlik hamda diplomatiya uchun yangi paradigmalarni ochib beradi.

**Sun'iy intellekt va kosmik makonning kesishuv nuqtalari:**

Kosmik makon tarixan insoniyatning eng katta ilmiy va siyosiy maqsadlaridan biri bo'lib kelgan. Lekin hozirgi davrda u faqatgina texnologik rivojlanish manbai emas, balki xalqaro siyosat, iqtisodiyot va xavfsizlik strategiyalarining markaziga aylangan. Bu jarayonda sun'iy intellekt (AI) texnologiyalarining qo'shilishi kosmik faoliyatni mutlaqo yangi sifat darajasiga olib chiqmoqda.

Avvalo, kosmik monitoring masalasi. Har bir davlat kosmosdagi obyektlarning joylashuvi va trayektoriyasini aniqlashga qiziqadi. Kosmik chiqindilar, yo'ldoshlarning to'qnashuvi, raketa uchirishlar – bularning barchasi global xavfsizlik bilan bevosita bog'liqdir. An'anaviy kuzatuv tizimlari ko'plab cheklovlarga ega: inson omili, texnik xatolik, katta hajmdagi ma'lumotlarni tezda tahlil qila olmaslik. Sun'iy intellekt esa ushbu





muammolarni hal qilmoqda: milliardlab ma'lumotlarni real vaqt rejimida qayta ishlash, obyektlarni aniqlash va ularning harakatini prognoz qilish, xavf darajasini avtomatik baholash imkonini beradi (Zhang va boshq. 2021).

Ikkinchi yo'nalish – kosmik xavfsizlik. Sun'iy intellekt yordamida ishlab chiqilayotgan avtonom mudofaa tizimlari raketa hujumlarini aniqlash, orbital mudofaa mexanizmlarini boshqarish va kiberxavfsizlikni mustahkamlash imkoniyatini beradi. Biroq bu jarayon xalqaro huquqiy va siyosiy muammolarni ham tug'dirmoqda. Masalan, avtonom kosmik dronlar yoki AI boshqaruvidagi sun'iy yo'ldoshlar nazoratdan chiqib ketishi ehtimoli mavjud. Bundan tashqari, bunday tizimlar yangi qurollanish poygasini kuchaytirishi mumkin (Weeden va Samson 2020).

Uchinchi yo'nalish – iqtisodiy integratsiya. Kosmik iqtisodiyot XXI asrning eng tez rivojlanayotgan sohalaridan biri bo'lib, 2040-yilga kelib uning qiymati 1 trillion AQSh dollaridan oshishi kutilmoqda (Morgan Stanley 2020). Bu jarayonda sun'iy intellekt asosidagi tahlil tizimlari kosmik resurslarni izlash, qazib olish va logistika jarayonlarini samarali tashkil qilish imkonini bermoqda. Oy, Mars va asteroidlardan resurslarni qazib olish masalasi endi nafaqat ilmiy fantastika, balki rejalashtirilayotgan iqtisodiy strategiyalarning bir qismi hisoblanadi.

Shu o'rinda eng muhim savol tug'iladi: xalqaro munosabatlar tizimi bu jarayonlarga qanday javob bermoqda? Xalqaro huquqiy normalar hozircha AI va kosmik integratsiyani nazarda tutmagan. Bu esa normativ bo'shliqni yuzaga keltirmoqda. Har bir yirik davlat o'z milliy manfaatlari asosida kosmik siyosatini belgilamoqda, biroq umumiy xalqaro qoidalar ishlab chiqilmagan. Bu esa kelajakda geosiyosiy qarama-qarshiliklarni kuchaytirishi mumkin.

### **Ilmiy masalaning qo'yilishi**

#### **Mazkur maqolada quyidagi asosiy ilmiy muammolar tahlil qilinadi:**

1. Sun'iy intellekt texnologiyalarining kosmik monitoring va xavfsizlik sohasidagi qo'llanishi xalqaro munosabatlarga qanday ta'sir ko'rsatmoqda?

