ZAMONAVIY ILM-FAN: FANLARARO INTEGRATSIYA VA INNOVATSION TARAQQIYOT

RESPUBLIKA ILMIY-AMALIY KONFERENSIYA

MAQOLA VA TEZISLAR TO‘PLAMI



“FANLARARO ILMIY TADQIQOTLAR” ILMIY-AMALIY METODOLOGIK JURNALI

“ZAMONAVIY ILM-FAN: FANLARARO INTEGRATSIYA VA INNOVATSION TARAQQIYOT” MAVZUSIDAGI RESPUBLIKA ILMIY-AMALIY KONFERENSIYA

MAQOLA VA TEZISLAR TO‘PLAMI
2026-yil 12-noyabr

Toshkent – 2026

ISSN:3093-9240

“Zamonaviy ilm-fan:fanlararo integratsiya va innovatsion taraqqiyot” mavzusidagi respublika ilmiy-amaliy konferensiya maqola va tezislar to‘plami (2026-yil 12-noyabr) – T.: FANLARARO ILMIY TADQIQOTLAR, 2026.

BOSH MUHARRIR:
Ashurov Ramzidin Ramazonovich
psixologiya fanlari bo‘yicha falsafa doktori (PhD), dotsent

TAHRIR KENGASHI
Ibragimova Gulsanam Ne’matovna
pedagogika fanlari doktori, professor

Mirzayeva Faroxat Odiljonovna
pedagogika fanlari doktori(DSc), professor

Bafayev Muxiddin Muxammatovich
psixologiya fanlari doktori (DSc), dotsent

Atabayeva Nargis Batirovna
psixologiya fanlari doktori (DSc), professor

Jabborov Xazrat Xusenovich
psixologiya fanlari doktori (DSc), professor

Alimova Yelena Gennadiyevna
psixologiya fanlari bo‘yicha falsafa doktori (PhD), dotsent

Ismatulloyev Abdullo Nasrulloyevich
psixologiya fanlari bo‘yicha falsafa doktori (PhD)

Bobojonov Shavkat Ulug‘bekovich
tarix fanlari bo‘yicha falsafa doktori (PhD), dotsent

Bo‘tayev Jonibek Shodiyevich
tarix fanlari bo‘yicha falsafa doktori (PhD)

LINGUODIDACTIC FOUNDATIONS FOR DEVELOPING STUDENTS' PRODUCTIVE LANGUAGE SKILLS IN ENGLISH

Meylinorova Feruza Baxtiyor qizi
First-Year PhD Student
Uzbekistan National Pedagogical University named after Nizami Ganjavi

Abstract. This article examines the linguistic, cognitive, sociocultural and instructional foundations of university students' productive English-language activity. Methods: A qualitative, non-systematic integrative analysis was undertaken of key research on communicative competence, oral production, composing, task design and assessment. The synthesis differentiates speaking and writing mechanisms and develops a six-phase, mode-sensitive teaching cycle linking input, planning, meaningful output, feedback, reformulation and transfer. Productive proficiency should be taught as purposeful discourse rather than isolated grammatical performance; the proposed framework requires empirical validation.

Keywords: linguodidactics; productive speech activity; speaking; writing; communicative competence; scaffolding; formative assessment.

Annotatsiya. Oliy ta'lim talabalarining ingliz tilidagi produktiv nutqiy faoliyatini rivojlantirishning lingvistik, kognitiv, sotsiomadaniy va metodik asoslarini aniqlash. Metodlar: kommunikativ kompetensiya, og‘zaki nutq hosil qilish, matn yaratish, topshiriqlarni loyihalash va baholashga oid ilmiy manbalar tanlab olingan holda konseptual tahlil qilindi. Gapirish va yozish jarayonlarining umumiy hamda farqli jihatlari asoslandi; til materiali, rejalashtirish, nutqiy mahsulot, fikr-mulohaza, qayta ishlash va ko‘chirish bosqichlaridan iborat olti bosqichli model taklif etildi. Produktiv ko‘nikmalarni mazmunli kommunikativ faoliyat va refleksiya orqali rivojlantirish muhim; model amaliy tajribada tekshirilishi kerak.

