

**Xulosa.** Shunday qilib, darsdan darsga darslikda berilgan yoki o'qituvchi tomonidan o'quvchilarining imkoniyatlarini hisobga olib tanlangan matn asosida o'zbek tilining til hodisalarini majmuaviy o'rganish bo'yicha maqsad sari yo'naltirilgan ishlar bajariladi. Bu ishlar, asosan, nutqiy kompetentsiyani rivojlantirish, muloqot odobini egallashga qaratiladi. Bunda quyidagi interaktiv metodlardan foydalanish mumkin.

Xullas, o'zbek tili darslarida izchillik, uzluksizlik va uzviylik asosida o'rganiladigan grammatik materiallar bir tizimga birlashuvchi yuqoridagi kabi topshiriq va metodlar yordamida o'quvchilar nutqiga singdiriladi, shu orqali nutq va tafakkurning o'sishi ta'minlanadi. O'zbek tili darslarida izchillik, uzluksizlik va uzviylik asosida o'rganiladigan grammatik materiallar bir tizimga birlashuvchi mashqlar yordamida o'quvchilar nutqiga singdiriladi, shu orqali nutq va tafakkurning o'sishi ta'minlanadi.

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- REZYUME.** Maqolada umumiy o'rta ta'lim maktablari o'zbek tili darslarida grammatik materiallarni o'qitish va bunda interaktiv usullardan foydalanish afzalliklari haqida fikr yuritiladi.

**РЕЗЮМЕ.** В статье рассматриваются преимущества преподавания грамматического материала на уроках узбекского языка в средних общеобразовательных школах и использования при этом интерактивных методов.

**SUMMARY.** The article reflects on the advantages of general secondary education schools teaching grammatical materials in Uzbek language lessons and using interactive methods in this.

#### **ATTITUDES TO TRANSFORMING FROM TEXTBOOKS TO TECHNOLOGY IN ESP CLASSES**

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**Tayanch so'zlar:** ESP, raqamli vositalar, darslikka asoslangan metodologiya, haqiqiy materiallar, transformatsiya, e-learning, aralash ta'lim.

**Ключевые слова:** ESP, цифровые инструменты, методология на основе учебников, аутентичные материалы, трансформация, электронное обучение, смешанное обучение.

**Key words:** ESP, digital tools, textbook-based methodology, authentic materials, transformation, e-learning, blended-learning.

**Introduction.** The Decree of the President of the Republic of Uzbekistan "On measures for the further development of higher education" radically changes the content of personnel training in accordance with the priority tasks of fundamental improvement of the higher education system, socio-economic development of the country. It is designed to create the necessary conditions for the training of highly qualified specialists in accordance with international standards [1:1]. New approaches in the system of education also influenced on the learning and teaching of foreign languages, as language is the major factor of person's development.

English for Specific Purposes which is a vital branch of English language teaching (ESP), which prepares non-language-oriented learners for English communication in professional domains. In the field of English language teaching, ESP has become remarkably crucial due to the high demand for language competency customized to professional, academic, or occupational contexts [8: 590]. For a long time, traditionally ESP instruction has been applied with paper-based course books on General English in teacher-centered classrooms. Recently, focusing on learners' purposes, needs and professional demands, the structure of the ESP courses has been renovated with far more modern, effective and practical methods which emphasize the usage of technological applications, as "the

use of interactive simulations, and other activities on mobile devices, facilitates the visualization of abstract concepts, enhancing students' comprehension and, consequently, their confidence in the learning process" [10:24].

The medical field is highly competitive, and proficiency in the English language, as English is essential for internationalization of medical students to succeed in their careers. Traditional methods of teaching English, such as grammar-translation and audio-lingual, have been widely used in the past. Today, these methods have been criticized for their focus on linguistic form rather than communicative function [2:357].

Nowadays, the use of information communication technologies (ICT) in education, particularly in language education has been proceeding with Educational Online Resources and artificial intelligence systems which is providing abundant data for teaching and learning process. In ESP classrooms the use of technologies is even more crucial since they need a source of authentic materials exposing learners in real-life language use in their professions. The demand for digital tools has remarkably increased recently as learners should be engaged in practical process and integrate language acquisition with computer education in accordance with the requirements of specific disciplines.

**Literature review.** Until recently, the supply of educational resources for education was largely based on an emblematic editorial product: textbooks. Textbooks are central in all respects, which can be presented by distinguishing between three levels of analysis: micro level, concerning the teaching and learning practices of teachers, pupils and families; meso level, corresponding to the functioning of schools and local and regional authorities, which provide part of their funding; and macro level, corresponding to the socio-economic framework in which the chain of production and use of educational resources is embedded.

