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CEFR ASOSIDA ADAPTIV O‘QUV MATERIALLARNI YARATISH ZARURIYATI

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Annotatsiya: Ushbu tezisda ingliz tilini o‘qitishda adaptive o‘quv materiallarini yaratish zaruriyati tahlil qilinadi. O‘zbekiston sharoitida bu masala muhim ahamiyat kasb etadi. Chunki, bugungi kunda dunyo tili hisoblangan ingliz tili O‘zbekiston aholisi uchun xorijiy til hisoblanib,

bizda til egalari bilan to‘g‘ridan to‘g‘ri muloqot qilish imkoniyati cheklangan. Shuning uchun to‘g‘ri talaffuzni o‘rganish, hamda ushbu tilda muloqot qilish qobiliyatini o‘zlashtirish uchun adaptiv elektron platformalarning o‘rni beqiyosdir.

Kalit so‘zlar: adaptiv ta’lim, ingliz tili, CEFR, o‘quv materiallari, NLP, sun’iy intellekt, individual yondashuv.

Аннотация: В данном тезисе анализируется необходимость создания адаптивных учебных материалов в обучении английскому языку. В условиях Узбекистана этот вопрос имеет важное значение. Потому что, сегодня английский язык, который считается мировым языком, является иностранным языком для населения Узбекистана, и у нас ограничены возможности прямого общения с носителями языка. Поэтому роль адаптивных электронных платформ в обучении правильному произношению и овладении навыками общения на этом языке неоценима.

Ключевые слова: адаптивное обучение, английский язык, CEFR, учебные материалы, NLP, искусственный интеллект, индивидуальный подход.

Abstract: This thesis analyzes the need to create adaptive learning materials in English language teaching. In the conditions of Uzbekistan, this issue is of great importance as English, which is considered the world language today, is considered a foreign language for the population of Uzbekistan, and our ability to communicate directly with native speakers is limited. Therefore, the role of adaptive electronic platforms in learning correct pronunciation and mastering the ability to communicate in this language is invaluable.

Keywords: adaptive education, English language, CEFR, educational materials, NLP, artificial intelligence, individual approach.

Kirish: Zamonaviy ta’lim tizimida o‘quvchilarning individual xususiyatlarini hisobga olgan holda o‘qitish samaradorligini oshirish muhim vazifalardan biri hisoblanadi. Ayniqsa, ingliz tilini o‘rgatishda o‘quvchilarning bilim darajasi, o‘rganish tezligi va kognitiv imkoniyatlarini hisobga olish muhimdir. Shu sababli an’anaviy usulda barcha uchun bir xil material va o‘qitish uslubi biz kutgan natijaga olib kelmaydi.

Adaptiv o‘qitish konsepsiyasi o‘quv materiallarini o‘quvchining individual darajasiga moslashtirish orqali samarali o‘rganishni ta’minlaydi. CEFR (Common European Framework of Reference for Languages) tizimi esa til bilish darajalarini standartlashtirish orqali adaptiv materiallar yaratishda metodologik asos bo‘lib xizmat qilishi mumkin. Ushbu tezisda CEFR asosida ingliz tilini o‘qitishda adaptiv o‘quv materiallarini yaratishning ahamiyati haqida so‘z yuritiladi.

Adabiyotlar tahlili va metodologiyasi: So‘ngi yillarda raqamli ta’lim muhitida adaptiv ta’lim tizimlarini yaratish va ularni algoritmik ta’lim boshqaruv vositalari bilan boyitish bo‘yicha keng qamrovli ilmiy izlanishlar olib borilmoqda. Ushbu sohada olib borilgan ilmiy ishlanmalar, asosan mashinali o‘qitish metodlari, katta ma’lumotlar analitikasi, o‘quvchilarning xatti-harakat modellari va o‘quv yo‘nalishlarini avtomatik moslashtirish texnologiyalariga asoslanadi [3]. Oxirgi 20 yillikda Ozbekistonda ham qator ilmiy izlanishlar olib borilgan bo‘lib, o‘zbek olimlari kompyuter texnologiya vositalari asosida sun‘iy intellektni uyg‘unlashtirgan holda qator o‘rgatish platformalarini yaratib ulgurdilar [2].