Kalit so‘zlar: lingvodidaktika; produktiv nutqiy faoliyat; gapirish; yozish; kommunikativ kompetensiya; metodik tayanch; formativ baholash.

Аннотация. Определить лингвистические, когнитивные, социокультурные и методические основы развития продуктивной речевой деятельности студентов на английском языке. Методы: проведён выборочный интегративный анализ научных работ по коммуникативной компетенции, речепорождению, созданию письменного текста, организации заданий и оцениванию. Выявлены общие и специфические механизмы говорения и письма; предложен шестиступенчатый цикл, объединяющий языковую опору, планирование, продукцию, обратную связь, переработку и перенос. Развитие продуктивных умений предполагает целенаправленное общение и рефлексию; эффективность модели требует

эмпирической проверки.

Ключевые слова: лингводидактика; продуктивная речевая деятельность; говорение; письмо; коммуникативная компетенция; педагогическая поддержка; формирующее оценивание.

INTRODUCTION

University foreign-language education is judged not only by knowledge about English but also by the ability to argue, negotiate, report and address audiences. Such academic and professional purposes require productive skills—speaking and writing—supported by receptive skills and contextual knowledge. Grammar and vocabulary instruction is indispensable, yet learners may still struggle to transform resources into coherent messages. The problem is the insufficient connection among language knowledge, production processes, communicative goals and actionable feedback.

MAIN BODY

Productive speech activity is defined here as purposeful construction and external expression of meaning in oral or written form. A skill is observable performance; competence encompasses the knowledge and capacities supporting it. The CEFR differentiates production, interaction and mediation: a presentation is spoken production, whereas discussion also involves jointly managing turns and meaning (Council of Europe, 2020). Real university communication combines these dimensions without making them conceptually identical.

This article seeks a theoretical framework for integrated but mode-sensitive development of university students’ speaking and writing. The guiding questions are which resources underlie production, how the two modes differ, and what classroom sequence can connect the underlying principles with observable performance and assessment.

A qualitative integrative analysis, rather than an experiment or systematic review, was applied to selected foundational research on communicative competence (Canale & Swain, 1980), speech production (Levelt, 1989; Kormos, 2006), composing (Flower & Hayes, 1981), tasks and output (Ellis, 2003; Swain, 2005), discourse (Hyland, 2003) and assessment and affect (Hyland & Hyland, 2006; MacIntyre et al., 1998). These sources were selected for explanatory relevance and conceptual complementarity, not exhaustive coverage.

The procedure comprised defining constructs, comparing modes, identifying convergent instructional principles and deriving a teachable cycle with observable indicators. Results are conceptual interpretations and an author-proposed model: no sample, intervention, measured gains or causal inference is reported.

Linguistic, pragmatic and discourse foundations

Productive proficiency involves lexical and grammatical resources but exceeds

accurate reproduction. Canale and Swain (1980) link grammatical, sociolinguistic and strategic dimensions of communicative ability. Learners must select forms appropriate to an audience and purpose: “Send me the document” may be correct yet unsuitable in formal correspondence, where a polite request is preferable. Instruction should therefore explain how form realizes intention in context.

At discourse level, speakers organize ideas, maintain topics and respond to listeners; writers establish a coherent macrostructure for readers who cannot immediately request clarification. Spoken activity involves monologues alongside turn taking, clarification and repair (Bygate, 1987). Writing requires more explicit cohesion, paragraph unity and genre conventions. A problem–solution paragraph and a complaint email, for example, differ in purpose, rhetorical moves and register (Hyland, 2003).

Psycholinguistic mechanisms of speaking and writing

Speaking requires conceptualization, linguistic formulation, articulation and monitoring that partly overlap in time (Levelt, 1989). Second-language lexical retrieval and grammatical encoding can consume attention, causing pauses or reformulations (Kormos, 2006). Teachers should distinguish preparation from automatization: notes and phrase banks scaffold initial speaking; repeated delivery to new listeners encourages more fluent retrieval. Excessive interruption for correction can undermine message construction.