The use of technology in language teaching and learning has influenced on the quality of education which is considered a dramatic change in language acquisition, a change which is also evident in the vocabulary enrichment and communication development. From the advent of Computer Assisted Language Learning (CALL) that reached its peak in the 1980s, focus has shifted to Technology Enhanced Language Learning (TELL), and today's literature revolves around the integration of Information and Communication Technologies (ICT) in language education [4:534]. Since the 1980s a lot of developments have taken place in English language teaching including developments in hardware and software.

Previous studies have highlighted the positive impact of digital technologies on language learning outcomes, including in ESP contexts. Alsamadani (2017) noticed the improvement of student engagement and comprehension after integrating multimedia tools and web-based applications in ESP courses [3:59]. Nimasari (2019) finds the effectiveness of mobile applications in ESP classrooms in student collaboration as well as in increase of student individualized learning experiences [7:28]. Rachmawati and Irawan (2019) also support digital learning technologies, pointing that "tools such as online learning platforms, educational apps, virtual classrooms, and multimedia resources have not only transformed the delivery of educational content but also enhanced student engagement and collaboration". [9: 28]. Hidayati et al (2023) sees the value of online learning platforms in enhancing learners' communicative competence as they allow ESP students access to authentic materials and practice language skills in real-world scenarios [5:2]. In doing so, technology helps bridge the linguistic and cultural gaps that often hinder students' participation in academic English environments, fostering greater engagement, autonomy, and success in ESP learning.

**Methodology.** Research design. In order to identify teachers and learners' attitude to transforming from textbooks to technology in ESP classes we conducted a survey among medical students of Nukus Aral Sea Region Institute of Medicine and Technology, as well as ESP teachers in the Republic of Karakalpakstan. This study uses a mixed-methods design combining a quantitative survey (questionnaire) and qualitative semi-structured interviews. The mixed approach allows measurement of general patterns (survey) and in-depth exploration of teachers' and students' perspectives (interviews). For questionnaire, 50 students were selected who learn English as a compulsory subject at the higher educational establishment and 5 ESP instructors were interviewed.

Instruments.

1. Questionnaire (student version) — a self-report instrument with three parts: Demographics, Likert-scale items about digital tools, and open-ended prompts. The questionnaire was paper-based.

2. Interview protocol (teacher/instructor version) — semi-structured interviews (30–45 minutes) to explore perceptions, practices, barriers, and suggestions for technology integration. The format of the questionnaire looks like the following:

#### ESP Classroom Digital Tools Questionnaire

Dear participant we kindly ask you to reply all the questions given in this questionnaire as your responses play a vital role in further improvement of EMP courses and meet students' needs and interests.

#### Section A: Demographic Information

#### Section B: Attitudes and Access

1. I have regular access to a reliable internet connection for study.

☐ Strongly Disagree ☐ Disagree ☐ Neutral

☐ Agree ☐ Strongly Agree

2. I feel confident using digital tools (e.g., Google Classroom, online quizzes).

3. Digital materials are more motivating than traditional textbooks.

#### Section C: Learning & Outcomes

4. Using authentic online materials (professional articles, videos) helps me understand subject-specific language.

5. Online collaborative tasks (forums, shared documents) improved my speaking/writing skills.

6. Blended lessons (face-to-face + online) fit my learning style.

#### Section D: Barriers & Support

7. Lack of training for teachers is a major barrier to using digital tools.

8. The institution provides sufficient technical support for online learning.

9. I would like more digital activities tailored to my future profession.

#### Section E: Open-ended Questions

10. Which digital tool or website do you find most useful for ESP? Why?

11. What are you mostly use today: textbooks or digital tools?

After conducting student questionnaire, we interviewed EMP instructors to explore their perceptions, practices, challenges, and suggestions regarding the integration of digital tools into ESP classrooms. The following questions were given to EMP teachers during the interview.

1. Can you describe the digital tools you currently use in your ESP classes?

2. Which of these tools do you find most effective for enhancing student learning? Why?

3. How do you select authentic online or digital materials for your students?

4. What types of digital activities (e.g., simulations, collaborative writing, online quizzes) have been most successful in your classroom?

