



ÓZBEKISTAN RESRUBLIKASÍ JOQARÍ BILIMLENDIRIW, ILIM HÁM
INNOVACIYALAR MINISTRILIGI

JOQARI BILIMLENDIRIW SISTEMASI KADRLARIN QAYTA
TAYARLAW HÁM QÁNIGELIGIN JETILISTIRIW INSTITUTI

QARAQALPAQ MÁMLEKETLIK UNIVERSITETI JANÍNDAGÍ
PEDAGOG KADRLARDÍ QAYTA TAYARLAW HÁM OLARDÍN
QÁNIGELIGIN JETILISTIRIW AYMAQLÍQ ORAYÍ

«INGLIS TILIN ZAMANAGÓY TEXNOLOGIYALARDAN
PAYDALANIW METODIKALARI»

MODULÍ BOYÍNSHA

OQÍW-METODIKALÍQ KOMPLEKS

Qániygelik baǵdari:

Inglis tili páni oqıtıwshıları

Tıńlawshılar kontingenti:

Akademik liceylerde bilim beriwshi inglís
tili páni oqıtıwshıları

Nókis – 2026

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“TASTÍYÍQLAYMAN”

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“ ___ ” _____ 2026-jil

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Usı oqıw-metodikalıq kompleks Joqarı bilimlendiriw, ilim ham innovaciyalar Ministiriniń 2024 jıl 27-dekabrdegi 485-sanlı buyırığı menen tastıyıqlanǵan oqıw joba hám úlgi bagdarlama tiykarında tayarlandı

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Oqıw-metodikalıq kompleks Qaraqalpaq mámleket universiteti Keńesinde usınıs etilgen (20__ jıl “__” _____ -sanlı bayanatnama)

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KIRISIW

Isshi baǵdarlama Ózbekstan Respublikasınıń 2020-jıl 2-sentyabrde tastıyqlanǵan "Bilimlendiriw haqqında"ǵı Nızamı, Ózbekstan Respublikası Prezidentiniń 2020-jıl 3-dekabrdegi "Qábiletli jaslardı tańlap alıw sisteması hám akademiyalıq liceyler jumısın jetilistiriw ilajları haqqında"ǵı PQ-4910-sanlı hám Ministrler Kabinetiniń 2022-jıl 1-iyundaǵı "Akademiyalıq liceyler basshı hám pedagog xızmetkerleriniń úzliksiz mamanlıǵın arttırıw sistemasın engiziw haqqında"ǵı 296-sanlı qararlarında belgilengen tiykarǵı baǵdarlardıń mazmunınan kelip shıǵıp dúzilgen bolıp, ol zamanagóy talaplar tiykarında mamanlıq arttırıw processleriniń mazmunın jetilistiriw hám akademiyalıq liceyler pedagog xızmetkerleriniń kásiplik kompetentligin turaqlı túrde arttırıp barıwdı maqset etedi.

Baǵdarlama sheńberinde berilip atırǵan tayanısh moduller temaları arqalı akademiyalıq liceylerde jumıs alıp barıp atırǵan pedagog xızmetkerlerdiń bilimlendiriwdegi reformalar hám tarawǵa baylanıslı normativlik-huqıqıy hújjetlerdi tallaw hám ámeliyatqa engiziw, bilimlendiriwde jasalma intellekt texnologiyalarınan paydalanıw, inglis tilin oqıtıwda zamanagóy texnologiyalardan paydalanıw metodikaların qollanıw dárejesin arttırıw esabınan olardıń pedagogikalıq sheberligi hám kásiplik kompetentligin turaqlı jetilistiriw menen birgelikte pedagog xızmetkerlerdiń talapları tiykarında tańlap alınǵan tańlaw modulleri boyınsha bilim, kónlikpe hám tájiriybelerge iye bolıwı támiyinlenedi.

Qánigelikti arttırıw kursınıń isshi oqıw baǵdarlaması Inglis tilin oqıtıwda zamanagóy texnologiyalardan paydalanıw metodikaları tayanısh moduli mazmunın óz ishine aladı.

Moduldiń maqseti hám wazıypaları.