Flower and Hayes (1981) characterize writing as interacting processes of planning, verbalizing ideas and reviewing, not a rigid progression. A learner may change the central claim while drafting or reorder paragraphs in response to reader needs. A single final submission followed only by error correction therefore misses idea development and rhetorical choice. Effective instruction combines prewriting, outline construction, drafting, audience-oriented revision and language editing; conceptual revision is not synonymous with correcting grammar.

Both modes involve content selection, vocabulary retrieval, monitoring and coherence, but differ in time pressure, text permanence, revision opportunities and interaction. Swain’s (2005) output hypothesis proposes that communication attempts can reveal linguistic gaps, prompt testing of formulations and stimulate reflection. Meaningful output is not sufficient by itself: subsequent models, focused feedback and repeated attempts are needed to make those gaps pedagogically useful.

Sociocultural, emotional and motivational foundations

Language production is mediated through interlocutors, models, tools and feedback. Sociocultural theory treats graduated assistance as a developmental resource, not a permanent replacement for autonomy (Poehner & Lantolf, 2024). Scaffolding may take the form of annotated texts, discourse frames, organizing questions or guided peer dialogue. It must remain contingent on learners’ needs and decrease as control

grows; unstructured group work alone does not ensure productive learning.

Competence does not always translate into use. Willingness to communicate fluctuates across situations (MacIntyre et al., 1998), and foreign-language anxiety can inhibit classroom performance (Horwitz et al., 1986). These findings support rehearsal, clear instructions, respectful correction and authentic choice while retaining demanding communicative goals. In writing, peer review works best when students evaluate argument and organization using explicit criteria instead of merely marking grammar (Hyland & Hyland, 2006).

Didactic principles and sequencing of tasks

Five principles emerge: communicative purpose guides form selection; task demand is calibrated through familiarity, planning and support; modes share content without sharing identical procedures; feedback names a feasible next step; and transfer is checked through related work with less assistance. These principles connect task-based instruction (Ellis, 2003) with a balanced curriculum of meaning-focused input, meaning-focused output, language-focused learning and fluency practice (Nation, 2007).

A six-phase cycle follows: (1) analyze input and notice how language realizes purpose; (2) plan ideas and formulations with support; (3) produce an oral or written message; (4) obtain focused feedback; (5) repeat, reformulate or revise; and (6) transfer performance to a new situation with fewer prompts. The phases are flexible, since feedback and renewed planning may occur during revision. Their logic links exemplars, communicative need, diagnosis of gaps and another attempt to communicate.

Implementation and assessment indicators

In a B1–B2 class on campus transport, students compare two sources, discuss solutions and give one-minute oral recommendations supported by reasons. After questions and targeted feedback, each writes a 150–180-word proposal for a university audience. Peers comment on argument and evidence before the draft is revised. A new campus problem serves as a transfer task. Reading and listening provide content; the assessed outputs remain spoken proposals and written texts. This is a suggested design, not an observed intervention.

Shared criteria include task achievement, argument, coherence, lexical suitability, grammatical control and audience awareness. Speaking additionally involves intelligibility, pace, repair and interaction; writing calls for paragraph structure, reference, genre and revision. CEFR descriptors can be adapted to local proficiency targets (Council of Europe, 2020). A single global score may conceal whether difficulty lies in linguistic accuracy, discourse organization or spontaneous formulation. Analytic rubrics, recordings, successive drafts and reflection offer more

informative evidence.

The model addresses a tension between meaning-focused teaching that insufficiently supports form and accuracy-centred teaching that isolates sentences from discourse. Process writing encourages planning and revision but may overlook socially established text conventions; genre instruction explains those conventions but risks imitation without independent decisions (Hyland, 2003). Similarly, fluency requires repeated speaking, while undirected practice may leave systematic inaccuracies. Teachers should alternate meaningful performance, selective form-focused work and reflection (Nation, 2007; Skehan, 1998).

Integrated teaching does not mean treating modalities identically. Transforming a discussion into an essay helps when students reorganize ideas for a reader rather than transcribe speech. Oral performance demands rapid retrieval and responses to listeners; writing requires explicit reasoning and revision. In non-language-specialist courses, discipline-related topics can support motivation. Mixed-ability groups may require differentiated prompts, rotating roles and feedback limited to a few high-priority issues.

