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MUNDARIJA

TARIX FANLARI

Abdullayeva D.A. Buxoro me'moriy merosining muhofazasiga mas'ul muassasa tarixi	6
Abdullayeva N.S. Rossiya Sharq muzeyidagi O'zbekiston badiiy metall buyumlari namunalari	9
Abduqodirov J. O'zbekistonda ziyorat: o'tmish va hozir	13
Abulqosimova D.A. 1991-2001 yillarda Samarqand davlat universiteti faoliyatining yangi bosqichga ko'tarilishi	15
Asadov M.O'. Nogironlar milliy reabilitatsiyasi sohasidagi islohotlar	18
Asatullaev M.I. Public education in the Uzbek SSR for 20 years 1924-1944	24
Axmadova N.A. O'zbekistonning Markaziy Osiyo mamlakatlari bilan fan va ta'lim sohasidagi hamkorliklarining yangi bosqichga ko'tarilishi	27
Axmedov B.A. Yevropa mamlakatlarida qorako'lchilik sohasining taraqqiy etishi	29
Bakhramova L.I. Tarixiy va madaniy merosni aks ettiruvchi urbanonimlar	32
Bokiyev B.U., Omonov O.O. O'zbekiston yozuvchilar uyushmasining zabardast vakili	35
Burxanova S.T. O'zbekistonning eng yangi tarixiga oid mulohazalar	37
Choriyev B.G'. Mustaqillik yillarida Koson shahrini ijtimoiy infratuzilmasining rivojlanishi	39
Erkinov A.M. Sovet davrida tarix ta'limining o'qitish metodlari va texnologiyalari	42
Eshmuhammedova L. Markaziy bankning respublika moliya tizimini rivojlantirishidagi ahamiyati	45
G'apparova B.R. Xorazm vohasida xalq o'yinlari va milliy bayramlarining rivojlanish bosqichlari	47
Hamidov A. Ijtimoiy mediaresurslar: kelib chiqish tarixi va rivojlanish tendensiyalari	52
Isoqjanov F.Q. Kadrlar tayyorlash milliy dasturi va uning boshlang'ich ta'lim sohasidagi ahamiyati	55
Jumaeva N.A. Quyi Zarafshon vohasi dehqonchilik madaniyati tarixidan	57
Kenjayev N.J. Kattaqo'rg'on shahri madaniyati tarixi	61
Klichev O.A. Amir Abdulahadning "Safarnoma"lari sharhi	64
Marimov M.E. XX-asrning 20-30-yillarida Xorazm okrugida mahalliy matbuotning rivojlanishi	67
Matyakubova Sh.X. Quyi Amudaryo hududida ilk o'rta asr sug'orilish tarmoqlari tarixiga doir ba'zi mulohazalar	71
Mo'minov U., Ashirmurodov A. Buxoro amirligi ichki savdo munosabatlarida qashqadaryo vohasini tutgan o'rni	74
Nazirov B.S. Trends in the development of equestrian sports in the Surkhandarya oasis	76
Nurullayeva Sh.K. History of fabric manufacturing in Central Asia	79
Ostonov A.Y., Ergashev K.B. O'zbekistonning Markaziy Osiyo mintaqasidagi madaniy-gumanitar hamkorligi: erishilgan yutuqlar va istiqboldagi rejalar	82
Pirinkulova S.SH. Ikkinchi jahon urushi yillarida front orti hududlariga ko'chirib keltirilgan o'smirlarni ish bilan ta'minlash muammolari	86
Poyonov B.R. Qashqadaryo viloyatida sovet hokimiyatining o'rnatilishi	88
Qodirova R.M. TASSRda sovet maktablarini tarix fani o'qituvchilari bilan ta'minlash muammosi va uni yechish yo'llari	92
Qulto'rayev I. XX asrning 50-60 yillarida Qarshi cho'lini o'zlashtirish tadbirlari	96
Qurbanov S.V. "Xorazm" telekanali rivojlanish tendensiyalari: muammo va yechim	100
Rahimova S.A., Lafasov U.P. Boburiylar davridagi zargarlik buyumlarning dunyo xazinasidagi o'rni	104
Rahimova M.Sh., Xidirova Sh.Sh. Mintaqada urbanizatsiya darajasini tizimlashtirish	109
Raxmonov F.Sh. XIX asr oxiri - XX asr ikkinchi yarmida yerga egalikning an'anaviy shakllari	113
Rustamova M.I. Gilamdo'zlik san'ati va Nurobod tumanida gilamdo'stlik san'atining o'ziga xos an'analar	117
Ruziboyev T.Z., Rasulov R.I. Mojrums soy arxeologik yodgorligidagi petrogliflarni gis texnologiyasi asosida monitoring qilish	120
Sayfutdinov F.I. Buxoro amirligi saroylarining me'morchilik tarixi	123