Akademiyalıq liceyler pedagog xızmetkerleriniń qánigeligin arttırıw kursınıń maqseti pedagog xızmetkerlerdiń oqıw-tárbiya processlerin joqarı ilimiy-metodikalıq dárejede támiyinlewleri ushın zárúr bolǵan kásiplik bilim, kónlikpe hám uqıplılıǵın turaqlı jańalaw, kásiplik kompetentligi hám pedagogikalıq sheberliginiń úzliksiz rawajlanıwın támiyinlewden ibarat.

Moduldiń wazıypalarına tómendegiler kiredi:

- pedagog kadrlardıń kásiplik bilim, kónlikpe, tájiriybelerin úzliksiz arttırıw hám rawajlandırıw;
- pedagoglardıń zamanagóy talaplarga sáykes halda akademiyalıq liceylerdegi oqıtıw sapası hám nátiyjeliligin támiyinlew ushın zárúr bolǵan kásiplik sheberlik dárejesin arttırıw;

- oqıwdıń innovaciyalıq texnologiyaları hám aldınǵı shet el tájiriybelerin ózlestiriw hám de olardan oqıw procesinde nátiyjeli paydalanıw kónlikpelerin qalıplestiriw;
- oqıw procesin ilim hám óndiris penen nátiyjeli integraciyasın támiyinlewge qaratılǵaan jumıstı shólkemlestiriw.

Modul juwmaǵında tıńlawshılardıń bilim, kónlikpe hám ilmiy tájiriybeleri hám de kompetentligine qoyılatuǵın talaplar:

Modul juwmaǵında tıńlawshılar tómendegi baǵdarlarda bilim, kónlikpe, tájiriybe hám kompetenciyalarǵa iye bolıwı talap etiledi:

Tıńlawshı:

- orta arnawlı bilimlendiriw sistemasında ámelge asırılıp atırgan sońǵı reformalardı;
- pedagog xızmetkerlerden talap etiletuǵın oqıw-normativ hújjetler;
- BMShtıń "Bala huqıqları haqqında"ǵı Konvenciyası hám Ózbekstan tájiriybesin;
- balalarǵa qarata zorlıq túsiniǵı hám túrlerin;
- inklyuziv bilimlendiriwdiń teoriyalıq tiykarları hám huqıqiy kepilliklerin;
- inklyuziv bilimlendiriw koncepciyası, modelleri hám strategiyaların;
- hár túrli bilim alıwshılardı qollap-quwatlawdıń forma, metod hám quralların;
- bilimlendiriwdegi jasalma intellektiń ózgesheliklerin;
- bilimlendiriw tarawında jasalma intellekten paydalanıwdıń abzallıqları hám kemshiliklerin;
- ChatGPT, Copilot, Khanmigo sıyaqlı SI quralların;
- sanlı bilim beriw platformaları (Google Classroom, Moodle, Microsoft Teams hám basqalar);
- cıfırlı qurallardan paydalanıw etikası;
- kiberqáwıpsızlıq tiykarların;
- sanlı ádep hám akademiyalıq hadallıqtı;
- plagiat, kontrafakt, akademiyalıq aldawshılıq túsiniǵılerin;
- jasalma intellekten hadal paydalanıw normaların;
- inglis tilin oqıtıwda kompetenciyalıq qatnas tiykarların;
- inglis tilin oqıtıwda sanlı pedagogikanıń ornı hám áhmiyetin;
- kompetenciya túsiniǵı, zamanagóy bilim beriw talapları tiykarında orınlawdı;
- kommunikativlik hám pragmatikalıq kompetenciyanı rawajlandırıw metodların;

- tórt til kónlikpesin integraciyalasqan halda oqıtıw (Listening, speaking, reading hám writingti úylestirgen sabaq dizayni, task-based hám content-based qatnasları);
- video hám audio materiallardan paydalanıw arqalı sóylewdi rawajlandırıw usılların;
- mobil qosımshalar járdeminde inglis tilin úyretiw (Duolingo, Quizlet, Memrise hám basqalar);
- inglis tilin oqıtıwda virtual klass hám aralıqtan bilim beriw imkaniyatlarınan paydalanıwdı biliwi kerek.