The analysis cannot establish model effectiveness because it is conceptual, not experimental. Future research should compare the proposed cycle with ordinary instruction, controlling initial proficiency and instructional time. Pre- and post-task recordings, anonymized written samples, independent analytic raters and interviews could triangulate evidence; inter-rater agreement is necessary. Participation, anxiety and willingness to communicate may explain performance patterns but should not be equated with proficiency scores.

CONCLUSIONS AND RECOMMENDATIONS

Productive English-language activity depends jointly on discourse and linguistic knowledge, cognitive formulation, social mediation, affective readiness and purposeful assessment. Speaking and writing share meaning construction yet differ in temporal demands, interaction and revision opportunities. The proposed six-phase framework translates these distinctions into an integrated classroom sequence and observable indicators.

University EFL teaching should progress from isolated exercises to tasks requiring learners to examine models, plan for an audience, produce, respond to feedback and communicate again in a different context. As a conceptual proposal, the framework requires transparent empirical testing before effectiveness can be claimed.

REFERENCES

1. Bygate, M. (1987). Speaking. Oxford University Press.
2. Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. Applied Linguistics, 1(1), 1–47. https://doi.org/10.1093/applin/I.1.1

3. Council of Europe. (2020). Common European framework of reference for languages: Learning, teaching, assessment—Companion volume. Council of Europe Publishing. https://www.coe.int/en/web/common-european-framework-reference-languages/cefr-companion-volume-and-its-language-versions

4. Ellis, R. (2003). Task-based language learning and teaching. Oxford University Press.

5. Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. College Composition and Communication, 32(4), 365–387. https://doi.org/10.58680/ccc198115885

6. Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. The Modern Language Journal, 70(2), 125–132. https://doi.org/10.1111/j.1540-4781.1986.tb05256.x

7. Hyland, K. (2003). Genre-based pedagogies: A social response to process. Journal of Second Language Writing, 12(1), 17–29. https://doi.org/10.1016/S1060-3743(02)00124-8

8. Hyland, K., & Hyland, F. (2006). Feedback on second language students’ writing. Language Teaching, 39(2), 83–101. https://doi.org/10.1017/S0261444806003399

9. Kormos, J. (2006). Speech production and second language acquisition. Lawrence Erlbaum Associates.

10. Levelt, W. J. M. (1989). Speaking: From intention to articulation. MIT Press. https://doi.org/10.7551/mitpress/6393.001.0001

11. MacIntyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. The Modern Language Journal, 82(4), 545–562. https://doi.org/10.1111/j.1540-4781.1998.tb05543.x

12. Nation, P. (2007). The four strands. Innovation in Language Learning and Teaching, 1(1), 2–13. https://doi.org/10.2167/illt039.0

13. Poehner, M. E., & Lantolf, J. P. (2024). Sociocultural theory and second language developmental education. Cambridge University Press. https://doi.org/10.1017/9781009189422

14. Skehan, P. (1998). A cognitive approach to language learning. Oxford University Press.

15. Swain, M. (2005). The output hypothesis: Theory and research. In E. Hinkel (Ed.), Handbook of research in second language teaching and learning (pp. 471–483). Lawrence Erlbaum Associates.

