



barang liboslar esa erkinlik va ijodkorlikni ifodalaydi. Noverbal birliklar kommunikatsiya tizimida bir necha vazifani bajaradi: ular soʻzli nutqni toʻldiradi, unga emotsional tus beradi, baʼzan esa mustaqil maʼno tashuvchi vosita sifatida namoyon boʻladi. Masalan, suhbat davomida insonning tabassumi yoki nigohining yoʻnalishi uning ichki hissiy holati va munosabatini ochib beradi

Nonverbal muloqotning “kommunikativ jihatlari” deganda ushbu birliklarning muloqot jarayonida qanday maʼno uzatishi, qanday vazifani bajarishi va insonlar oʻrtasidagi tushunishni qanday taʼminlashi tushuniladi. Noverbal vositalar muloqot jarayonida axborot uzatishning turli koʻrinishlarini amalga oshiradi. Ular soʻzli nutqqa qoʻshimcha maʼno yuklash, hissiy holatni ifodalash, soʻz oʻrnini bosish kabi vazifalarni bajaradi. Masalan, boshni qimirlatish orqali “ha” degan maʼno berilishi nutqni toʻldiruvchi noverbal ishora sanaladi. Shuningdek, insonning yuz ifodasi orqali hissiyot va kayfiyat ifodalanadi: tabassum quvonchni, yuzni burish esa jirkanishni anglatadi. Baʼzan imo-ishoralar suhbat jarayonini boshqaruvchi omil sifatida ham qoʻllaniladi, masalan, qoʻl harakati bilan soʻz soʻrash yoki suhbatni yakunlashni bildiruvchi harakatlar bunga misol boʻladi. Shu bilan birga, ayrim noverbal belgilar toʻliq soʻz oʻrnini egallab, mustaqil maʼno beradi, masalan, boshni chayqash “yoʻq” degani sifatida qabul qilinadi. Noverbal signallarning mazmuni koʻpincha madaniy kontekstga bogʻliq boʻlib, bir xil imo yoki harakat turli xalqlarda turlicha maʼnoni ifodalashi mumkin. Masalan, boshni yuqoriga silkish ayrim xalqlarda rozilik, boshqalarda esa inkor sifatida tushuniladi. Shu jihatdan, noverbal vositalarning toʻgʻri talqin qilinishi muloqot samaradorligi uchun muhim ahamiyat kasb etadi.

Verbal va nonverbal muloqot insonlar oʻrtasida aloqa oʻrnatishning asosiy shakllaridan hisoblanadi. Har ikkisi ham fikr almashish, his-tuygʻularni ifodalash va axborot yetkazish jarayonida muhim ahamiyatga ega boʻlib, kommunikatsiya tizimida bir-birini toʻldirib turuvchi vositalar sifatida namoyon boʻladi. Ularning oʻxshash jihati shundaki, ikkala muloqot turi ham maʼno uzatish, munosabat bildirish va oʻzaro tushunishni taʼminlashga xizmat qiladi. Verbal muloqotda bu jarayon soʻz, gap va tilning grammatik qurilishlari orqali amalga oshsa, nonverbal muloqotda tana harakati, yuz ifodasi, ovoz ohangi, nigoh va masofa kabi belgilar vositasida roʻy beradi. Farqlovchi jihatlari kelsak, verbal muloqot til tizimiga asoslangan boʻlib, soʻzlar orqali fikrni aniq va mantiqiy tarzda yetkazish imkonini beradi. Nonverbal muloqot esa soʻzlardan foydalanmasdan, imo-ishora, holat, nigoh yoki ohang orqali axborot uzatadi. Verbal aloqa mantiqiy aniqligi bilan ajralib tursa, nonverbal muloqot hissiy taʼsir kuchi va tabiiy ifoda vositalari bilan ustunlik qiladi.

#### **Foydalanilgan adabiyotlar roʻyxati**

- Головин Б.Н. Введение в языкознание. – Москва: Высшая школа, 1980. – 320 б. [Головин, 1980, 112-б.]
- Жумаев М. Нутқ маданияти ва коммуникатив компетенция. – Тошкент: Фан, 2010. – 156 б. [Жумаев, 2010, 57-б.]
- Каримова Д. Психолингвистика асослари. – Тошкент: Фан ва технология, 2014. – 210 б. [Каримова, 2014, 89-б.]
- Mehrabian A. Nonverbal Communication. – New Brunswick: Aldine Transaction, 2007. – 220 p. [Mehrabian, 2007, p. 45]
- Poyatos F. Nonverbal Communication Across Disciplines. Vol. 1: Culture, Sensory Interaction, Speech, Conversation. – Amsterdam: John Benjamins, 2002. – 395 p. [Poyatos, 2002, p. 134]

#### **THE BENEFITS AND CHALLENGES OF INTEGRATING WRITING AND READING SKILLS IN ESP EDUCATION**

**Rakhmanova Mukhayyo Nabijanovna**

Teacher of department of Foreign languages Namangan state technical university  
+998999855820

**Abstract.** This study explores strategies for aligning teaching content with curriculum specifications to enhance engagement and academic performance among construction students. In vocational and technical education, particularly in construction-related disciplines, there is often a disconnect between the theoretical components of the curriculum and practical industry applications. This paper examines methods of contextualizing theoretical topics within real-world construction scenarios, using specification documents as a foundation for lesson planning, assessment design, and skills development.