5. What barriers or challenges have you faced when integrating digital tools into ESP teaching?

6. How do your students usually respond to the use of digital tools compared to traditional textbook-based methods?

7. In your opinion, what institutional or technical support is necessary to make digital integration more effective?

8. Could you share one success story and one challenge from your own experience with digital tools?

9. How do you see the role of digital tools in the future of ESP instruction?

#### **Results & Findings. Student Questionnaire**

Having analyzed the results of questionnaire survey on 50 students, it has become obvious that 69% of respondents suggested that digital tools (online platforms, multimedia resources, mobile applications) should be implemented to their ESP courses in order to make lessons more engaging. About 19% indicated preference of blended learning, however 79% of respondents indicated that they still mostly rely on textbooks.

In improvements section, students highlighted several benefits of technology for their learning

- Access to authentic and more realistic materials (71%)
- Engagement and motivation (63%)
- More opportunities for self-study (58%)
- Improvement on computer literacy (43%)

However, 58% of students pointed out occasional difficulties and barriers including limited quality of computers for all students, weak access to internet, lack of proper ICT knowledge on using educational platforms.

#### **Qualitative findings. Instructor Interviews**

While interviewing the five instructors, a great amount of data about the usage of digital tool in the education place has been collected. They reported that digital tools allowed them to organize effective and practical lessons with authentic materials such as medical case studies, scientific articles and simulations. They emphasized that these tools aid to serve as a bridge for classroom learning and professional practice.

The most effective and digital practices mentioned by teachers included:

- Multimedia presentations in medical context
- Online quizzes and test for assessment
- Virtual simulations and video lessons for practicing clinical communication

There are also some challenges which hinder teachers to utilize technology in their lessons such as:

- technical issues (insufficient or outdated equipment, weak access, occasionally no access to internet)
- various levels of computer literacy
- insufficient institutional support for professional development
- no financial budget for chargeable educational platforms

In spite of these barriers, instructors expressed strong agreement for digital integration considering its value for the future of ESP, particularly in medicine and technology.

**Discussion.** Now that, we live such a globalized world, in any field of society specialists need an access with international accompanies to reach professional progress. In this regard, in the presented article we emphasized the use of technological advances in teaching process of ESP learners by identifying how they can aid to increase the productivity of language learning through conducting mix-method survey to medical students of Nukus Aral Sea Region Institute of Medicine and Technology.

The results of the survey showed that traditional paper-based textbooks have been used as basic teaching resource so far, but as technology has implemented its devices into education process, the use of conventional textbooks has notably lost its past value. The main reason would be the effective and flexible usage of digital tools. However, we can't say that modern education does not use textbooks anymore and replace them totally with technology applications since all people have not achieved full access with gadgets. As it's said textbooks are at the heart of teaching practices, teachers and learners still rely on textbooks in teaching and learning process. Yet, in contemporary educational places, nowadays most of them are equipped with computers and internet sets to improve learning process.

All the participants of the learning process feel that digital tools not only modernize learning environment but also chain ESP courses with the professional needs of students. Still, the demand for textbooks remains crucial where digital access is limited which means conventional textbooks continue to play a main role in educational process. This is one of the issues which is waiting its solution today.

**Conclusion.** This study explored students and teachers; attitude to the integration of digital tools in ESP courses with the help of the survey conducted at the Institute of Medicine and Technology in the Aral Sea Region. Outcomes and findings make it clear that both learners and instructors deem digital tools would be highly beneficial for further improvement and engagement with autonomy, professional and language competence. Nevertheless, constrains like technical, training and infrastructural gaps obstruct full implementation. The results suggest that in ESP courses, it can be more practical and effective using digital materials, but it should be integrated with paper-based textbooks and handouts as we have some challenges in this process.

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**REZYUME.** Ushbu maqola o'quv jarayoni ishtirokchilarining darsliklardan raqamli o'quv vositalariga o'tishga bo'lgan munosabatini o'rganadi. Eskirgan statik materiallardan dinamik yuqori samarali texnologik ilovalarga o'tish nafaqat o'quv jarayonini modernizatsiya qiladi, balki ESP kurslarini xalqaro standartlarga muvofiq professional ehtiyojlarga moslashtiradi.

**РЕЗЮМЕ.** В статье исследуется отношение участников учебного процесса к переходу от учебников к цифровым образовательным инструментам. Переход от устаревших статичных материалов к динамичным и высокоэффективным технологическим приложениям не только модернизирует образовательный процесс, но и адаптирует курсы ESP к профессиональным потребностям в соответствии с международными стандартами.

**SUMMARY.** This article explores the attitudes of the participants of the learning process to the transformation from textbooks to digital learning tools. The transformation from outdated static materials to dynamic high effective technological applications not only modernizes the educational process but also aligns ESP courses with professional needs in accordance with the international standards.