MUNDARIJA

1.	**MAKTAB PSIXOLOGIYASI AMALIYOTIDA O‘SMIRLARDA SUITSIDAL XULQ-ATVORNING PSIXOLOGIK OMILLARI VA PROFILAKTIKASI** **Xayrullayeva Baxtigul Ilxomjon qizi**	**5**
2.	**JINOYATCHILIKKA QARSHI KURASHISHDA RAQAMLI TEXNOLOGIYALARNING O‘RNI VA ISTIQBOLLARI: XALQARO TAJRIBA, NAZARIYA VA AMALIYOT** **Jalilov Otabek Baxodirovich**	**10**
3.	**O‘SMIRLARDA PROBLEMATIK INTERNETDAN FOYDALANISHNING IJTIMOIY-PSIXOLOGIK DETERMINANTLARI VA PSIXOLOGIK PROFILAKTIKASI** **Mansurova Zeboxon Tursinboyevna**	**16**
4.	**PSIXOLOGIYAGA OID TADQIQOTLARDA SPSS DASTURIDAN FOYDALANISHNING METODOLOGIK ASOSLARI VA STATISTIK TAHLIL ANIQLIGINI TA’MINLASH** **Nazarov Davron Baxtiyor o‘g‘li**	**26**
5.	**O‘SMIRLARDA KASB TANLASH MOTIVATSIYASINI RIVOJLANTIRISHNING PSIXOLOGIK JIHATLARI** **Arslonova Nafosat Akbaraliyevna, Ashurov Ramzidin**	**32**
6.	**BO‘LAJAK BOSHLANG‘ICH TA’LIM O‘QITUVCHILARIDA INTEGRATSIYAGA ASOSLANGAN DARSLARNI TASHKIL ETISH KOMPETENSIYASINI SHAKLLANTIRISH** **Abdisharipova Shaydo Bahtiyor qizi**	**38**
7.	**ZAIF ESHITUVCHI O‘QUVCHILARNING EMOTSIONAL INTELLEKTINI RIVOJLANTIRISHDA PEDAGOG VA OTA-ONA HAMKORLIGI** **Abduqodirova Dilobarbonu Erkinjon qizi**	**46**
8.	**SHAXS TEMPERAMENT TIPLARINI QO‘L TERMOGIGROANALIZI ORQALI ANIQLASHNING PSIXOLOGIK VA PEDAGOGIK ASOSLARI** **Z.D. Dilmurodova**	**52**
9.	**СУБЪЕКТНО-ДЕЯТЕЛЬНОСТНАЯ АКТИВИЗАЦИЯ ЛИЦ ПОЖИЛОГО ВОЗРАСТА КАК ПСИХОПРОФИЛАКТИЧЕСКИЙ БАРЬЕР НЕЙРОДЕГЕНЕРАТИВНОЙ ПАТОЛОГИИ: ТЕОРЕТИЧЕСКАЯ МОДЕЛЬ** **Асанова Гузаль Мухарамовна, Иброхимов Хусниёр Абдукарим угли**	**58**
10.	**KIMYO TA’LIMIDA AN’ANAVIY VA INNOVATSION O‘QITISH METODLARINI UYG‘UNLASHTIRISHNING PEDAGOGIK ASOSLARI** **Sulaymonqulov Islomjon, Tursunova Yu. B.**	**63**
11.	**ZAMONAVIY TA’LIMDA PEDAGOGIK DIAGNOSTIKANING NAZARIY ASOSLARI VA FUNKSIONAL IMKONIYATLARI** **Usmonova Zuxra Alisher qizi, Tursunova Yu.B.**	**68**

