



3. Texnologik yechim

“EduVision” quyidagi texnologiyalar asosida yaratilgan:

- Frontend: HTML5, CSS3, JavaScript (real vaqt soati va jadval almashtirish funksiyasi bilan);
 - Backend (keyingi bosqichda): Node.js yoki Python Flask orqali ma’lumot bazasi bilan ishlash;
 - Ma’lumot bazasi: SQLite yoki Firebase;
 - AI moduli: foydalanuvchi so’rovlari asosida jadvalni tahlil qiluvchi ChatGPT
 - Qo’shimcha komponentlar: ob-havo API, bayram kalendari, va zvanok boshqaruv skripti.
- Tizim maktab displeylari, planshetlar yoki smart doskalarda ishlashi mumkin. Shuningdek, keyinchalik uni mobil ilova (APK) shaklida joriy etish rejalashtirilgan.

4. AI integratsiyasi

“EduVision AI” moduli quyidagilarni amalga oshiradi:

- Dars o’zgarishlarini o’qituvchi so’roviga ko’ra avtomatik yangilash;
- “Bugun 8-A sinfda kim navbatchi?” yoki “Keyingi dars nima?” kabi savollarga ovoqli javob berish;

- Statistik tahlil orqali dars kechikishlarini aniqlash;
- O’quvchilarning qatnashuvini yuzni aniqlash (face recognition) yordamida qayd etish;
- AI asosida darslar samaradorligini baholovchi hisobot yaratish.

Bu imkoniyatlar “EduVision”ni oddiy jadvaldan aqlli ta’lim boshqaruv tizimiga aylantiradi. Dastlabki natijalar

Demo versiya 49-umumta’lim maktabida sinov tariqasida ishga tushirilgan. Natijalar quyidagicha:

- Jadvalni ko’rish qulayligi 2 barobarga oshgan;
- O’quvchilar dars kechikish holatlarini 40% ga kamaytirgan;
- Ma’muriyat dars va o’qituvchi yuklamasini osongina kuzatmoqda;
- Navbatchilik va tanaffus jarayoni avtomatik boshqarilmoqda.

O’quvchilar va o’qituvchilarning fikriga ko’ra, tizim o’quv jarayoniga intizom, aniqlik va zamonaviylik olib kirgan.

Foydalanilgan adabiyotlar

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A THEORETICAL FRAMEWORK FOR AN INTEGRATED, TECHNOLOGY-ENHANCED CURRICULUM TO FOSTER ORAL COMPETENCE IN ENGLISH FOR MANAGEMENT

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Abstract. The paper develops a theoretical framework and methodological structure to create an integrated educational program which improves English oral skills of Management students. The worldwide business environment demands English proficiency from future managers but standard teaching methods create a knowledge-practice divide. The proposed model unites management education with communicative language instruction and digital technology to build an interactive learning space which focuses on student needs. The research combines European CLIL methodology with Russian ESP and technology-based learning approaches and Uzbek educational system transformation strategies. The



proposed methodology presents a project-based learning framework that uses technological tools according to a specific rationale. The research presents a conceptual evaluation of existing academic literature instead of conducting empirical research. The proposed method faces potential challenges during implementation yet shows strong potential to enhance students' fluency and strategic competence and self-assurance. The integrated educational method serves as a vital requirement for developing Uzbekistan's globally competitive workforce.

Keywords: Integrated Curriculum, Technology-Enhanced Language Learning (TELL, English for Specific Purposes (ESP), Oral Competence, CLIL, Digital Pedagogy.