## **NUTQI TO'LIQ RIVOJLANMAGAN MAKTABGACHA YOSHDAI BOLALAR BILAN KORREKSION-RIVOJLANTIRUVCHI ISHLARDA LOGOPEDIK RITMIKANING AHAMIYATI**

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**Tayanch so'zlar:** logopedik ritmika, umumiy nutq kechikishi, nutq va nutqiy bo'lmagan funksiyalarni korrektsiya qilish, kichik maktabgacha yosh.

**Ключевые слова:** логопедическая ритмика, общее недоразвитие речи, коррекция речевых и неречевых функций, младший дошкольный возраст.

**Key words:** logopedic rhythemics, general speech underdevelopment, correction of speech and non-speech functions, younger preschool age.

**Kirish.** Zamonaviy maxsus adabiyotlarda maktabgacha yoshdagi bolalardagi umumiy nutq rivojlanishining kechikishi nutqiy nuqsonning darajasi, tuzilishi va paydo bo'lish mexanizmi bo'yicha bir xil bo'lmagan turli holatlar guruhiga qaraladi. Umumiy nutq kechikkan bolalarning sezgi va psixomotor sohalarining kamchiliklari nafaqat yoshga xos xususiyatlar, balki bosh miya po'stlog'ining, jumladan nutq-eshtitish va nutq-harakat zonalarining organik shikastlanish oqibatlarini bilan ham izohlanadi.

Mahalliy tadqiqotchilar tomonidan nutqning to'liq rivojlanmaganligining namoyon bo'lishi asosan katta maktabgacha va boshlang'ich maktab yoshidagi bolalarda keng o'rganilgan. Biroq, kichik maktabgacha yoshdagi bolalarda nutq va nutqiy bo'lmagan funksiyalarning rivojlanishiga hamda ularni korrektsiya qilish usullariga oid maxsus ma'lumotlar deyarli mavjud emas. Shu bilan birga, kichik maktabgacha yoshdagi bolalarni chuqurroq o'rganish zarur, chunki aynan shu davrda situatsiyadan tashqari kognitiv muloqot shakllanadi: bir tomondan, nutq bolaning kattalar va tengdoshlari bilan muloqot qilishining asosiy vositasiga aylanadi, ikkinchi tomondan esa psixik funksiyalarni boshqarish vositasi bo'ladi (L.S.Vygotskiy [6]).

Shu bois, bolalar uchun yanada samarali va ularni qiziqitira oladigan nutq tuzatish shakllarini izlab topish zarur. Shunday vositalardan biri – bu logopedik ritmika, ya'ni logoritmika bo'lib, u bolalar salomatligini mustahkamlash, saqlab qolish hamda turli nutq

buzilishlarini bartaraf etishga qaratilgan korreksion faoliyatni o'z ichiga oladi.

**Mavzuga oid adabiyotlarning tahlili.** Nutq funksiyasining kechikishi bilan og'rikan kichik maktabgacha yoshdagi bolalar duch keladigan polimodal muloqot va o'rganishdagi qiyinchiliklar korreksion-ta'limiy ishda kompleks ta'sir choralari qo'llash zaruratini vujudga keltiradi. Kompleks usulning muhim bo'g'inlaridan biri — logopedik ritmika bo'lib, u kinezoterapiya vositalari, logopedik korrektsiya va musiqiy-ritmik faoliyatning sintezi sifatida namoyon bo'ladi (V.A.Griner, N.S.Samoylenko [8]).

Umumiy nutq rivojlanishida kechikkan kichik maktabgacha yoshdagi bolalarda nutq va nutq bo'lmagan buzilishlarni korrektsiya qilishda logopedik ritmikani noxos usul sifatida qo'llash maqsadga muvofiqdir, chunki:

Nutq tizimi ontogenetik, anatomik va funksional jihatdan harakat tizimi bilan yaqin bog'liqdir I.P.Pavlov [12], P.K.Anohin [1], N.A.Bernshteyn [2], A.V.Zaporozhets [10].

Musiqasi psixik rivojlanish, xususan psixomotor va nutq rivojlanishining qo'shimcha stimulyatori hisoblanadi. Musiqasi va nutq eshitishining rivojlanishidagi o'zaro bog'liqlik musiqasi va nutqning yagona intonatsion tabiatiga asoslanadi V.N.Bekhterev [3].

Biz tomonidan umumiy nutq kechikishining patogenetik mexanizmini o'rganish va kichik maktabgacha yoshdagi nutq rivojlanishida kechikish bo'lgan bolalarning buzilgan