2. AI va kosmos integratsiyasi xalqaro huquqiy tizimda qanday bo'shliqlarni yuzaga keltirmoqda?

3. Qanday qilib xalqaro diplomatiya AI va kosmik faoliyatni birlashtiruvchi yangi paradigmalarga asos solishi mumkin?

4. Kosmik iqtisodiyot va AI asosida rivojlanayotgan yangi texnologiyalar global raqobat va hamkorlik muvozanatini qay darajada o'zgartirmoqda?

Ushbu savollar ilmiy tadqiqotning asosiy yo'nalishini belgilaydi.

Tadqiqotning nazariy va amaliy ahamiyati

Tadqiqotning asosiy maqsadi – sun'iy intellekt va kosmik monitoringning xalqaro munosabatlardagi yangi paradigmalarni tahlil qilish va ular asosida xalqaro xavfsizlik hamda diplomatiya uchun tavsiyalar ishlab chiqishdir.

Mazkur maqsadni amalga oshirish uchun quyidagi vazifalar belgilandi:





- AI texnologiyalarining kosmik monitoring va xavfsizlikdagi roli tahlil qilish;
- xalqaro huquqiy tizimdagi normativ bo'shliqlarni aniqlash;
- AI va kosmik faoliyat integratsiyasi natijasida yuzaga kelayotgan yangi diplomatik imkoniyat va xavflarni baholash;
- xalqaro xavfsizlik siyosati uchun tavsiyalar ishlab chiqish.

### **Tadqiqotning metodologik asosi**

Tadqiqot xalqaro munosabatlar nazariyasi, texnologik deterministik yondashuv, shuningdek, global xavfsizlik paradigmalari asosida olib boriladi. Bundan tashqari, qiyosiy tahlil, hujjatlarni kontent-tahlil qilish, va kelajak ssenariylarini prognozlash metodlari qo'llanadi.

Nazariy jihatdan, maqola xalqaro munosabatlarda texnologik o'zgarishlarning, xususan AI va kosmik faoliyatning yangi o'lchamlarini tahlil qiladi. Amaliy jihatdan esa u xalqaro xavfsizlik siyosati, diplomatik strategiyalar va xalqaro huquqiy tartibotni takomillashtirish uchun nazariy asos bo'lib xizmat qiladi.

Xalqaro xavfsizlik sohasida mazkur tadqiqotning amaliy ahamiyati shundan iboratki, u davlatlarga AI asosidagi kosmik monitoring tizimlarini xalqaro hamkorlik asosida tashkil qilish imkoniyatlarini ko'rsatadi. Diplomatiya nuqtayi nazaridan esa maqola xalqaro kelishuvlarda yangi bandlarni kiritish zaruratini asoslab beradi.

### **Tadqiqotning maqsadi va vazifalari**

Tadqiqotning asosiy maqsadi – sun'iy intellekt va kosmik monitoringning xalqaro munosabatlardagi yangi paradigmalarni tahlil qilish va ular asosida xalqaro xavfsizlik hamda diplomatiya uchun tavsiyalar ishlab chiqishdir.

Mazkur maqsadni amalga oshirish uchun quyidagi vazifalar belgilandi:

- AI texnologiyalarining kosmik monitoring va xavfsizlikdagi roli tahlil qilish;
- xalqaro huquqiy tizimdagi normativ bo'shliqlarni aniqlash;
- AI va kosmik faoliyat integratsiyasi natijasida yuzaga kelayotgan yangi diplomatik imkoniyat va xavflarni baholash;
- xalqaro xavfsizlik siyosati uchun tavsiyalar ishlab chiqish.

### **Tadqiqotning metodologik asosi:**

Tadqiqot xalqaro munosabatlar nazariyasi, texnologik deterministik yondashuv, shuningdek, global xavfsizlik paradigmalari asosida olib boriladi. Bundan tashqari, qiyosiy tahlil, hujjatlarni kontent-tahlil qilish, va kelajak ssenariylarini prognozlash metodlari qo'llanadi.





## **Kelajak ssenariylari: AI va kosmosning xalqaro munosabatlardagi yo'nalishlari**

Sun'iy intellekt va kosmik texnologiyalar uyg'unligi global siyosatda turli ehtimoliy rivojlanish yo'nalishlarini yuzaga keltirmoqda. Tadqiqotda optimistik, pessimistik va muvozanatli ssenariylar ishlab chiqildi.