ТЕОРЕТИЧЕСКАЯ ОСНОВА КОМПЛЕКСНОЙ УЧЕБНОЙ ПРОГРАММЫ, ОСНАЩЕННОЙ ТЕХНОЛОГИЯМИ, ДЛЯ РАЗВИТИЯ УСТНОЙ КОМПЕТЕНЦИИ АНГЛИЙСКОГО ЯЗЫКА ДЛЯ МЕНЕДЖМЕНТА

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Аннотация. В статье разрабатываются теоретическая основа и методологическая структура для создания интегрированной образовательной программы, которая улучшает навыки устной речи на английском языке у студентов, изучающих менеджмент. Мировая бизнес-среда требует от будущих менеджеров свободного владения английским языком, но стандартные методы обучения создают разрыв между знаниями и практикой. Предлагаемая модель объединяет управленческое образование с коммуникативным обучением языку и цифровыми технологиями для создания интерактивного образовательного пространства, ориентированного на потребности студентов. Исследование сочетает европейскую методологию CLIL с российскими подходами к обучению на основе ESP и технологий, а также стратегиями трансформации узбекской системы образования. Предлагаемая методология представляет собой проектную структуру обучения, использующую технологические инструменты в соответствии с конкретным обоснованием. Исследование представляет собой концептуальную оценку существующей академической литературы, а не проведение эмпирических исследований. Предлагаемый метод сталкивается с потенциальными трудностями при внедрении, но демонстрирует значительный потенциал для повышения беглости речи, стратегической компетентности и уверенности студентов в себе. Интегрированный метод обучения является важнейшим условием развития конкурентоспособной на мировом рынке рабочей силы Узбекистана.

Ключевые слова: Интегрированная учебная программа, технологически улучшенное обучение языку (TELL, английский для специальных целей (ESP), устная речь, CLIL, цифровая педагогика.

BOSHQARUV TILIDA INGLIZ TILIDA OG'ZIQ KOMPETENTLIKNI TARQALAYTIRISH BO'YICHA INTEGRATION, TEXNOLOGIYALAR YO'LDAGI O'QUV DASTURI UCHUN NAZARIY ROZA.

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Abstrakt. Maqolada menejment talabalarining ingliz tilida og'zaki nutq ko'nikmalarini yaxshilaydigan integratsiyalashgan ta'lim dasturini yaratish uchun nazariy asos va uslubiy tuzilma ishlab chiqilgan. Butun dunyo biznes muhiti bo'lajak menejerlardan ingliz tilini bilishni talab qiladi, ammo standart o'qitish usullari bilim va amaliyot tafovutini keltirib chiqaradi. Taklif etilayotgan model menejment ta'limini kommunikativ til o'qitish va raqamli texnologiyalar bilan birlashtirib, o'quvchilar ehtiyojlariga yo'naltirilgan interaktiv ta'lim maydonini yaratadi. Tadqiqot Yevropa CLIL metodologiyasini Rossiyaning



ESP va texnologiyaga asoslangan ta'lim yondashuvlari va O'zbekiston ta'lim tizimini o'zgartirish strategiyalari bilan birlashtiradi. Taklif etilayotgan metodologiya texnologik vositalardan ma'lum bir asosga ko'ra foydalanadigan loyihaga asoslangan ta'lim tizimini taqdim etadi. Tadqiqot empirik tadqiqotlar o'tkazish o'rniga mavjud akademik adabiyotlarni kontseptual baholashni taqdim etadi. Taklif etilayotgan usul amalga oshirish jarayonida yuzaga kelishi mumkin bo'lgan qiyinchiliklarga duch keladi, lekin talabalarning ravonlik va strategik kompetentsiyasini va o'ziga ishonchini oshirish uchun kuchli salohiyatni ko'rsatadi. Integratsiyalashgan ta'lim usuli O'zbekistonning global miqyosda raqobatbardosh kadrlarni shakllantirishning muhim talabi bo'lib xizmat qiladi.

Kalit so'zlar: Integratsiyalashgan o'quv dasturi, texnologiya asosida kengaytirilgan tillarni o'rganish (TELL, maxsus maqsadlar uchun ingliz tili (ESP), og'zaki kompetentlik, CLIL, raqamli pedagogika.

