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mavzusidagi Xalqaro ilmiy-texnik anjuman materiallari to‘plami

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Kompyuter ilmlari va muhandislik texnologiyalari. Xalqaro ilmiy-texnik anjuman materiallari to‘plami – Jizzax: O‘zMU Jizzax filiali, 2026-yil 25-26-sentabr. 507-bet.

Xalqaro miqyosidagi ilmiy-texnik anjuman materiallarida zamonaviy kompyuter ilmlari va muhandislik texnologiyalari sohasidagi innovatsion tadqiqotlar aks etgan.

Globallashuv sharoitida davlatimizni yanada barqaror va jadal sur’atlar bilan rivojlantirish bo‘yicha amalga oshirilayotgan islohotlar samarasini yaxshilash sohasidagi ilmiy-tadqiqot ishlariga alohida e’tibor qaratilgan. Zero iqtisodiyotning, ijtimoiy sohalarni qamrab olgan modernizatsiya jarayonlari, hayotning barcha sohalarini liberallashtirishni talab qilmoqda.

Ushbu ilmiy ma’ruza tezislari to‘plamida mamlakatimiz va xorijlik turli yo‘nalishlarda faoliyat olib borayotgan mutaxassislar, olimlar, professor-o‘qituvchilar, ilmiy tadqiqot institutlari va markazlarining ilmiy xodimlari, tadqiqotchilari, magistr va talabalarning ilmiy-tadqiqot ishlari natijalari mujassamlashgan.

Mas’ul muharrirlar: DSc.prof. Turakulov O.X., t.f.n., dots. Baboyev A.M.

Tahrir hay’ati a’zolari: p.f.d.(DSc), prof. Turakulov O.X., t.f.n., dots. Baboyev A.M., t.f.f.d.(PhD), prof. Abduraxmanov R.A., p.f.f.d.(PhD) Eshankulov B.S., p.f.n., dots. Aliqulov S.T., p.f.n., dots. Alimov N.N., p.f.f.d.(PhD), dots. Alibayev S.X., т.f.f.d.(PhD), dots. Abdumalikov A.A, p.f.f.d.(PhD) Hafizov E.A., f.f.f.d.(PhD) dots., Norbekova B.Sh. p.f.f.d.(PhD) dots. Sindorov L.K., t.f.f.d.(PhD), dots. Nasirov B.U., b.f.f.d. (PhD) O‘ralov A.I., p.f.n., dots. Aliqulov S.T., t.f.f.d.(PhD) Kuvandikov J.T., i.f.n., dots. Tsoy M.P., Sharipova S.F., Jo‘rayev M.M.

Mazkur to‘plamga kiritilgan ma’ruza tezislarining mazmuni, undagi statistik ma’lumotlar va me’yoriy hujjatlarning to‘g‘riligi hamda tanqidiy fikr-mulohazalar, keltirilgan takliflarga mualliflarning o‘zlari mas’uldirlar.

Furthermore, multilingual support is also essential. The ability of artificial intelligence systems to process multiple languages is realized through the configuration of functional parameters—selection of accent, diction, tempo, and timbre of oral utterance—enabling the comparison of grammatical, lexical, and phonetic characteristics across languages and speaker categories.

The introduction of intelligent technologies into the development of foreign language listening skills increases the effectiveness of learning by providing a rich, adaptive, interactive, and personalized learning experience, which deepens listening competencies, increases motivation, and improves the quality of foreign language acquisition in classroom settings for large groups.

The functional capabilities of artificial intelligence services in listening training include the generation and adaptation of audio materials; the development of variable assignments; personalization of the learning process and provision of prompt feedback; and increased motivational engagement of students. Their integration into the lesson structure allows for the optimization of listening skills development methods, making the process more flexible and compliant with the requirements of the modern educational environment. The key factor remains the use of technology, justified from the point of view of teaching methods, in combination with traditional methodological principles.

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BLOG AS AN AUXILIARY TOOL FOR TEACHING ENGLISH WRITING

Elizaveta Aleksandrovna Vishnyakova, PhD in Philology
Lev Tolstoy Tula State Pedagogical University
vishnyalis@yandex.ru

Abstract: Teaching English writing is a complex process that requires a combination of technical exercises and the development of planning and creative

thinking skills. A variety of methods and techniques are used to teach writing, among which blogging stands out as an effective tool.

Keywords: blog, English language, writing, learning process, effectiveness.

The modern education system is oriented toward building the learning process using online services. In the context of learning English as a foreign language, the use of blogs, among other things, has become a language learning tool. However, the use of blogs in the development of foreign language monologues remains understudied.

A blog is a personalized website or online journal (journal) published online for discussion or information sharing. A blog is a platform for self-expression, a tool that allows for the easy publication, editing, and distribution of content online [4].

The use of blogs in EFL teaching is primarily supported by the constructivist approach, as their use emphasizes interaction with learners [2], a learner-centered and constructivist environment, social interactions, and active and social learning [1]. Accordingly, the constructivist approach emphasizes the learner's cognitive development as it is influenced by society and culture.

In general, teaching English writing is a step-by-step process that begins with mastering basic skills and gradually moves to producing coherent texts. Its goal is to develop written communicative competence in learners—that is, the ability to not simply mechanically record speech but also effectively convey thoughts in writing.