Tınlawshı:

- pedagog xızmetkerlerge beriletuǵın mamanlıq kategoriyası hám ústemeler beriw tártiplerin ózlestiriw hám ámeliyatqa engiziw;
- balalar huqıqın qorǵaw, oqıwshılardıń qáwipsizligin támiyinlew;
- korrupciyaǵa qarsı mádeniyattı qalıplestiriwshi shınıǵıwları ótiw;
- inklyuziv bilimlendiriwdiń teoriyalıq tiykarları, modelleri hám huqıqıy kepilliklerinen nátiyjeli paydalanıw;
- inklyuziv bilim beriwde pedagogtıń rolin kúsheytiriwshi jollardı anıqlaw;
- pedagogikalıq proceste jasalma intellektten nátiyjeli paydalanıw;
- ChatGPT, Copilot, Khanmigo sıyaqlı SI quralları arqalı oqıtıw;
- oqıwshılardıń óz betinshe bilim alıw procesinde AI ni qollanıw;
- sanlı maǵlıwmatlar menen islew mádeniyatın qalıplestiriw;
- oqıwshılardı internetten juwapkershilikli paydalanıwǵa úyretiw;
- jeke maǵlıwmatlardı qorǵaw principlerinen paydalanıw;
- sanlı ortalıqta sóylesiw mádeniyatın qalıplestiriw;
- onlayn tálim procesinde etikalıq normalarǵa ámel etiwdi úyretiw;
- jasalma intellektten hadal paydalanıw normalarına ámel etiw;
- CEFR tiykarında oqıw nátiyjelerin belgilew hám sabaq maqsetlerin kompetenciyalar arqalı qalıplestiriw;
- multimedia quralları arqalı tınlap túsiniw (listening) kónlikpesin rawajlandırıw;
- zamanagóy bahalaw hám refleksiya kompetenciyasınan paydalanıw (Formativ hám summativ bahalaw, rubrikalar, self-hám peer-assessment, muǵallimniń kásiplik refleksiyası);
- video hám audio materiallardan paydalanıw arqalı sóylewdi rawajlandırıw;
- inglis tili sabaqlarında aralas (blended learning) bilim beriw modelin ámeliyatta qollay alıw;

- zamanagóy texnologiyalar járdeminde inglis tilin oqıtıw nátiyjeliligin bahalaw kónlikpelerine iye bolıwı kerek.

Tınlawshı:

- bilimlendiriwge tiyisli normativlik-huqıqıy hújjetler menen islew;
- bilimlendiriw shólkemlerinde huqıqbuzarlıqlardıń aldın alıw hám tárbiyalıq ortalıqtı bekkemlew;
- zorlıqtı anıqlaw, psixologiyalıq járdem kórsetiw, profilaktikalıq sáwbetler ótkeriw;
- korrupciyaǵa qarsı gúresiw tarawında huqıqıy mádeniyattı arttırıw;
- inklyuziv bilimlendiriwdiń teoriyalıq tiykarları hám huqıqıy kepilliklerin ózlestiriw hám ámelde qollanıw;
- sanlı qurallardan oqıw procesinde nátiyjeli paydalanıw;
- JI járdeminde sabaq rejeleri, testler hám analitikalıq esabatlardı jaratıw;
- sanlı bilim beriw platformalarınan (Google Classroom, Moodle, Microsoft Teams hám basqalar) nátiyjeli paydalanıw;
- cifrlı qurallardan paydalanıw etikasına ámel etiw;
- akademiyalıq hadallıq principlerin úyretiw hám onıń buzılıw formaların anıqlaw;
- jasalma intellekt texnologiyalarınan juwapkershilikli, ádep-ikramlı hám hadal paydalanıw;
- awızbirshilik, óz ara húrmet hám keńpeyillikti kúsheytiw;
- real turmıslıq jaǵdaylarga tiykarlangan tapsırmalar, sóylew etiketi, mádeniyatlararalıq qarım-qatnas hám kommunikativ iskerlikti shólkemlestiriw;
- multimedia qurallarınan paydalanǵan halda tınlap túsiniwdi rawajlandırıw hám ámelde qollanıw;
- AI menen integraciyalaw (Sanlı platformalar hám jasalma intellekt qurallarınan sabaq rejelestiriw, material jaratıw hám til kónlikpelerin rawajlandırıwda paydalanıw);
- gamifikaciya (oyın texnologiyaları) tiykarında inglis tili sabaqların shólkemlestiriw;
- texnologiyalar tiykarında individual hám differencial bilim beriwdi shólkemlestiriw;
- zamanagóy texnologiyalar járdeminde inglis tilin oqıtıw nátiyjeliligin bahalaw kompetenciyalarına iye bolıwı kerek.