### **Optimistik ssenariy: "AI-Kosmos hamkorligi"**

Bu ssenariyda davlatlar sun'iy intellekt va kosmik texnologiyalarni xalqaro hamkorlik va barqaror rivojlanish uchun ishlatadilar.

Texnologik hamkorlik: AQSh, Xitoy, Yevropa Ittifoqi va boshqa davlatlar AI-kosmos loyihalarini qo'shma dasturlar asosida olib boradilar. Masalan, iqlim monitoringi, tabiiy ofatlarni oldindan aniqlash, oziq-ovqat xavfsizligini ta'minlash kabi yo'nalishlarda qo'shma AI-kosmos dasturlari yaratiladi.

Xalqaro tartibot: Yangi "AI-Space Governance Treaty" (Sun'iy intellekt va kosmik faoliyatni boshqarish bo'yicha global shartnoma) qabul qilinadi. Bu hujjat AI algoritmlarining shaffofligini, sun'iy yo'ldoshlar ma'lumotlariga umumiy kirishni va kosmik resurslardan adolatli foydalanishni belgilaydi.

Barqarorlik va xavfsizlik: AI yordamida orbitadagi chiqindilar tozalanadi, kosmik qurollanish xavfi kamayadi, davlatlar o'rtasida ishonch kuchayadi.

Insoniyat manfaatlari: AI va kosmik texnologiyalar sog'liqni saqlash, ta'lim va ekologik muammolarni hal qilishda keng qo'llanadi.

Bu ssenariyda kosmos va AI global barqarorlikning asosiy omiliga aylanadi.

### **Pessimistik ssenariy: "Kosmosda sun'iy intellektli qurollanish poygasi"**

Bu ssenariyda davlatlar sun'iy intellektni kosmik qurollanish uchun ishlatadi va natijada global xavfsizlik izdan chiqadi.

Qurollanish: AI asosida boshqariladigan lazer qurollari, sun'iy yo'ldoshlarni yo'q qilish tizimlari va orbitadagi harbiy dronlar paydo bo'ladi.

AI xatolari: Shaffoflikning yo'qligi va algoritmik xatolar sababli noto'g'ri qarorlar qabul qilinadi, bu esa orbitadagi to'qnashuvlar va harbiy mojarolarga olib kelishi mumkin.

Xalqaro huquqning zaifligi: Mavjud shartnomalar (Outer Space Treaty va boshqalar) AI texnologiyalarini qamrab olmaganligi sababli xalqaro tartibot buziladi.

Texnologik tafovut: Rivojlangan davlatlar AI-kosmos texnologiyalari orqali ustunlikka erishadi, rivojlanayotgan mamlakatlar esa chetda qoladi.

Kiberxavfsizlik xavflari: AI asosidagi kosmik tizimlar xakerlik hujumlariga uchraydi va bu davlatlar o'rtasida katta siyosiy tangliklarga sabab bo'ladi.

Bu ssenariyda kosmos "AI qurollanish poygasi maydoni"ga aylanadi.





## **Muvozanatli ssenariy: “AI va kosmosning boshqariladigan integratsiyasi”**

Bu ssenariy optimistik va pessimist yoʻnalishlar orasidagi oʻrta yoʻlni ifodalaydi.

Qisman hamkorlik: Davlatlar iqlim, sogʻliq va ekologik muammolarni hal etishda AI-kosmos loyihalarida hamkorlik qiladilar, ammo mudofaa sohasida raqobat davom etadi.

Mintaqaviy shartnomalar: Global shartnomaga erishish qiyin boʻlgani uchun, Yevropa Ittifoqi, ASEAN, Afrika Ittifoqi kabi mintaqaviy tashkilotlar AI va kosmik faoliyatni tartibga soluvchi oʻz hujjatlarini ishlab chiqadilar.

Texnologik tafovutni kamaytirish: Rivojlangan davlatlar rivojlanayotgan mamlakatlarga texnologiya transferini amalga oshiradilar, ammo bu teng darajada boʻlmaydi.

Xavfsizlik balanslari: AI yordamida orbitadagi chiqindilar va toʻqnashuvlarning oldini olish mexanizmlari yaratiladi, biroq kosmik qurollanish xavfi butunlay yoʻqolmaydi.

Bu ssenariy realistikroq boʻlib, hozirgi xalqaro munosabatlarga eng yaqin tasvir hisoblanadi.