12.	**AN’ANAVIY VA ZAMONAVIY DIDAKTIK PARADIGMALARDA TA’LIM NATIJALARINI TASHXISLASH YONDASHUVLARINING QIYOSIY TAHLILI**	
	Tursunova Feruza Otaqulovna	**73**
13	**ERTA NIKOHNING HUQUQIY VA PSIXOLOGIK OQIBATLARI**	
	Umarova Gulbaxor Maxamad qizi	**78**
14	**TA’LIMDA PSIXOLOGIK MOSLASHUVNING YANGI PARADIGMASI: RAQAMLI MUHIT, SHAXS VA PEDAGOGIK HAMKORLIK**	
	Qudratova Zarnigor Anvar qizi	**83**
15	**DINIY OG‘ISHLAR KONTEKSTIDA OMILLAR, PROFILAKTIKA VA PSIXOKORREKSIYA**	
	Agzamova Malika Muratovna, Turatoshova Zarnigor	**88**
16	**MILLIY VA ZAMONAVIY OILALARDAGI O‘ZARO FARQLAR. OILAVIY QADRIYATLAR, MULOQOT VA AVLODLARARO MUNOSABATLARNING IJTIMOIY-PSIXOLOGIK TAHLILI**	
	Abdumajidova Diyora Ashirqul qizi	**93**
17	**PALLIATIV YORDAMDA OILA A’ZOLARINING PSIXOLOGIK HOLATI: EMOTSIONAL TOLIQISH, QAYG‘U VA STRESS**	
	Bobomurotova Aziza Rustam qizi	**98**
18	**INKLYUZIV TA’LIM SHAROITIDA PEDAGOGLARDA EMOTSIONAL SO‘NISH SINDROMINING OLDINI OLISH - BARQAROR TA’LIM MUHITINING PSIXOLOGIK SHARTI**	
	N. Umirzakova	**102**
19	**OILALARDA SHAXSIY CHEGARALARNING O‘RNI: O‘ZBEK OILALARINING MILLIY-MADANIY QADRIYATLARI VA ZAMONAVIY PSIXOLOGIK EHTIYOJLARI KONTEKSTIDA**	
	Abdumajidova Diyora Ashirqul qizi	**106**
20	**IJTIMOIY TARMOQLARDAGI IDEAL AYOL OBRAZI VA AYOLLARDA AYBDORLIK HISSINING SHAKLLANISHI**	
	Shakirova Shahnozabonu Tuxta qizi	**111**
21	**SPECTRAL AND IMAGING SIGNATURES OF ACCRETION FLOWS AROUND ROTATING BLACK HOLES**	
	Ochiltosheva Durdonagul Zamon qizi	**115**
22	**ЭМОЦИОНАЛЬНЫЙ ИНТЕЛЛЕКТ КАК ФАКТОР ПСИХОЛОГИЧЕСКОГО БЛАГОПОЛУЧИЯ ЛИЧНОСТИ**	
	Хатамова Камилла Шухратовна, Баходирова Нозима Рустамовна	**121**
23	**BOSHLANG‘ICH SINF O‘QUVCHILARIDA FONETIK-FONEMATIK IDROKNI SHAKLLANTIRISHNING ILMIY-NAZARIY VA AMALIY ASOSLARI**	
	Boboqulova Surayyo Madrahim qizi	**127**
24	**ИЗМЕНЕНИЕ ВНУТРИСЕМЕЙНЫХ ОТНОШЕНИЙ В УСЛОВИЯХ ДЛИТЕЛЬНОГО ЛЕЧЕНИЯ РЕБЁНКА С ОНКОЛОГИЧЕСКИМ ЗАБОЛЕВАНИЕМ**	
	Асанова Гузаль Мухарамовна	**130**
25	**MAKTABGACHA TA’LIMDA NUTQIY RIVOJLANISH**	**136**