**“Inglis tilin zamanagóy texnologiyalardan paydalanıw metodikalari”
Modul boyınsha saatlar bólistiriwi**

№	Modul temalari	Tinglawshinin oqıw juklemesi, saat			
		Hammesi	Auditoriyalıq oqıw juklemesi		
			Jami	jumladan	
				Teoriyalıq	Ameliy shinigiwlar
1.	Inglis tilin oqıtıwda kompetenciyalıq qatnas tiykarları	4	4	2	2
2.	Tórt til kónlikpesin integraciyalasqan halda oqıtıw	4	4	2	2
3.	Mobil qosımshalar járdeminde inglis tilin úyretiw	2	2		2
JA'MI		10	10	4	6

Lecture: The basis of competence in teaching English

Teaching practice refers to the application of knowledge and skills gained through theoretical studies in a real-world classroom environment. Language is a fundamental component of teaching practice, as it shapes how knowledge is communicated and understood. Effective language use in the classroom is crucial for facilitating learning, promoting interaction, and ensuring that educational objectives are met. This lecture will examine the key language aspects involved in teaching practice and their importance in fostering a successful learning environment.

1. The Role of Language in Teaching

Language plays several critical roles in teaching practice:

- **Medium of Instruction:** Language is the primary means through which teachers convey content and facilitate learning. The choice of language affects how easily students can grasp concepts.
- **Facilitating Interaction:** Teachers use language to engage students in dialogue, discussions, and group work, which promotes active learning.
- **Clarifying Concepts:** Through language, teachers can explain complex ideas in simpler terms, making content more accessible.
- **Motivation and Encouragement:** Positive language can motivate students, create an atmosphere of encouragement, and boost their self-confidence.

2. Types of Language in the Classroom

Different types of language are used in the classroom, each serving distinct purposes:

- **Teacher Talk:** This includes instructions, explanations, and feedback given by the teacher. It is essential that teacher talk is clear, concise, and appropriate to the students' level of understanding.
 - **Modality:** The way in which the teacher frames statements to indicate possibility, necessity, or obligation. For example, using "You should..." instead of "You must..." can encourage students to feel more empowered.
- **Student Talk:** This refers to the language used by students to communicate with the teacher and their peers. Teachers should encourage student talk to promote critical thinking and active participation.
 - **Turn-taking:** Students need opportunities to speak, and teachers should manage turn-taking in a way that ensures all students participate equally.

- **Collaborative Talk:** This involves students discussing among themselves in pairs or groups. It helps them build language skills, share ideas, and solve problems collectively.

3. Language Use in Classroom Management

Effective classroom management relies on the strategic use of language. Teachers must:

- **Set Expectations Clearly:** Using simple, direct language, teachers should communicate classroom rules and expectations to ensure students understand.
- **Use Commands and Questions:** Language is used to guide student behavior and encourage participation. Teachers use imperatives (e.g., "Please listen") and questions (e.g., "What do you think about this idea?") to maintain control and engage students.
- **Feedback:** Providing feedback on students' work and behavior is an essential aspect of language use in teaching practice. Feedback should be constructive, specific, and aimed at encouraging improvement.
 - **Positive Feedback:** Using language that recognizes effort and success can motivate students.
 - **Corrective Feedback:** When correcting errors, it's important to use language that is both supportive and informative, rather than discouraging.

4. Language and Cultural Sensitivity in Teaching

Language in the classroom must be sensitive to the diverse cultural backgrounds of students. Teachers should:

- **Be Aware of Cultural Differences:** Language can reflect cultural norms and values. Teachers should be sensitive to the different ways students may interpret language based on their cultural backgrounds.