### **Muhokama:**

Tadqiqot natijalari shuni koʻrsatadiki, sunʼiy intellekt va kosmosning uygʻunlashuvi xalqaro munosabatlarda yangi diplomatik, iqtisodiy va xavfsizlik paradigmasini yaratmoqda.

**Optimistik ssenariy** – agar davlatlar hamkorlikka tayyor boʻlsa, AI va kosmos global barqarorlikka xizmat qilishi mumkin.

**Pessimistik ssenariy** – agar raqobat va qurollanish ustun boʻlsa, kosmos xalqaro tanglikning asosiy manbaiga aylanadi.

**Muvozanatli ssenariy** – eng ehtimoliy variant boʻlib, hamkorlik va raqobatning aralash koʻrinishini anglatadi.

Shu bois, AI va kosmik texnologiyalar boʻyicha xalqaro huquqiy mexanizmlarni kuchaytirish, davlatlararo ishonchni oshirish va sunʼiy intellektni shaffof boshqarish global xavfsizlik uchun muhim ahamiyat kasb etadi.

### **Xulosa va Tavsiyalar:**

Sunʼiy intellekt va kosmik texnologiyalar uygʻunligi XXI asr xalqaro munosabatlarning eng muhim strategik yoʻnalishlaridan biriga aylandi. Ushbu tadqiqotda olib borilgan nazariy va empirik tahlillar shuni koʻrsatadiki, mazkur integratsiya jarayoni nafaqat texnologik, balki siyosiy, iqtisodiy va huquqiy jihatlardan ham keskin oʻzgarishlarni yuzaga keltirmoqda.

### **Asosiy xulosalar:**

1. AI va kosmosning oʻzaro taʼsiri global kuchlar muvozanatini oʻzgartirmoqda.

AQSh, Xitoy, Yevropa Ittifoqi va Hindiston kabi davlatlar AI-kosmos integratsiyasini geosiyosiy raqobatda ustunlik vositasi sifatida ishlatmoqda.





Starlink, BeiDou, Galileo va boshqa tizimlar xalqaro siyosiy-huquqiy tartibotga bevosita ta'sir ko'rsatmoqda.

2. Xalqaro huquqiy bo'shliqlar mavjud.

1967-yilgi Outer Space Treaty, 1979-yilgi Moon Agreement va boshqa konvensiyalar sun'iy intellekt texnologiyalarini qamrab olmaydi. Shu bois, yangi "AI-Space Governance Treaty" ishlab chiqish zarur.

3. Qurollanish xavfi kuchaymoqda.

AI boshqaruvidagi sun'iy yo'ldoshlar, orbitadagi lazer qurollari va kiberhujumlar xavfsizlik uchun jiddiy tahdid tug'dirmoqda. Agar xalqaro boshqaruv mexanizmlari kuchaytirilmasa, kosmos qurollanish poygasining markaziga aylanishi mumkin.

4. Hamkorlik imkoniyatlari ham mavjud.

AI yordamida iqlim o'zgarishini kuzatish, tabiiy ofatlarni bashorat qilish, ekologik monitoring va global aloqa tizimlarini rivojlantirishda kosmik texnologiyalardan umumiy foydalanish insoniyat uchun katta foyda keltirishi mumkin.

5. Global ishonch va shaffoflik muammosi asosiy to'siqdir.

AI algoritmlarining yopiq shaklda ishlab chiqilishi, ma'lumotlarga teng kirish imkonining cheklanganligi va texnologik tafovutlar davlatlar o'rtasida ishonchsizlikni kuchaytirmoqda.

### **Tavsiyalar:**

1. Yangi xalqaro shartnomalar ishlab chiqish

BMT Bosh Assambleyasi va UN COPUOS (Committee on the Peaceful Uses of Outer Space) qoshida "AI va kosmik texnologiyalarni tartibga solish bo'yicha xalqaro konvensiya" ishlab chiqilishi lozim. Bu hujjat AI algoritmlarining shaffofligi, kiberxavfsizlik va kosmik resurslardan adolatli foydalanishni belgilashi kerak.