	Ruziyeva Dilfuza Nuritdinovna	
26	**СОЦИАЛЬНОЕ СРАВНЕНИЕ В ЦИФРОВОЙ СРЕДЕ КАК ФАКТОР СНИЖЕНИЯ САМООЦЕНКИ ЛИЧНОСТИ**	
	Асанова Гузаль Мухарамовна, Юсупбаева Гоззал Юсупбаевна, Ганибекова Ситора Отабековна, Мадаминова Гулчехра Мардонбековна	**141**
27	**MAKTABGACHA YOSHDAGI BOLALARNI KASB HUNARGA QIZIQISHLARINI OSHIRISH TEXNOLOGIYASI**	
	Sharipova Guzal Sodiqovna, Musayeva Madina Jahongir qizi	**145**
28	**ФАКТОРЫ, ВЛИЯЮЩИЕ НА ПСИХОЛОГИЧЕСКОЕ ЗДОРОВЬЕ СТУДЕНТОВ И ИХ РОЛЬ В РАЗВИТИИ ОБЩЕСТВА**	
	Асанова Гузаль Мухарамовна, Раимжанова Севинч Олимовна, Марсакова Малика Фазилиддин кизи, Махмудова Ширин Муроджон кизи	**153**
29	**IJTIMOIY TARMOQLARDAGI LAYK VA IZOHLARNING O‘SMIRLARDA TASHQI BAHOLANISHGA EHTIYOJ SHAKLLANISHIGA TA’SIRI**	
	Maxmudov Salimjon Uralovich	**158**
30	**ВЛИЯНИЕ СОЦИАЛЬНЫХ СЕТЕЙ НА ВОСПРИЯТИЕ СОБСТВЕННОЙ ЛИЧНОСТИ И САМООЦЕНКУ**	
	Асанова Гузаль Мухарамовна, Багаутдинова Саида, Курамшина Алия	**164**
31	**MOLIYAVIY STRESSNING IQTISODIY QAROR QABUL QILISH JARAYONIGA TA’SIRI**	
	Sotvoldiyeva Nargiza Abdukarimjon qizi	**168**
32	**ШКОЛЬНЫЙ БУЛЛИНГ И ЕГО ВЛИЯНИЕ НА ПСИХОЛОГИЧЕСКОЕ БЛАГОПОЛУЧИЕ ПОДРОСТКОВ: ПРИЧИНЫ, ПОСЛЕДСТВИЯ И ПРОФИЛАКТИКА**	
	Асанова Гузаль Мухарамовна, Абдуллаева Манзура Олимбек кизи, Солтоева Мадинахон Дилшод кизи	**172**
33	**O‘SMIRLARDA DEVIANTLILIKNING KONATIV ASPEKTLARINI TADQIQ ETISHDA FANLARARO INTEGRATSIYA VA INNOVATSION PSIXOLOGIK YONDASHUVLAR**	
	Turayeva Gulchehra Urayimovna	**179**
34	**СПЕЦИФИКА ТЕЛЕСНЫХ ЖАЛОБ У ЛИЦ С РАЗЛИЧНОЙ ВЫРАЖЕННОСТЬЮ АЛЕКСИТИМИИ**	
	Асанова Гузаль Мухарамовна, Панасырова Сабина Вячеславовна, Набижанова Нигорахон Нематжановна, Герман Карина Алексеевна	**184**
35	**“NS-PSIXOTEST EKSPERT” KOMPYUTERLI PSIXODIAGNOSTIK MAJMUASINING ZAMONAVIY PSIXOLOGIK TADQIQOTLARDAGI IMKONIYATLARI**	
	Mavlanov Donyor Ergash o‘g‘li	**191**

36	**ПСИХОЛОГИЧЕСКИЕ ЗАЩИТНЫЕ МЕХАНИЗМЫ КАК ФАКТОР ФОРМИРОВАНИЯ ЭМОЦИОНАЛЬНОЙ БЛИЗОСТИ В МЕЖЛИЧНОСТНЫХ ОТНОШЕНИЯХ** **Асанова Гузаль Мухарамовна, Слодкина Валерия Дмитриевна, Хисаметдинова Элина Эмильевна**	**197**
37	**BUXORO VILOYATI SHAROITIDA KICHIK QUVVATLI SHAMOL ELEKTR QURILMALARINING ENERGETIK KO‘RSATKICHLARINI VEYBULL TAQSIMOTI ASOSIDA BAHOLASH VA OPTIMAL TURBINA TANLASH** **D.A. Tursunov, N.A. Nasulloyeva**	**201**
38	**PLUGLARNING TURLARI VA ULAR BILAN TUPROQQA ASOSIY ISHLOV BERISH AHAMIYATI** **Fayzulloyev Muxriddin Nasriddin o‘g‘li, Sayfulloyev Azizbek Anvarjon o‘g‘li, Orziyev Sardor Samandar o‘g‘li**	**208**
39	**BUXORO VILOYATI ISSIQ IQLIM SHAROITIDA FOTOELEKTR MODULLARNING HARORAT REJIMINI MODELLASHTIRISH VA PASSIV RADIATORLI SOVITISH SAMARADORLIGINI BAHOLASH** **D.A. Tursunov, U.Q. Shermetov**	**215**
40	**“BUXORO HETK” AJ TAQSIMLOVCHI TARMOQLARIDA SUN’IY INTELLEKT VA MASHINALI O‘QITISH USULLARINI QO‘LLASH** **A.H. Shoboyev, N.M. Amrulloyeva**	**223**
41	**PAXTA SANOATIDA TOSH TUTGICH QURILMASINI AHAMIYATI VA ISHLASH MEXANIZMI** **Raxmonov Xayridin Qodirovich, Baxshilloyeva Shaxrizoda Davlat qizi**	**230**
42	**O‘ZBEK SHE’RIYATIDA “VATAN” KONSEPTINING KONTRASTLAR ORQALI IFODALANISHI** **Xolmo‘minova Mahliyo Ravshan qizi**	**234**
43	**АНГЛИЙСКИЕ ЗАИМСТВОВАНИЯ В СОВРЕМЕННОМ УЗБЕКСКОМ ЦИФРОВОМ ДИСКУРСЕ: ТЕМАТИКО-КОНЦЕПТУАЛЬНЫЙ И СТРУКТУРНО-СЕМАНТИЧЕСКИЙ АНАЛИЗ** **Тураханов Акром Абдуллахакимович, Тураханова Фируза Шавкатовна**	**238**
44	**BUYUK DAVLAT ARBOBI ZAHIRIDDIN MUHAMMAD BOBUR** **Anarkulova Zubayda Fayzullo qizi**	**256**
45	**INNOVATIVE APPROACHES TO TRANSFORMING LIFELONG EDUCATION: FOREIGN EXPERIENCE, PROBLEMS AND SOLUTIONS** **Akrom Abdullakhakimovich Turakhanov, Firuza Shavkatovna Turakhanova**	**261**
46	**LINGUODIDACTIC FOUNDATIONS FOR DEVELOPING STUDENTS’ PRODUCTIVE LANGUAGE SKILLS IN ENGLISH** **Meylinorova Feruza Baxtiyor qizi**	**269**