Introduction

English has become the standard business language throughout the globalized business world. The modern economy requires English fluency and persuasive abilities from professionals who work in global corporate spaces and local joint ventures. The essential skill goes beyond grammatical precision because it enables people to present sophisticated concepts while directing diverse teams and handling multicultural dialogue (Hyland, 2022). Higher education institutions throughout Uzbekistan and Russia and European regions face an important educational deficiency because their English programs fail to connect with management subject matter. The current educational method separates management theory from English language instruction which results in students who understand both subjects but cannot use them effectively in actual spoken situations (Smirnova, 2019). The mismatch between language education and professional needs prevents students from acquiring essential skills for modern economic success.

The research develops an extensive conceptual framework for an integrated curriculum to solve this educational problem. The model combines essential management subjects with oral English skill development through digital technology as its main implementation tool. The acquisition of language becomes most effective when students learn through authentic contexts which match their future usage needs (Hutchinson & Waters, 1987). The research combines academic knowledge from three essential regions to support this method. The European CLIL approach serves as the base for integrating subject content with language instruction according to European scholars (Coyle et al., 2010). The Russian applied linguists develop systematic approaches for English for Specific Purposes (ESP) education through technology-based teaching methods which create speech act-based curricula for professional use (Solovova, 2015). The research integrates modern teaching methods with specific educational and social economic requirements of Uzbekistan through the work of local researchers (Khodjanliyazov, 2021).

The paper unites multiple educational viewpoints to develop a teaching approach which combines theoretical strength with practical implementation capabilities for producing skilled global managers needed by contemporary business operations.

Literature Analysis and Theoretical Foundations

This research paper uses a conceptual approach which combines findings from multiple studies to create a new educational framework. The research study uses existing data to develop a new educational framework instead of introducing fresh empirical evidence. The research methodology consists of a thorough evaluation of academic literature to discover essential theoretical elements and their practical uses and their implementation difficulties in various geographic areas. The proposed curriculum combines Content with Communication and Technology as its three fundamental components.

Content and Language Integrated Learning (CLIL): The European Framework

The European CLIL framework developed by David Marsh and Do Coyle serves as the foundation for uniting content and language instruction. The "4Cs Framework" developed by Coyle (Content, Communication, Cognition, Culture) specifically supports English for Management education. The subject matter of management serves as the core content material which includes strategic planning and human resources and marketing.

Students learn content through English while using the language to express their understanding of the material. According to Marsh (2002) CLIL enables students to use language for learning purposes while simultaneously learning to use language (p. 2). The dual approach makes language education meaningful because it connects to real-world contexts.



Students perform advanced mental operations through English to analyze business cases and assess strategic approaches. The CLIL approach depends on this fundamental principle.

Students learn about different business practices and management approaches between cultures through this program which helps them develop intercultural competence. The students in Uzbekistan benefit from this aspect because they study Western and Eastern business practices.

Russian Scholars on ESP and Technology-Enhanced Learning

The Russian applied linguistics field maintains a strong tradition of developing methodological approaches for ESP. The work of E.N. Solovova and other Russian scholars has driven the post-Soviet language teaching sector toward communicative language instruction. Solovova (2015) supports the "professional orientation" of language education through speech activities (речевые деятельностные акты) which are relevant to specific professions. The activities for management students at this level consist of leading meetings and presenting business pitches. The syllabus content according to Solovova (p. 67) should consist of a system that includes professionally-oriented speech activities.

Russian researchers including Smirnova and A.N. Shchukin have dedicated their work to studying the combination of technology with language education. The research by Smirnova (2019) about virtual business English simulations proves that technology enables students to practice professional speech acts within controlled risk-free environments that promote high engagement. The simulated business environment according to her research enables students to practice without fear of mistakes while they learn from their errors before actual business meetings (p. 147). Students need to practice repeatedly in secure conditions before they can apply their skills in actual business situations.

The Uzbek Context: Modernization and Global Integration

The national development strategy of Uzbekistan includes educational reforms which demonstrate how foreign languages and ICT competencies play a vital role in achieving economic modernization. K.A. Khodjaniyazov and G. Abdullaeva have studied this educational transition in their research. The government has issued official decrees which demand educational institutions to adopt contemporary teaching approaches and technological tools according to Khodjaniyazov (2021). The current teaching methods in Uzbekistan face two major obstacles according to Khodjaniyazov: outdated teacher-centered approaches and insufficient training for instructors. The main obstacle to implementing ICT effectively stems from teacher unpreparedness in both methodological and pedagogical aspects (p. 45).