2. Texnologik hamkorlikni rivojlantirish

Davlatlar sun'iy intellekt va kosmosga oid ilmiy loyihalarni qo'shma dasturlar asosida olib borishi, iqlim monitoringi va tabiiy ofatlar oldini olish bo'yicha ma'lumotlar almashinuvi tizimini kengaytirishi lozim.

3. Kiberxavfsizlikni kuchaytirish

AI asosidagi kosmik tizimlar kiberhujumlarga nisbatan zaif hisoblanadi. Shu sababli, davlatlar o'rtasida "AI-Cybersecurity in Space Protocol" kabi yangi xalqaro protokol ishlab chiqilishi muhim.

4. Global AI-kosmos markazi tashkil etish

UNESCO yoki BMT qoshida "Sun'iy intellekt va kosmos bo'yicha global markaz" tashkil etilishi zarur. U AI va kosmosni ilmiy, huquqiy va amaliy jihatdan boshqaruvchi muvofiqlashtiruvchi organ bo'lishi mumkin.

5. Rivojlanayotgan davlatlarni qo'llab-quvvatlash





Texnologik tafovutni kamaytirish uchun rivojlangan davlatlar rivojlanayotgan mamlakatlarga texnologiya transferi, grant va ilmiy almashinuv dasturlari orqali yordam ko'rsatishi kerak.

#### 6. AI etikasi va inson huquqlarini ta'minlash

AI va kosmik texnologiyalar insoniyat manfaatlariga xizmat qilishi uchun, xalqaro etik normalar ishlab chiqilishi va sun'iy intellektdan foydalanishda inson huquqlariga rioya etilishi shart.

#### **Kelajak istiqbollari:**

2030-yillarga borib, AI boshqaruvidagi kosmik tizimlar global iqtisodiyotning asosiy infratuzilmasiga aylanadi.

Kosmosdagi chiqindilarni tozalash, asteroidlarni monitoring qilish va kosmik resurslarni qazib olishda AI hal qiluvchi rol o'ynaydi.

Agar xalqaro boshqaruv mexanizmlari kuchaytirilmasa, kosmik qurollanish poygasi global xavfsizlikni izdan chiqarishi mumkin.

Shu bois, bugungi kundan boshlab davlatlar AI va kosmos masalalarini xalqaro huquqiy tartibot asosida muvofiqlashtirishi zarur.

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**TABLE OF CONTENTS | СОДЕРЖАНИЕ**

<b>1.</b>	<b>IMPROVING THE PROFESSIONAL COMPETENCE OF FUTURE TEACHERS BASED ON A HUMANITARIAN APPROACH</b> <b>Tamara Sergeevna Breslavets</b>	<b>3</b>
<b>2.</b>	<b>Didactic possibilities of applying pape-mashe technologies to the educational process in the creative development of children.</b> <b>Yakubova M.D.</b>	<b>6</b>
<b>3.</b>	<b>GREETING UNITS AS LINGUISTIC TOOLS INDICATING SOCIAL DISTANCE AMONG SPEECH PARTICIPANTS</b> <b>Shermatova Gulnoza Djumakuziyevna</b>	<b>11</b>
<b>4.</b>	<b>Designing ESP Course Objectives According to Bloom's Taxonomy</b> <b>Allamuratova Juldiz Ansatbayevna</b>	<b>14</b>
<b>5.</b>	<b>Talking About What Others Said: An Introduction to Reported Speech</b> <b>Solihabonu Ibrohimova Tavakkaljon qizi</b>	<b>19</b>
<b>6.</b>	<b>Tarix ixtisosligi bo'yicha kadrlar tayyorlashda raqamli texnologiyalardan foydalanish.</b> <b>Tasheva Shaxnoza Uzakovna</b>	<b>25</b>
<b>7.</b>	<b>SOCIAL PSYCHOLOGICAL FACTORS FORMING PROFESSIONAL DEFORMATION IN PRIMARY TEACHERS</b> <b>To'lanova Mahliyo Muratali qizi</b>	<b>29</b>
<b>8.</b>	<b>Sun'iy intellekt va kosmik texnologiyalar: Xalqaro munosabatlar nuqtayi nazaridan tahlil</b> <b>Xabibullayev Boburmirzo Baxtiyor o'g'li</b> <b>Turdiyev Madiyor Mamanazarovich</b>	<b>36</b>

