

c) o‘qituvchilarning raqamli kompetensiyalarining yetarli emasligi;

d) akademik halollik masalalari (plagiat, nazorat muammolari).

Ushbu muammolarni hal etish tizimli yondashuvni talab qiladi. Ularni iloji boricha bartaraf etish va ta’lim sifatini oshirish uchun quyidagi amaliy takliflarni aytishimiz mumkin:

- oliy ta’lim muassasalarini zamonaviy texnika bilan ta’minlash;

- o‘qituvchilar uchun raqamli pedagogika bo‘yicha malaka oshirish kurslarini tashkil etish;

- interaktiv va innovatsion metodlarni keng joriy etish;

- milliy raqamli ta’lim platformalarini rivojlantirish;

- akademik halollikni ta’minlash tizimlarini kuchaytirish.

Xulosa qilib aytganda, raqamli texnologiyalar oliy ta’lim tizimida ta’lim sifatini oshirishning eng muhim omillaridan biri hisoblanadi. Ular ta’lim jarayonini zamonaviy, samarali va interaktiv shaklga keltiradi. Shu bois, raqamli texnologiyalarni keng joriy etish, ularni pedagogik jarayonga moslashtirish va ulardan samarali foydalanish kelajak ta’limining ustuvor yo‘nalishlaridan biri bo‘lib qoladi.

Foydalanilgan adabiyotlar:

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IMPROVING COHERENCE AND COHESION IN ACADEMIC WRITING

Mirzaobidova Dilshoda Zafarjon qizi

Student at Namangan State Pedagogical Institute, Foreign Languages Department

Email: dilshodam7777@gmail.com

*Supervisor: **Raximjonova Muxlisa Rustamjon qizi**, Teacher at Namangan State Pedagogical Institute, Foreign Languages Department*

Abstract: This article looks at how coherence and cohesion can improve academic writing, not only in terms of grammar but also in organizing ideas clearly. It describes coherence as the logical flow of ideas in a text, while cohesion is explained as the use of linking words, pronouns, and other devices that connect sentences and paragraphs. The paper also discusses common problems faced by Uzbek students, such as weak organization, incorrect use of connectors, and lack of clear unity in their writing. In addition, it suggests some practical ways to develop these skills, including better paragraph planning and using appropriate linking expressions. Overall, the study shows that understanding coherence and cohesion helps students write more clearly and effectively in academic contexts.

Key words: *coherence, cohesion, academic writing, idea organization, linking devices, connectors, paragraph structure, unity, common mistakes, Uzbek students, communication.*

Annotatsiya : Ushbu maqolada akademik yozuvda uyg‘unlik (coherence) va bog‘liqlik (cohesion)ning ahamiyati, nafaqat grammatik jihatdan, balki fikrlarni aniq va tartibli ifodalashdagi roli tahlil qilinadi. Unda uyg‘unlik matndagi g‘oyalarning mantiqiy izchilligi sifatida talqin etilsa, bog‘liqlik gaplar va paragraflarni o‘zaro bog‘lovchi vositalar, xususan, bog‘lovchi so‘zlar, olmoshlar va boshqa til birliklari orqali tushuntiriladi. Shuningdek, maqolada o‘zbek talabalari orasida uchraydigan asosiy muammolar — matn tuzilmasining yetarli darajada shakllanmaganligi, bog‘lovchi vositalardan noto‘g‘ri foydalanish hamda matnda yaxlitlikning yetishmasligi ko‘rib chiqiladi. Bundan tashqari, ushbu ko‘nikmalarni rivojlantirish uchun samarali usullar, jumladan, paragraflarni puxta rejalashtirish va mos bog‘lovchi ifodalarni to‘g‘ri qo‘llash tavsiya etiladi. Umuman olganda, tadqiqot natijalari uyg‘unlik va bog‘liqlikni anglash talabalarga akademik yozuvda fikrlarini yanada aniq va samarali bayon etishga yordam berishini ko‘rsatadi.

Kalit so‘zlar: uyg‘unlik, bog‘liqlik, akademik yozuv, fikrlarni tartibga solish, bog‘lovchi vositalar, bog‘lovchi birliklar, paragraf tuzilishi, yaxlitlik, keng tarqalgan xatolar, o‘zbek talabalari, muloqot.

Аннотация: в данной статье рассматривается, как связность (coherence) и когезия (cohesion) влияют на качество академического письма не только с грамматической точки зрения, но и с позиции логичного изложения мыслей. Связность понимается как последовательное и логическое развитие идей в тексте, а когезия — как использование различных языковых средств, таких как связующие слова, местоимения и другие элементы, которые соединяют предложения и абзацы между собой. В статье также описываются основные проблемы, с которыми сталкиваются узбекские студенты, например, слабая организация текста,

неправильное использование связок и отсутствие целостности в изложении. Кроме того, предлагаются некоторые практические способы улучшения этих навыков, такие как планирование абзацев и правильное использование подходящих связующих выражений. В целом делается вывод о том, что понимание связности и когезии помогает студентам более ясно и эффективно выражать свои мысли в академическом письме.

Ключевые слова: *связность, когезия, академическое письмо, логика изложения, связующие средства, структура абзаца, целостность, типичные ошибки, узбекские студенты, коммуникация.*

Introduction. Academic writing is an important skill where not only grammar matters, but also how clearly and logically ideas are organized. Coherence and cohesion are very important because they help make the text easier to understand and well-structured. However, many students, including Uzbek learners, have problems with linking ideas and using correct connectors. This article discusses the role of coherence and cohesion and gives some ways to improve these skills in academic writing.