Three key skills underlie writing training: graphic arts and calligraphy—the ability to accurately and legibly represent the letters of the English alphabet. Spelling, which involves knowing the rules of spelling and applying them in practice, is also crucial. In English, there's often a gap between pronunciation and spelling, and many words are exceptions to the rules. Writing also requires writing, specifically the ability to structure a text and select appropriate vocabulary and grammar depending on the genre (personal letter, essay, resume) and the purpose of communication.

As for the use of blogs, three main types of blogs can be identified for teaching English writing. These include teacher blogs, which are directly maintained by tutors and can post sample assignments, links to useful sources, and other necessary information. There are also personal blogs maintained by students themselves, either individually or in small groups. These blogs offer opportunities to practice writing personal letters, essays, book or film reviews, and reading reports. This format allows for self-expression, developing the ability to argue one's point of view, and presenting oneself and one's culture in a foreign language environment. Furthermore, a collective (group) blog can be maintained, which serves as a common platform for the entire group. Here, discussions can be organized on texts read, films watched, or current topics. Students write comments and exchange opinions, which develops the ability to clearly and logically express their thoughts [3].

Students who use blogs while learning English also acquire cultural knowledge and have the opportunity to explore the culture of the target language, and regardless of the type of speech activity, they develop vocabulary.

Thus, it can be noted that using blogs when learning English writing allows for practice in real-life situations, meaning blogs offer an authentic context: communicating with a real audience, discussing current topics, and receiving feedback. This helps students understand how different types of texts are constructed in real life. Blogs also help develop critical thinking, as students learn to analyze information, highlight key points, and argue their case. Furthermore, blogs can be used to add not only text but also images, audio, video, and hyperlinks, which helps develop creativity.

Working with blogs, you can offer various types of assignments. Mastering writing techniques and language structures, you can ask students to separate words written together, place punctuation marks, or restore the correct word order in a sentence. You can also give assignments that require filling in gaps in sentences or transforming existing phrases by changing the parts of the sentence.

If the goal is to express thoughts in real-life written communication, you can ask students to write a post after reading an article, book, or watching a video, expressing their point of view and providing arguments. Comments on the post should not simply agree or disagree, but discuss the arguments of other participants, express partial agreement or disagreement, and justify their position. You can also write instructions or guidelines for organizing an event or preparing a dish. You can also ask students to write a response to a post, following the format of a personal letter: an address, thanks for the letter, answers to questions, wishes, and a closing statement.

Use interactive assignments effectively. Commenting on posts is one such type of assignment. Students leave detailed comments on posts on current topics, developing their argumentation and discussion skills. You can also include an assignment such as exchanging opinions in the comments. After a post is published, you can ask students to write a response, engaging in dialogue with other discussion participants. Collaborative projects can also be effective, where a group of students can work on a single larger project (for example, creating a city guide), where each student is responsible for their own section and interacts with other participants in the comments.

Blogs often include photographs, illustrations, or videos, so you can ask students to describe a picture or write a comment on a video they watched.

Using blogs to teach English writing, distinct strengths and weaknesses can be distinguished. Advantages include the development of linguistic competence (grammar, vocabulary, style), the development of discursive skills (the ability to construct arguments and adapt style to the audience), and increased motivation and responsibility for results. However, working with a blog requires students to have experience using an online platform and to take responsibility for publishing.

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TEACHING A FOREIGN LANGUAGE WITH GAMIFICATION: CORE PRINCIPLES AND BENIFITS

Tatiana Vladimirovna Drozdova, PhD in Philology,
Tula State Lev Tolstoy Pedagogical University
zel-ta@mail.ru

Abstract: Gamification has become an increasingly important approach in modern education, particularly in foreign language teaching, due to its potential to enhance students' motivation, engagement, and learning outcomes. This article examines the role and effectiveness of gamification in organizing the educational process and developing foreign language skills. The study focuses on the integration of game-based elements such as points, challenges, competition, interactive tasks, feedback, progressive difficulty, and collaborative activities into the learning environment. It is argued that, when properly designed and aligned with educational objectives, gamification goes beyond simple point accumulation and creates an interactive learning environment in which students actively participate in the educational process.

The analysis demonstrates that gamified learning can contribute to the development of communication, creative, critical, logical, and problem-solving skills, while also encouraging teamwork, mutual assistance, responsibility, and independent learning. Particular attention is paid to the principles of accessibility, transparency, individualization, and adaptation of tasks to students' abilities and learning needs. Gamification also provides opportunities for the effective integration of multimedia, audio-visual materials, modern digital technologies, and virtual learning environments. The article concludes that a well-designed gamified educational system can increase students' motivation and interest in foreign language learning, facilitate practical application of acquired knowledge, and create favorable conditions for the development of sustainable communication and professional skills.

Key words: foreign language teaching; passive/ active teaching method; gamification; skill; knowledge; memorisation

Gamification of the educational process, in particular, in a foreign language teaching became widespread after published studies by M. Prenski and K. Kapp. The scientists have found that with the correct setting of correct gaming and educational goals for the student, it is possible to avoid simply earning points or, conversely, ignoring the system altogether. At the same time, the goal of gamification would help the student increase their motivation and learn to prioritize [3], [2]. Another key