- **Avoid Bias:** Teachers should use inclusive language, avoid stereotypes, and ensure that all students feel valued and respected.
- **Support Multilingualism:** In multicultural classrooms, teachers may encounter students who speak different languages. Acknowledging and encouraging students' home languages can promote an inclusive learning environment.

5. Language Skills in Teaching Practice

Language skills are fundamental to both teaching and learning. These skills include:

Listening Skills: Teachers need to listen actively to students' responses, questions, and concerns. Listening allows teachers to gauge understanding, provide appropriate responses, and offer individualized support.

Speaking Skills: Teachers must be clear and articulate when speaking to ensure that their instructions are understood. Teachers should also model correct language use and encourage students to speak in class.

Reading Skills: Teachers often need to read aloud from textbooks or other resources. They should be able to make complex texts accessible by simplifying difficult words or concepts.

Writing Skills: Teachers use writing for instructions, feedback, and assessments. Clear writing is essential for effective communication and guiding students through their learning journey.

6. Language and Assessment

Language plays a critical role in assessment. Teachers use language in:

Creating Assessments: Teachers write exam questions, quizzes, and assignments in ways that accurately assess students' understanding of the material.

Providing Feedback on Assessments: Feedback language should be constructive and actionable, providing students with specific guidance on how to improve.

Clarifying Assessment Criteria: Teachers should use clear and precise language to explain how students will be assessed, what is expected, and the criteria for success.

7. Effective Use of Language in Different Teaching Styles

The language used in the classroom will vary depending on the teaching style:

Lecture-Based Teaching: In this style, the teacher uses language to explain, inform, and present material to the students. It's important for teachers to keep language clear and structured to maintain student engagement.

Discussion-Based Teaching: This style relies heavily on student language, with the teacher facilitating discussions. The teacher must guide the conversation, ensure all voices are heard, and provide feedback using inclusive language.

Project-Based Learning: In project-based classrooms, language is used for collaboration, problem-solving, and reporting. Teachers encourage the use of language to express ideas, negotiate, and document findings.

Conclusion

In teaching practice, language is not just a medium for communication but also a tool that shapes the learning environment. Teachers need to be mindful of how they use language to create an atmosphere conducive to learning. Effective language use can enhance understanding, promote participation, and ensure that students feel supported and encouraged. By considering the various aspects of language—teacher talk, student talk, classroom management, cultural sensitivity, and assessment—teachers can make their practice more effective and impactful.

Discussion Questions on General Concepts of Translation.

1. How do you think the balance between "fidelity" and "freedom" in translation affects the quality of a translation? Can a translation ever be too faithful, or should it always prioritize meaning over form?
2. When translating a text, how should a translator approach idiomatic expressions that do not have a direct equivalent in the target language? What are some potential solutions to this challenge?
3. How does cultural context influence the translation of a text? Can a translation truly preserve the original meaning without taking the cultural differences between source and target languages into account?

Practical lesson: Teaching Language Skills.

Translation has evolved significantly with the advent of technology, and today, translators have access to various tools that help increase their efficiency and ensure consistency in their work. These tools range from simple dictionaries to complex machine translation (MT) systems, which can assist in translating large volumes of text. In this lecture, we will explore the different types of translation tools and technologies, their functions, and their role in modern translation workflows.

1. Types of Translation Tools

A. Computer-Assisted Translation (CAT) Tools

CAT tools are software applications that help translators by providing a range of functions, from text alignment to terminology management. These tools allow for a more efficient translation process, ensuring consistency and reducing errors. CAT tools do not perform the translation automatically but assist translators in completing their tasks more efficiently.

Some of the most common CAT tools include:

- **SDL Trados Studio:** One of the most widely used CAT tools, known for its Translation Memory (TM) feature, which stores previously translated segments of text to assist with future translations. Trados also offers terminology management features.
- **MemoQ:** A popular alternative to Trados, MemoQ also supports TM and terminology management, with a focus on collaborative translation projects.
- **Wordfast:** A more affordable CAT tool with basic translation memory and glossary features, popular among freelance translators.