Shodmonov X.X. Bolalar muzeylarining tarbiyaviy ahamiyati: tarixiy va zamonaviy yondashuvlar	126
Tishabayeva I.R. 1946-1991-yillarda O'zbekistonda maktabgacha tarbiya muassasalarining boshqaruv tizimi tarixi	129
Toxtiyev Sh.R. XX asr 80-90 yillarida EIR ichki va tashqi siyosatida diniy ulamolarning roli	131
Yuldosheva F.Y. Turkiy qabilalarning marosimlari: tarixiy-madaniy tahlil	133
Yunusova D.M. Savdo yo'llarining Xorazmshoxlar davlati madaniy taraqqiyotida tutgan o'rni	136
Yusupova N. Introduction of the audiovisual technologies in the production of mass holidays of Uzbekistan	139
Yusupova S.A., Yuldasheva N.B. Studies of activation of the human factor in the information society	144
Абатов А.Б. Мустақиллик йилларида Қорақалпоғистон саноати тарихи	148
Алимджанов Б.А. Модернизация по-имперски: хлопок и кредит в Туркестанском генерал-губернаторстве	151
Аманлаев А.Х. Шахс ахлоқий тарбияси камолотида ислом қадриятлари ва маърифати муҳим омил сифатида	155
Бурхонов И.М. XIV-XV асрлар Марказий Осиё халқлари ҳаётини ўрганишдаги манбаларни А.Ўринбоев тадқиқотларида акс этиши	158
Матякубов Ш.С. Хива хони Абулғози Баҳодирхоннинг “Манофё-ул- инсон” асари табобатга оид ноёб қўлланма	161
Махманова М.Н. Қарши шаҳридаги болалар мусиқа ва санъат мактаблари тарихи: истеъдодлар гулшани	164
Мингноров А.Т. 20-30 йилларидаги маданий ҳаёт ва сиёсий жараёнлар даврий матбуотда	167
Нурқулова Р.Р. Амир Темур – адолат ва қудрат тимсоли	171
Уринбоева С. Тупроққалъада археологик тадқиқотлар натижалари	174
Хошимов С.А., Нажимидинова Ш. 1920-1930 йилларда совет ҳокимиятининг Ўзбекистон ССР олий таълим муассасаларида амалга оширган “тозалов” сиёсати	177
PEDAGOGIKA FANLARI	
Abbasov B.A. Jismoniy tarbiya va jismoniy madaniyatning sog'lom turmush tarzini shakllantirishdagi roli	183
Abbasov B.A. Oliy ta'lim talabalarida jismoniy madaniyat va jismoniy tarbiyani shakllantirishning zamonaviy usul va vositalari	185
Amiritdinova D.U. Ingliz tilini o'rganishda bilingvalizm: psixolingvistik va metodologik yondashuvlar	188
Ashurova D. Mental xaritalar-til o'rganuvchilar uchun kognitiv vosita	191
Ashurova T., Omonova D. Maktabgacha ta'lim yoshidagi bolalarda atrof-muhitga ma'suliyatli munosabatni shakllantirish metodikasi	193
Atamurodova G.Sh. Development of a system of teaching tasks for forming students' correct pronunciation skills in primary grade native language lessons	196
Azzamova U.A. The necessity and importance of teaching students a foreign language in medical schools	199
Esanova M.B. Experience of teaching specialized terminology to medical students in latin and foreign languages and developing their thinking	201
Isroilov Sh.Sh. Jismoniy madaniyatni talabalarda shakllantirishning zamonaviy metodlari	203
Kavilova T. Natural Language Processing Algorithms and Their Application in Education	206
Kobilova N.S., Azimjonova E.T. The critical role of backward design in implementing the three modes of communication in language education	208
Latipov A.A. ChatGPTning ta'lim samaradorligini oshirishdagi roli	211
Mamanabiyeva Sh.Sh., Talibjanova A.L. Ingliz tilini o'qitishda audio-vizual materiallardan foydalanish	214
Moldakhmetova Z.K. The role of multimedia technologies in enhancing learning motivation in english language acquisition	216