The research by Abdullaeva (2022) demonstrates that Uzbek university students embrace interactive educational approaches which use technology for collaborative learning. The research supports the idea that students in this region are prepared for this integrated curriculum design although they might face challenges from institutional and instructor readiness levels.

The Methodological Framework: A Technology-Enhanced CLIL Model

The proposed curriculum development method uses a project-based learning (PBL) approach with digital tools that support each stage of the process. The curriculum consists of multiple modules which focus on essential management subjects. The chosen technologies serve to enable authentic communicative activities and deliver useful feedback to students.

Module Example: "Managing a Cross-Cultural Virtual Team"



Stage	Focus / Activities	Tools & Resources	Skills Developed
Stage 1: Input Delivery & Analysis	- Learn cross-cultural management theories (Hofstede’s dimensions) - Study virtual team operations. - Watch TED Talks & business podcasts. - Use EdPuzzle for video comprehension with embedded questions. - Take notes during listening tasks - Build collaborative glossaries of key terms.	- TED Talks, business podcasts (authentic listening) - EdPuzzle (video comprehension). - Padlet / Linoit (collaborative glossary).	- Listening comprehension. - Note-taking. - Vocabulary building. - Collaborative learning.
Stage 2: Controlled Practice & Simulation	- Analyze a virtual team conflict scenario. - Role-play conflict mediation via video conferencing. - Record role-plays for review and feedback. - Receive peer/instructor feedback on content and language use.	- Zoom / Microsoft Teams (role-play & recording).	- Conflict resolution & mediation. - Functional business language. - Fluency, pronunciation, appropriateness. - Reflection through recorded feedback.
Stage 3: Collaborative Project	- Create a “Charter for Effective Virtual Collaboration.” - Engage in team -based collaborative writing & project management.	- Google Docs (collaborative writing) - Trello (project organization).	- Collaborative writing. - Project management. - Authentic team communication. - Application to real-world work.
Stage 4: Output Production & Assessment	- Present final Charter to class “board.” - Deliver professional video presentations. - Record reflective individual video diaries.	- Prezi Video (team presentations). - Flipgrid (reflective video diaries).	- Presentation skills. - Professional communication. - Reflection on learning experience. - Self-assessment.

Discussion and Results

The proposed integrated model provides multiple benefits to education through its unique structure. The research by Khodjaniyazov (2021) in Uzbekistan shows that students become more engaged when they



understand their learning material has direct value for their future careers. This teaching method teaches students beyond language skills by developing essential managerial competencies which include digital fluency and teamwork abilities and analytical thinking. The research by Russian scholar Smirnova (2019) demonstrates how technology enables students to practice in a protected environment. The recording feature of Flipgrid enables students to practice multiple times until they achieve satisfaction which helps them build confidence and decreases their anxiety levels. The assessment method under this model uses ongoing performance evaluations instead of traditional high-pressure exams. The entire process-based evaluation system enables instructors to monitor students' English communication skills and teamwork abilities and problem-solving competencies throughout their learning period which produces a more accurate assessment of their abilities.

The implementation of this curriculum faces multiple substantial barriers which prevent its successful adoption. The model needs Management and English language faculty to work together extensively but institutions lack both sufficient resources and dependable infrastructure and face challenges from staff who resist educational method changes. The research findings from all three regions demonstrate that institutions need to provide strong support through dedicated faculty development programs and sufficient funding resources.