Biz adaptiv o‘quv materiallarini yaratish jarayoni quyidagi bosqichlarda amalga oshirish mumkinligini ko‘rib chiqdik:

1. O‘quvchi darajasini aniqlash – CEFR mezonlari asosida (A1–C1). Bugungi

kunda CEFR 2001-yildan buyon O‘zbekiston va dunyoning qator mamlakatlarida 6 ta darajada (A1, A2, B1, B2, C1, C2) o‘rganuvchi bilim darajasini baholashda asosiy mezonlardan bo‘lib turibti [1].

2. Matn va topshiriqlarni tanlash – leksik va sintaktik murakkablik ko‘rsatkichlari asosida;

3. Moslashtirish mexanizmi – o‘quvchining natijalariga qarab materialni dinamik yangilash;

4. Texnologik vositalar – Natural Language Processing (NLP) va sun‘iy intellekt elementlaridan foydalanish.

Adabiyotlarni tahlil qilish jarayonida adaptiv materiallarning samaradorligi ularning o‘quvchiga mosligi, tushunarliklik darajasi va o‘zlashtirish tezligiga ta’siri orqali baholandi.

Natijalar. O‘tkazilgan tahlillar shuni ko‘rsatdiki, adaptiv o‘quv materiallaridan foydalanish quyidagi ijobiy natijalarni beradi:

- o‘quvchilarning o‘quv materialini tushunish darajasi oshadi;
- o‘rganish jarayonining samaradorligi va tezligi ortadi;
- o‘quvchilarning motivatsiyasi va faolligi kuchayadi;
- individual o‘rganish qobiliyatini shakllantirish imkoniyati yaratiladi;
- o‘qituvchi samaradorligi oshadi.

Shuningdek, CEFR asosida darajalangan materiallar o‘quvchilarning bosqichma-bosqich rivojlanishini ta’minlashda samarali vosita ekanligini aytishimiz mumkin.

Muhokama. Natijalar adaptiv o‘qitish yondashuvi ingliz tilini o‘rganishda muhim ustunliklarga ega ekanligini ko‘rsatadi. Ayniqsa, NLP texnologiyalari yordamida matnlarni avtomatik tanlash va soddalashtirish imkoniyati adaptiv tizimlarning samaradorligini oshiradi.

Biroq adaptiv materiallarni yaratishda bir qator muammolar mavjud:

- sifatli korpus yetishmasligi;
- algoritmlarning aniqlik darajasi va pedagogik jihatdan moslashtirish zarurati.

Shu bois, texnologik yondashuvni metodik yondashuv bilan uyg‘unlashtirish muhim hisoblanadi.

Xulosa. Xulosa qilib aytganda, ingliz tilini o‘qitishda adaptiv o‘quv materiallarini yaratish ta’lim samaradorligini oshirishning muhim omilidir. CEFR tizimi va zamonaviy texnologiyalar asosida ishlab chiqilgan adaptiv materiallar o‘quvchilarning individual ehtiyojlariga mos keladi va ularning til o‘rganish jarayonini optimallashtiradi.

Kelgusida adaptiv o‘qitish tizimlarini rivojlantirish, sun’iy intellekt asosidagi modellarni takomillashtirish va ularni real ta’lim amaliyotiga keng joriy etish muhim ilmiy yo‘nalishlardan biri bo‘lib qoladi.

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ENHANCING VOCABULARY ACQUISITION THROUGH MOBILE APPLICATIONS

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Annotation: A strong vocabulary forms the fundamental basis of language proficiency and plays a crucial role in mastering the English language. For this reason, individuals who begin learning a new language, first of all, tries to expand their vocabulary as an essential first step. In recent years, the rapid development of technology has significantly affected education, in particular, the process of learning and teaching English. There are numerous ways to improve vocabulary with the help of mobile applications as these smart apps use advanced technologies. They create a mobile assisted language learning environment, using spaced repetition systems in order to review new words continuously on certain time intervals. Multimedia materials, such as audios, videos, images and sounds, double the productivity and lead to the long-term memory retention. The gamification method keeps learners engaged and motivated to practice daily preventing the lack of interest during study.

Key words: spaced repetition systems (SRS), mobile assisted language learning (MALL), gamification, multimedia materials, Dual Coding Theory, mobile applications, Kahoot, Duolingo, Baamboozle, motivation, virtual speaking partner.

Аннотация: Богатый словарный запас составляет фундаментальную основу владения языком и играет решающую роль в освоении английского языка. Поэтому люди, начинающие изучать новый язык, прежде всего стремятся расширить свой словарный