Mustafaqulova D.I. Oliy ta'lim biolog-talabalari tizimli tafakkurining zamonaviy xususiyatlarini shakllantirishning pedagogik asoslari	220
Mustafaqulova D.I. Bo'lajak pedagoglarni tayyorlaydigan oliy ta'lim muassasalari biolog-talabalarining tizimli tafakkurini shakllantirishning samaradorligini oshirish yo'llari	222
Safarova Z.G'. MDX davlatlari va AQSHda inklyuziv ta'lim siyosati va uning asosiy modellari	224
Saparbekova D.S. The features of sociolinguistic competence in undergraduate students of pedagogical university	227
Xodjayeva M.M. Chet tillarni o'qitishda interfaol metodlardan foydalanish	230
Абдужаббарова М.Т. “Архитектура” мутахассислиги фанларининг ўқитишнинг аҳамияти	232
Исломов Д.У., Базарова У.М. Понятие мотивации и ее роль в обучении иностранному языку	239
Махмадиева Р.С. Внедрение целостной методики подготовки будущих учителей русского языка на основе интеграции инновационных технологий, активных методов и компетентностного подхода	241
Махмадиева Р.С. Совершенствование методики формирования профессиональных компетенций будущих учителей русского языка в условиях цифровизации образования	243
Норбоева Д.Ж. Необходимость инновационных технологий в высших учебных заведениях	246
Умедова Ш.Н., Ражабова М. Талабаларнинг амалдаги овқатланиши ва унинг физиологик тахлили	249
Шимчук А.О. Развитие навыков самостоятельной работы студентов с использованием педагогических технологий	251
Эргашева М.П. Вопросы развития семейного воспитания у молодежи	254

developers mainly rely on the syntactic engine, leaving robust semantics for later additions [3, p. 335].

While structural methods paved the way for systematic computational analyses of language, the industry often prizes immediate usability over rigorous theory. Generative frameworks propose routes to integrate syntax and semantics, but pragmatic systems typically omit key layers of linguistic detail [5, p. 105]. Meanwhile, case-based grammars flourish in targeted contexts—like specialized query systems or front-ends to restricted databases—where designers can manage a closed set of relationships.

In essence, discovering a robust, universal strategy that adapts well across all domains remains an unsolved challenge. Yet the blend of socio-economic pressures, evolving technical infrastructure, and ongoing theoretical discourse continues to widen the scope of NLP research, promising far-reaching advances beyond the current generation of “best-practice” solutions [6, p. 865].

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THE CRITICAL ROLE OF BACKWARD DESIGN IN IMPLEMENTING THE THREE MODES OF COMMUNICATION IN LANGUAGE EDUCATION

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Annotatsiya. Samarali til o'qitish o'quv dasturini tuzishda tuzilgan va maqsadga muvofiq yondashuvni talab qiladi. *Teskari dizayn (Backward design)* o'quv rejalashtirishdan oldin o'quv natijalariga ustuvorlik beradigan tizim bo'lib, kommunikativ kompetensiyani rivojlantirishda muhim rol o'ynaydi. Ushbu tadqiqotda til o'rganishni yaxshilash uchun *teskari dizaynni uchta kommunikatsiya usuli — talqin, shaxslararo va taqdimot bilan integratsiyalashuvi o'rganiladi. O'lchov va o'quv strategiyalarini istalgan o'quv maqsadlariga moslashtirish orqali teskari dizayn izchil va maqsadga yo'naltirilgan pedagogik yondashuvni ta'minlaydi. Maqolada til ta'limida teskari dizaynni amalga oshirishning eng yaxshi amaliyotlari ko'rib chiqiladi, uning o'quvchilarning qiziqishiga, malakasiga va kommunikativ samaradorligiga ta'siri ta'kidlanadi. Bundan tashqari, u o'qituvchilarning ushbu modelni qo'llashda duch keladigan qiyinchiliklarini muhokama qiladi va uning turli xil ta'lim kontekstlarida qo'llanilishini optimallashtirish bo'yicha tavsiyalar beradi. Natijalar til o'rganuvchilarida mazmunli kommunikatsiya ko'nikmalarini rivojlantirish uchun o'quv rejasini maqsadli rejalashtirish zarurligini ta'kidlaydi.*

Kalit so'zlar: *Teskari dizayn, til ta'limi, uchta kommunikatsiya usuli, o'quv rejasini rejalashtirish, kommunikativ kompetensiya, o'qitish strategiyalari.*

Аннотация. Эффективное обучение языку требует структурированного и целенаправленного подхода к разработке учебной программы. Обратное планирование (*backward design*), концепция, в которой приоритет отдается результатам обучения перед планированием учебного процесса, играет решающую роль в развитии коммуникативной компетенции. В настоящем исследовании рассматривается интеграция обратного планирования с тремя способами коммуникации — интерпретативным, межличностным и

презентационным — для повышения эффективности изучения языка. Благодаря согласованию оценок и стратегий обучения с желаемыми целями обучения, обратное планирование обеспечивает последовательный и ориентированный на результат педагогический подход. В статье рассматриваются передовые практики внедрения обратного планирования в языковом образовании, подчеркивается его влияние на вовлеченность учащихся, уровень владения языком и коммуникативную эффективность.