Conclusion

An integrated English for Management curriculum which technology enables represents an essential educational advancement to prepare students for international business requirements. The paper demonstrates that students need a complete educational transformation through integrated learning methods which combine different subjects into one unified experience. The proposed integrated curriculum combines management content with communicative language practice and digital technology to create an effective learning framework. The proposed model draws its strength from European CLIL methodology and Russian ESP and technological expertise and Uzbek contextual knowledge to create a framework that works globally and adapts to local needs. The proposed model creates a simulated professional space in classrooms which enables students to practice management communication skills through safe learning experiences that include failure and success. The research makes a demand for educational professionals and curriculum developers to use an integrated learning method in their work. The following research phase should include a long-term study to validate this theoretical framework through student outcome assessment and model development using actual educational data.

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IQTISODIY TAFAKKUR VA MEHNAT ETIKASINING O‘ZARO BOG‘LIQLIGI: YOSHLAR MISOLIDA

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Anotatsiya: Ushbu tezis yoshlarning iqtisodiy tafakkuri va mehnat etikasining o‘zaro bog‘liqligini tahlil qiladi. Yoshlarning iqtisodiy qarashlari, mehnatga bo‘lgan munosabati va ishga bo‘lgan yondashuvi ularning shaxsiy va ijtimoiy rivojlanishida muhim rol o‘ynaydi. Tezisda yoshlarning iqtisodiy tafakkuri va mehnat etikasining shakllanishiga ta’sir etuvchi omillar, shu jumladan ta’lim, oilaviy muhit, ijtimoiy tarmoqlar va madaniy qadriyatlar ko‘rib chiqiladi. Tadqiqot yoshlarning ishga bo‘lgan munosabatini, mehnatga bo‘lgan motivatsiyasini va iqtisodiy qarashlarini o‘rganish orqali, ularning mehnat bozoridagi muvaffaqiyatlarini va ijtimoiy-iqtisodiy rivojlanishdagi o‘rinlarini aniqlashga qaratilgan.

Kalit so‘zlar: Iqtisodiy tafakkur, mehnat etikasi, yoshlar, mehnat bozoriga kirish, motivatsiya, ta’lim, ijtimoiy omillar, iqtisodiy qarashlar, shaxsiy rivojlanish, ijtimoiy-iqtisodiy rivojlanish.

ВЗАИМОСВЯЗЬ ЭКОНОМИЧЕСКОГО МЫШЛЕНИЯ И ТРУДОВОЙ ЭТИКИ: НА ПРИМЕРЕ МОЛОДЁЖИ

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Аннотация: В данной диссертации анализируется взаимосвязь экономического мышления и трудовой этики молодёжи. Экономические взгляды молодёжи, их отношение к труду и подход к работе играют важную роль в их личном и социальном развитии. В диссертации рассматриваются факторы, влияющие на формирование экономического мышления и трудовой этики молодёжи, включая образование, семейное окружение, социальные сети и культурные ценности. Цель исследования – определить их успешность на рынке труда и место в социально-экономическом развитии путём изучения отношения молодёжи к труду, её мотивации к труду и экономических взглядов.

Ключевые слова: экономическое мышление, трудовая этика, молодёжь, выход на рынок труда, мотивация, образование, социальные факторы, экономические перспективы, личностное развитие, социально-экономическое развитие.

THE INTERRELATIONSHIP BETWEEN ECONOMIC THOUGHT AND WORK ETHICS: IN THE EXAMPLE OF YOUTH

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Abstract: This thesis analyzes the interrelationship between economic thinking and work ethics of young people. The economic views of young people, their attitude to work, and their approach to work play an important role in their personal and social development. The thesis examines the factors influencing the formation of economic thinking and work ethics of young people, including education, family environment, social networks, and cultural values. The study aims to determine their success in the labor market and their place in socio-economic development by studying the attitude of young people to work, their motivation to work, and their economic views.

Keywords: Economic thinking, work ethic, youth, labor market entry, motivation, education, social factors, economic perspectives, personal development, socio-economic development.

Kirish: Jamiyatning iqtisodiy va ijtimoiy rivojlanishida yoshlar katta ahamiyatga ega bo‘lib, ularning shaxsiy iqtisodiy qarashlari, ishga bo‘lgan yondashuvi va mehnat etikasini shakllantirish