47	**HOZIRGI O‘ZBEK RAQAMLI DISKURSIDA INGLIZCHA O‘ZLASHMALARNING MAVZUVIY-KONSEPTUAL VA STRUKTURAVIY-SEMANTIK MOSLASHUV XUSUSIYATLARI**	
	Turaxanov Akrom Abdullaxakimovich, Turaxonova Firuza Shavkatovna	**275**
48	**SUN’IY INTELLEKT VA O‘ZBEK ADABIYOTI: MUALLIFLIK, INTERTEKSTUALLIK VA BADIIY QIYMAT MASALALARI**	
	Narmatova Manzura Tulaganovna	**289**
49	**PRAGMATIC TRANSFER AND CULTURAL BIAS IN LARGE LANGUAGE MODEL TRANSLATIONS OF HIGH-CONTEXT SPEECH ACTS**	
	Nurullayev Mirzabek Kobil ugli, Usmonkulova Nilufar Uchkun kizi	**298**
50	**THE ROLE OF ARTIFICIAL INTELLEGENCE IN EDUCATION: OPPORTUNITIES, PROBLEMS, PROSPECTS**	
	Teshaboyeva Jasmina Elmuradovna, N.Kh.Kholmakhmadova	**303**
51	**TILSHUNOSLIKDA ETNOGRAFIK LEKSIKANING NAZARIY ASOSLARI**	
	Xolmurodova Parvena Mamayusupovna, Bakirov Poyan Uralovich	**307**

Tahririyatga taqdim etilgan materiallar qaytarilmaydi. Barcha ilmiy maqolalar tahririyat tomonidan dastlabki ko‘rib chiqish, ilmiy ekspertiza va taqriz jarayonidan o‘tkaziladi. Jurnalning mavzu va ilmiy yo‘nalishlariga mos kelmagan, tahririyat tomonidan belgilangan talablar hamda nashr etish mezonlariga javob bermagan maqolalarni nashrga qabul qilmaslik huquqi tahririyatda saqlanadi.

***

“Fanlararo ilmiy tadqiqotlar” ilmiy-amaliy metodologik jurnali barcha ta’lim muassasalari va ilmiy izlanuvchilarni hamkorlikka chorlaydi.

Muassis: “Fanlararo ilmiy tadqiqotlar” MCHJ
“Fanlararo ilmiy tadqiqotlar” MCHJ nashriyotida nashrga tayyorlandi va jurnalning rasmiy veb-saytiga joylashtirildi
Tahririyat manzili: Toshkent shahri, Sergeli tumani, Yangi Bunyodobod MFY, 8-uy
Rasmiy veb-sayt: https://fanlararotadqiqotlar.uz/index.php/conference/r
E-mail: publisher@fanlararotadqiqotlar.uz