Ключевые слова: Обратное планирование, языковое образование, три способа коммуникации, планирование учебной программы, коммуникативная компетенция, стратегии обучения.

Abstract. Effective language instruction requires a structured and purposeful approach to curriculum design. Backward design, a framework that prioritizes learning outcomes before instructional planning, plays a crucial role in developing communicative competence. This study explores the integration of backward design with the three modes of communication—interpretive, interpersonal, and presentational—to enhance language acquisition. By aligning assessments and instructional strategies with desired learning goals, backward design ensures a coherent and goal-driven pedagogical approach. The paper examines best practices in implementing backward design in language education, highlighting its impact on student engagement, proficiency, and communicative effectiveness. Furthermore, it discusses challenges educators face in adopting this model and provides recommendations for optimizing its application in diverse educational contexts. The findings underscore the necessity of intentional curriculum planning to foster meaningful communication skills in language learners.

Key words: Backward design, language education, three modes of communication, curriculum planning, communicative competence, instructional strategies

Introduction. In an increasingly interconnected world, effective communication is essential for fostering mutual understanding across linguistic and cultural boundaries. Language educators face the challenge of designing curricula that not only enhance linguistic proficiency but also promote meaningful interaction. Backward design, a framework introduced by Wiggins and McTighe (2005), provides a structured approach to curriculum development by prioritizing desired learning outcomes before determining instructional methods and assessments. This model ensures that language instruction is purposeful, coherent, and aligned with real-world communicative needs.

One of the most significant contributions of backward design in language education is its potential to integrate the four key language skills—listening, speaking, reading, and writing—through the three modes of communication: interpretive, interpersonal, and presentational (ACTFL, 2012). By aligning lesson planning with these communicative modes, educators can create a comprehensive learning experience that fosters both fluency and accuracy. Research by Richards and Rodgers (2014) emphasizes that an integrated-skills approach in language teaching leads to more effective and authentic communication. Furthermore, Brown (2007) highlights the necessity of designing curriculum with a clear end goal to ensure that students develop proficiency in all four skills systematically.

As globalization continues to shape educational priorities, implementing backward design in language instruction becomes increasingly relevant. This study explores the critical role of backward design in integrating the three modes of communication and enhancing the four language skills in lesson planning. By examining theoretical foundations and practical applications, this paper aims to contribute to ongoing discussions on effective curriculum design in language education.

Overview of the Three Modes of Communication. Effective language use involves multiple forms of interaction that serve different communicative purposes. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication—**interpersonal, interpretive, and presentational**—which together form the foundation for language proficiency. These modes support the integration of the four language skills (listening, speaking, reading, and writing) and ensure that learners develop the ability to use language in real-world contexts. Understanding these three modes is essential for designing effective language instruction, particularly

when using a **backward design approach** to align learning outcomes with assessments and instructional strategies.

1. Interpersonal Mode of Communication The interpersonal mode involves direct, two-way interaction between individuals. It is characterized by spontaneous, real-time exchanges that require negotiation of meaning, making it one of the most dynamic aspects of communication. In this mode, learners engage in conversations, discussions, interviews, role-plays, and debates—all of which involve both speaking and listening (or writing and responding in digital or written formats).

Key features of the **interpersonal mode** include:

Unrehearsed interaction: Unlike scripted dialogues, interpersonal communication is spontaneous, requiring learners to think quickly and adjust their language use based on the responses of their conversation partners.

-**Negotiation of meaning:** Since misunderstandings can occur, learners must use strategies such as clarification requests, paraphrasing, and confirmation checks to ensure comprehension.

- **Use of culturally appropriate language:** Interpersonal communication often takes place in socially and culturally embedded contexts, requiring awareness of tone, politeness strategies, and nonverbal cues.

Research by Ellis (2008) highlights that **interaction-driven learning** enhances fluency, increases vocabulary retention, and fosters confidence in language learners. Similarly, Swain (1995) emphasizes the importance of pushed output, where learners must produce language beyond their comfort zones to convey meaning effectively.