B. Machine Translation (MT)

Machine Translation refers to the process of using software to automatically translate text from one language to another. Unlike CAT tools, which are designed to assist human translators, MT systems translate without human intervention.

Some examples of MT systems include:

- **Google Translate:** One of the most popular free MT tools, capable of translating between many languages.
- **DeepL:** Known for producing higher-quality translations than other MT systems, particularly for European languages.
- **Microsoft Translator:** A cloud-based translation service integrated into Microsoft products like Word and PowerPoint.

MT can be used for quick translations or as a first step in the translation process, with the human translator making adjustments and improvements afterward.

C. Translation Memory (TM)

Translation Memory is a database that stores segments of previously translated text (known as “source segments”) and their corresponding translations (known as “target segments”). When the translator encounters the same or similar segments in

future texts, the TM can suggest the stored translations, making the translation process faster and more consistent.

- **How TM Works:** As a translator works through a document, the TM tool stores each sentence or phrase. If the same sentence appears in another document, the translator can reuse the translation from the TM, saving time and ensuring consistency.

D. Terminology Management Systems

Terminology management systems help translators maintain consistency in the use of specialized terms across translations. These systems provide a central database where terms are stored, along with their definitions and context.

Some common terminology management tools include:

- **SDL MultiTerm:** A tool that integrates with SDL Trados Studio, providing terminology management support.
- **TermBase:** A cloud-based terminology management system, often used in collaborative translation projects.

E. Post-Editing Tools for Machine Translation

Post-editing tools are used after machine translation to refine the output. This process involves editing the machine-generated translation to make it more accurate, fluent, and natural.

Some tools specifically designed for post-editing include:

- **Post-Editing of Machine Translation (PEMT):** A set of tools integrated into CAT tools like Trados and MemoQ, which allow post-editors to improve the MT output by editing and refining the text.

2. The Role of Technology in Translation

Translation technology enhances the capabilities of human translators, enabling them to:

- **Increase Efficiency:** CAT tools and MT allow for faster translations by reusing translations from TM and making suggestions based on context.
- **Ensure Consistency:** TM and terminology management tools ensure that terms and phrases are translated consistently across a document or even across multiple projects.
- **Handle Large Volumes:** MT systems can handle large volumes of text in a short time, which is particularly useful for projects that require quick turnaround times.

3. Challenges of Translation Technology

Despite its many advantages, translation technology presents certain challenges:

- **Quality Control:** While MT can provide fast translations, it is often not as accurate or nuanced as human translation. This is especially true for languages with complex grammar or specialized terminology.
- **Cultural Sensitivity:** MT systems struggle with understanding cultural nuances, idioms, and figurative language, which are essential in many types of translations.
- **Dependence on Technology:** Over-reliance on translation technology might lead to the degradation of translation skills among human translators, as they might depend too much on automated systems.

4. Future of Translation Technology

The future of translation technology is moving towards greater integration of Artificial Intelligence (AI) and machine learning (ML). These technologies promise

to improve the quality of machine translation and enhance post-editing processes. Furthermore, as AI learns from large datasets, it will likely become more context-aware, reducing the need for human intervention in many translations.

Additionally, cloud-based translation platforms are likely to grow in popularity, allowing for greater collaboration among translators and clients, real-time updates, and faster delivery of translations.

Conclusion on Teaching Language Skills

Teaching language skills—reading, writing, speaking, and listening—is a dynamic and multifaceted process that requires thoughtful planning, a variety of instructional methods, and an understanding of students' needs. Successful language teaching goes beyond just imparting vocabulary and grammar; it focuses on developing students' communicative competence and ability to use the language in real-life contexts.

Each of the four language skills has distinct challenges and requires tailored teaching strategies. For example, while receptive skills (reading and listening) require strategies that promote comprehension and critical thinking, productive skills (speaking and writing) emphasize accuracy, fluency, and the ability to express ideas coherently. Task-based and communicative language teaching approaches have been proven to effectively integrate these skills, fostering active engagement and providing real-world context for learners.

Technological advancements also play a crucial role in modern language teaching, offering tools and resources that enhance the learning experience, particularly for speaking and listening skills. However, traditional methods, such as direct interaction, feedback, and collaboration, remain fundamental to the development of both receptive and productive skills.