Literature review. Coherence and cohesion are very important in academic writing. While grammar and vocabulary are necessary, they are not enough to make writing clear and easy to understand. A text can be grammatically correct, but if ideas are not organized logically and sentences are not connected properly, readers may find it hard to follow the main point. Coherence is about making sure all ideas in a text are linked and flow logically, so each paragraph contributes to the main topic. Cohesion is about using language tools to connect sentences and paragraphs, such as linking words, pronouns, conjunctions, repetition, and transitional phrases. Both coherence and cohesion work together to make writing easier to read and understand.

Many studies have shown that students often have problems with coherence and cohesion. Uzun (2018) noted that learners sometimes cannot organize paragraphs well and misuse linking devices, which makes their writing confusing even if individual sentences are correct. Karimova (2020) observed that Uzbek students often write sentences that are grammatically correct but do not connect logically, making the text hard to follow. Other research shows that students may overuse or underuse linking words, repeat ideas unnecessarily, or fail to maintain a clear order of ideas. This means that coherence and cohesion are not easy skills for many learners and need practice, guidance, and feedback. Researchers have suggested different ways to improve these skills. Halliday and Hasan (1976) emphasized teaching students how

cohesive devices work, including reference words, substitution, and conjunctions. Hyland (2019) suggested planning the text and paragraphs before writing, which can help make ideas clearer. Reading good academic texts is also useful because students can see examples of coherent and cohesive writing. Peer review and revising drafts are other ways to notice gaps in writing and improve the flow of ideas.

Coherence and cohesion are also important for making texts persuasive and interesting. Students who develop these skills can explain their ideas clearly, connect evidence to their points, and maintain a professional style. Teaching these skills directly, rather than expecting students to learn them on their own, has been shown to improve results. This includes exercises on paragraph organization, linking sentences, and using transitional phrases to guide readers.

Overall, research shows that coherence and cohesion are not just grammar rules but key to effective academic writing. Learning and practicing these skills helps students organize their ideas, connect sentences and paragraphs properly, and make their writing clear and understandable. Focusing on coherence and cohesion is therefore very important in teaching academic writing, especially for students who struggle to organize their ideas or use linking words correctly.

Conclusion. Coherence and cohesion are very important for good academic writing because they make ideas clear and organized. Grammar and vocabulary matter, but they are not enough if sentences and paragraphs are not connected and ideas do not flow logically. Many students, including Uzbek learners, often struggle with these skills, for example, having weak paragraph structures, using linking words incorrectly, or showing unclear progression of ideas.

Research shows that these problems can be improved with regular practice, feedback, reading model texts, and careful planning before writing. Using linking words correctly, organizing paragraphs clearly, and revising drafts are practical ways to make writing more coherent and cohesive. By focusing on these skills, students can write texts that are not only grammatically correct but also clear, well-structured, and easier to understand. Therefore, teaching and practicing coherence and cohesion is very important to help students communicate their ideas effectively in academic writing.

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MAKTABGA TAYYORLOV GURUHI TARBIYALANUVCHILARINI MULTIMEDIA VOSITALARI ASOSIDA NUTQ MADANIYATINI SHAKLLANTIRISHNING AHAMIYATI

Abduvaliyeva Farida Salimjon qizi

Namangan davlat universiteti

Maktabgacha ta'lim va tarbiya kafedrasi 3-kurs tayanch doktoranti

E-mail: faridaabduvaliyeva57@gmail.com

ORCID: 0009-0000-01473254 Tel: +998931154242

Annotatsiya. Ushbu maqolada maktabga tayyorlov guruhi tarbiyalanuvchilarida nutq madaniyatini shakllantirish jarayonida multimedia vositalaridan foydalanishning pedagogik ahamiyati tahlil qilinadi. Tadqiqotda zamonaviy axborot-kommunikatsiya texnologiyalarining bolalar nutqini rivojlantirish, ularning kommunikativ kompetensiyasini oshirish hamda ta'lim jarayoniga qiziqishini kuchaytirishdagi imkoniyatlari yoritib berilgan. Shuningdek, multimedia vositalaridan foydalanish orqali tarbiyalanuvchilarning so'z boyligini kengaytirish, to'g'ri talaffuz ko'nikmalarini shakllantirish va muloqot madaniyatini rivojlantirish masalalari ko'rib chiqilgan. Tadqiqot natijalari multimedia texnologiyalarining maktabgacha ta'lim jarayonida nutq madaniyatini samarali shakllantirishga xizmat qilishini ko'rsatadi.

Kalit so'zlar: multimedia vositalari, nutq madaniyati, maktabgacha ta'lim, tayyorlov guruhi, kommunikativ kompetensiya, nutq rivoji, pedagogik texnologiyalar, axborot-kommunikatsiya texnologiyalari.

Abstract. This article analyzes the pedagogical significance of using multimedia tools in the formation of speech culture among children of the preschool preparatory group. The study highlights the possibilities of modern information and communication technologies in developing children's speech, improving their communicative competence, and increasing their interest in the educational process. In addition, the article discusses the role of multimedia tools in expanding children's vocabulary, developing correct pronunciation skills, and improving