2. Interpretive Mode of Communication. The **interpretive mode** focuses on **comprehending and analyzing** language as used in spoken or written texts. Unlike interpersonal communication, this mode is **one-way**, meaning learners do not interact with the original speaker or writer but must derive meaning from the message.

Examples of the **interpretive mode** include: Listening to podcasts, lectures, or conversations and extracting key information. Reading articles, stories, reports, or infographics to understand main ideas and infer meaning. Watching films, news broadcasts, or presentations and interpreting visual and verbal cues.

Key features of the interpretive mode include: Inference and contextual understanding: Learners must rely on prior knowledge, textual cues, and cultural references to grasp implicit meanings.

-Critical thinking and analysis: Unlike simple comprehension, interpretive skills involve evaluating arguments, recognizing biases, and drawing conclusions from texts. Listening and reading strategies: Learners develop strategies such as skimming for gist, scanning for details, and using context clues to improve comprehension.

According to Krashen (1982, 2003), comprehensible input plays a fundamental role in language acquisition. The interpretive mode allows learners to engage with rich, authentic input, which builds their linguistic competence and cultural literacy.

3. Presentational Mode of Communication. The presentational mode involves planned, one-way communication where the speaker or writer conveys a message to an audience without immediate interaction. Unlike interpersonal communication, where meaning is negotiated in real time, presentational communication requires careful structuring, clarity, and audience awareness to ensure the message is understood as intended.

Examples of the presentational mode include:

Delivering speeches, presentations, or storytelling performances. Writing essays, reports, blogs, or social media posts to inform or persuade an audience. Creating multimedia content such as infographics, posters, or video narrations.

Key features of the presentational mode include: Clarity and organization: Messages must be structured logically, using appropriate cohesion, coherence, and rhetorical strategies. Audience awareness: The speaker or writer must consider the audience's background, expectations, and cultural context when crafting their message. Accuracy and appropriateness: Since there is no immediate

feedback, presentational communication requires a higher degree of linguistic accuracy and polished delivery.

Research by Bygate (2001) and Goh & Burns (2012) highlights that structured speaking and writing activities enhance fluency, coherence, and confidence in learners, making presentational communication an essential component of language education.

Conclusion. The three modes of communication—interpersonal, interpretive, and presentational—are interdependent and contribute to well-rounded language proficiency. Effective language instruction should integrate all three modes, ensuring that learners develop both receptive and productive skills in authentic contexts. By applying a backward design approach, educators can strategically incorporate these modes into lesson planning, aligning assessments with real-world communicative tasks. As language education continues to evolve, fostering proficiency across all three modes remains crucial in preparing learners for meaningful engagement in diverse linguistic and cultural settings.

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Annotatsiya. Raqamli innovatsiyalar davrida ta'lim samaradorligi dolzarb muammo bo'lib qolmoqda. Zamonaviy texnologiyalarning jadal rivojlanishi ta'lim sohasida ham yangi imkoniyatlar yaratmoqda. Ushbu tadqiqot ChatGPT kabi sun'iy intellekt vositalarining talabalar savodxonligini oshirishdagi ahamiyatini o'rganishga qaratilgan. Sun'iy intellektga asoslangan bu til modeli talabalarga ko'p qirrali yordam ko'rsatishi mumkin. U zarur ma'lumotlar va manbalarni taqdim etib, til bilimlarini rivojlantiradi, hamkorlikni kuchaytiradi, vaqtdan unumli foydalanishga ko'maklashadi va mustaqil o'rganishni qo'llab-quvvatlaydi. Tadqiqot ushbu texnologiyaning ta'lim jarayonini yanada samarali qilishdagi salohiyatini tahlil qiladi.

Kalit so'zlar: sun'iy intellekt, ChatGPT, samaradorlik, motivatsiya, hamkorlik, ilg'or texnologiya.

Аннотация. В эпоху цифровых инноваций эффективность образования остаётся актуальной проблемой. Стремительное развитие современных технологий также создает новые возможности в сфере образования. Целью данного исследования является изучение ценности инструментов для повышения грамотности учащихся с помощью искусственного интеллекта ChatGPT. Эта языковая модель на основе искусственного интеллекта может оказать учащимся разностороннюю поддержку. Он предоставляет необходимую информацию и ресурсы, развивает языковые навыки, улучшает сотрудничество, помогает управлять временем и поддерживает самостоятельное обучение. В исследовании анализируется потенциал этой технологии для повышения эффективности образовательного процесса.

Ключевые слова: искусственный интеллект, ChatGPT, эффективность, мотивация, сотрудничество, передовые технологии.