In addition, the integration of cultural context, differentiation of instruction for varying proficiency levels, and constant formative assessments are essential to ensure that students acquire all aspects of the language and can apply them effectively in diverse settings. Teaching language skills requires flexibility, creativity, and a deep understanding of how language is acquired, so that educators can inspire and guide learners toward becoming proficient, confident speakers and writers in their new language.

In conclusion, teaching language skills is an evolving practice that benefits from a balanced approach, combining research-based techniques, technological tools, and a focus on real-world communication. By addressing the specific needs of learners and creating an interactive and supportive environment, teachers can effectively nurture language proficiency and empower students to use the language meaningfully in their lives.

Discussion questions.

What are the most effective methods for teaching the four core language skills (reading, writing, speaking, and listening) in a foreign language classroom? Why?

How can technology be integrated into language teaching to enhance learning outcomes for speaking and listening skills?

What are the key differences between teaching receptive skills (reading and listening) and productive skills (writing and speaking)? How should teaching strategies differ for each?

How can teachers assess and develop students' communicative competence in language teaching?

In your opinion, what role do cultural contexts play in teaching language skills, particularly in the areas of speaking and writing?

Practical lesson: Language and Cognitive Development.

Introduction

Language and cognitive development are deeply interconnected processes that shape how individuals think, communicate, and learn. Cognitive development refers to the growth of mental processes like thinking, memory, problem-solving, and decision-making. Language serves as both a tool and a reflection of cognitive growth, enabling individuals to express their thoughts, interact socially, and understand the world.

1. Theories of Language and Cognitive Development

1.1 Piaget's Cognitive Development Theory

- **Key Idea:** Language development is part of overall cognitive development and reflects the child's stage of thinking.
- **Stages:**

Sensorimotor Stage (0–2 years): Pre-verbal communication (e.g., crying, cooing) emerges.

Preoperational Stage (2–7 years): Language develops rapidly, enabling symbolic thinking.

Concrete Operational Stage (7–11 years): Language becomes more logical and context-dependent.

Formal Operational Stage (12+ years): Abstract language and hypothetical reasoning emerge.

1.2 Vygotsky's Sociocultural Theory

- **Key Idea:** Language and cognition develop through social interaction.
- **Zone of Proximal Development (ZPD):** The gap between what a child can do independently and what they can achieve with guidance.
- **Private Speech:** A critical phase where children talk to themselves to regulate behavior and internalize thoughts.

1.3 Chomsky's Theory of Universal Grammar

- **Key Idea:** Humans are biologically predisposed to learn language.
- **Language Acquisition Device (LAD):** An innate mechanism that helps children understand grammatical structures.
- **Cognition Link:** Chomsky emphasizes the role of innate brain structures in language learning, connecting language and mental faculties.

2. Language as a Tool for Cognitive Development

2.1 Role of Language in Thinking

- Language shapes thought processes by providing the symbols and structures needed to organize ideas.
- Example: Terms for time (e.g., past, future) influence how individuals conceptualize temporal events.

2.2 Role of Language in Problem-Solving

- Describing problems using language helps clarify thinking and identify solutions.
- Inner speech (internalized language) allows individuals to deliberate and plan actions.

2.3 Language and Memory

- Verbal labels enhance memory by attaching words to concepts.

- Example: A child is more likely to remember an object after learning its name.

3. Cognitive Development's Influence on Language

3.1 Concept Formation

- Cognitive growth allows children to understand abstract concepts, which are later expressed in language.
- Example: Understanding "justice" or "freedom" depends on cognitive maturity.

3.2 Theory of Mind (ToM)

- **Definition:** The ability to understand that others have thoughts, beliefs, and feelings different from one's own.
- **Language Connection:** ToM develops through conversations about emotions and perspectives, enriching vocabulary and social understanding.

3.3 Executive Functions

- Cognitive skills like attention, inhibition, and working memory are crucial for language development.
- Example: Sustaining attention is necessary for learning new words or grammar rules.

4. Stages of Language and Cognitive Development

4.1 Infancy (0–12 months)

- **Cognitive:** Sensory exploration, object permanence.
- **Language:** Babbling, recognizing sounds of native language.

4.2 Early Childhood (1–5 years)

- **Cognitive:** Symbolic thinking, developing memory.
- **Language:** Vocabulary explosion, basic grammar, and sentence formation.

4.3 Middle Childhood (6–12 years)

- **Cognitive:** Logical reasoning, improved memory strategies.
- **Language:** Complex sentence structures, academic language acquisition.

4.4 Adolescence and Beyond

- **Cognitive:** Abstract thinking, metacognition.
- **Language:** Nuanced language use, specialized vocabulary for academic or professional purposes.

5. Factors Affecting Language and Cognitive Development

5.1 Biological Factors

- **Genetics:** Inherited abilities influence both language and cognition.
- **Neurological Development:** Brain maturation supports advanced thinking and language skills.

5.2 Environmental Factors

- **Socioeconomic Status (SES):** Affects exposure to rich vocabulary and educational resources.
- **Parental Interaction:** Responsive communication fosters both cognitive and linguistic growth.

5.3 Educational Factors

- Quality of teaching and access to stimulating materials significantly impact development.

5.4 Cultural Factors

- Cultural norms shape how language is used and the types of concepts prioritized in learning.

6. Enhancing Language and Cognitive Development

6.1 Early Stimulation

- Engage children in conversations from an early age.
- Read books, sing songs, and play interactive games to enhance vocabulary and cognitive skills.

6.2 Encouraging Play

- Pretend play fosters symbolic thinking and language use.
- Problem-solving games enhance executive functions and verbal reasoning.

6.3 Scaffolding Learning

- Provide appropriate challenges and gradually reduce support as the child masters new skills.
- Use questions and prompts to guide thinking and language use.

6.4 Multilingualism

- Exposure to multiple languages enhances cognitive flexibility and metalinguistic awareness.

Conclusion on Language and Cognitive Development.

The relationship between language and cognitive development is a complex and dynamic process that shapes how individuals perceive, process, and interact with the world around them. Language acquisition is intricately linked to cognitive

growth, as it enables individuals to categorize experiences, form concepts, and engage in abstract thinking. The development of language skills facilitates cognitive milestones such as memory, problem-solving, and reasoning, while cognitive abilities, in turn, support language learning by helping individuals understand and process linguistic input.

Research in both linguistics and psychology highlights the interdependence between language and cognitive functions. As children acquire language, they not only learn to communicate but also begin to understand and navigate their social and physical environment more effectively. This, in turn, influences their cognitive abilities, such as their capacity for symbolic thought, logical reasoning, and perspective-taking. Conversely, cognitive development provides the tools necessary for mastering more complex linguistic structures and meanings.

Cognitive theories, such as those proposed by Piaget and Vygotsky, emphasize the role of social interaction and environmental stimuli in the development of language and cognitive skills. While Piaget viewed language as a product of cognitive development, Vygotsky argued that social interaction and language are primary drivers of cognitive growth. Both perspectives offer valuable insights into how language learning and cognitive development are intertwined and mutually reinforcing.

In conclusion, the interaction between language and cognitive development is foundational to how individuals acquire knowledge, think critically, and engage with their surroundings. By understanding the dynamic nature of this relationship, educators, psychologists, and linguists can better support the development of language and cognitive skills across different age groups and contexts. This understanding also emphasizes the importance of fostering environments rich in language exposure, interaction, and cognitive challenges to promote healthy cognitive and linguistic growth.

Discussion questions.

How do different theories of cognitive development (e.g., Piaget, Vygotsky) explain the role of language in cognitive growth? Which theory do you find most convincing and why?

In what ways does language acquisition support the development of abstract thinking and problem-solving skills in children? Can you provide examples from your experience or research?

How does bilingualism affect cognitive development? Are there any cognitive advantages or disadvantages associated with being bilingual?

What is the role of social interaction in the development of both language and cognitive skills, according to Vygotsky's theory? How can educators apply this to support children's cognitive and language development?

How do children's cognitive abilities influence their language acquisition? Do cognitive limitations at certain developmental stages affect how children learn language?

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