**Keywords:** teaching methodology, teaching aims, pedagogical methodological character, framework, principles of psycholinguistic, pedagogical, education, foreign language.

## **ESP TA’LIMIDA O’QISH VA YOZISH KO’NIKMALARINI INTEGRASIYA QILISHNING FOYDALARI VA QIYINCHILIKLARI**

**Raxmanova Muxayyo Nabijanovna**

Namangan davlat texnika universiteti Xorijiy tillar kafedrası o’qituvchisi  
+998999855820

**Abstrakt.** Ushbu tadqiqot qurilish talabalari o’rtasida faollik va akademik samaradorlikni oshirish uchun o’qitish mazmunini o’quv dasturi spetsifikatsiyalari bilan moslashtirish strategiyalarini o’rganadi. Kasb-hunar va texnik ta’limda, xususan, qurilish bilan bog’liq fanlarda ko’pincha o’quv dasturining nazariy komponentlari va amaliy sanoat ilovalari o’rtasida uzilishlar mavjud. Ushbu maqolada nazariy mavzularni real qurilish stsenariylari doirasida kontekstga solish usullari, spetsifikatsiya hujjatlaridan darsni rejalashtirish, baholashni loyihalash va ko’nikmalarni rivojlantirish uchun asos sifatida foydalanish usullari ko’rib chiqiladi.

**Kalit so’zlar:** o’qitish metodikasi, mexanizatsiyalashtirish, psixolingvistik tamoyillar, pedagogik tamoyillar, uslubiy tamoyillar, ingliz tilini o’zlashtirish, jarayon, tahlil, kamchilik, taqqoslash, imkoniyat, ta’minlash, mustahkamlash

## **ПРЕИМУЩЕСТВА И ПРОБЛЕМЫ ИНТЕГРАЦИИ НАВЫКОВ ПИСЬМА И ЧТЕНИЯ В ОБРАЗОВАНИИ ESP**

**Рахманова Мухайе Набижановна**

Наманганский государственный технический университет  
Преподаватель кафедры иностранных языков  
+998999855820

**Аннотация.** В этом исследовании изучаются стратегии согласования содержания обучения со спецификациями учебной программы для повышения вовлеченности и успеваемости студентов-строителей. В профессиональном и техническом образовании, особенно в дисциплинах, связанных со строительством, часто наблюдается разрыв между теоретическими компонентами учебной программы и практическими отраслевыми приложениями. В этой статье рассматриваются методы контекстуализации теоретических тем в реальных строительных сценариях с использованием документов спецификаций в качестве основы для планирования уроков, проектирования оценки и развития навыков.

**Ключевые слова:** методика обучения, механизация, психолингвистические принципы, педагогические принципы, методические принципы, овладение английским языком, процесс, анализ, недостаток, сравнение, возможность, обеспечение, подкрепление.

## **INTRODUCTION**

Since the days of Independence, Uzbekistan has been gradually conducting the policy of reforming the sphere of education as a key link of the ongoing course of reforms and renewal of society, as the necessary and mandatory condition for democratic transformations in society, consistent development of economy, and the country’s integration into the world community. At the moment, The National Program for Cadre Training is a single educational complex which covers the entire process of educating and rising the younger generation, where a special place and is reserved for each link in the education system.

## **METHODOLOGY**

This study adopts a mixed-methods research design to investigate the integration of writing and reading skills in English for Specific Purposes (ESP) lessons. The research design encompasses both quantitative and qualitative data collection methods to provide a comprehensive understanding of the phenomenon under investigation.

The participants in this study consist of English language learners enrolled in an ESP program at a university or language institute. The sample includes intermediate to advanced-level learners who are



studying in specific disciplinary fields, such as engineering, business, medicine, or law. Participants are selected based on their willingness to participate in the study and their availability during the data collection period.

The study takes place in a classroom setting within the ESP program. The classroom environment is conducive to collaborative learning and interactive instruction, with access to multimedia resources, authentic texts, and writing materials. The setting allows for the implementation of integrated reading and writing activities within the ESP curriculum, providing opportunities for learners to engage with authentic disciplinary content.

## **RESULTS**

Previous research has shown varying outcomes when it comes to integrating writing and reading. For instance, studies like those by Hirvela (2004) and Belcher (2006) emphasize the reciprocal benefits of reading to write, where reading not only provides content knowledge but also serves as a model for writing structures and styles. Cumming et al. (2016) provide evidence that integrated tasks can enhance both the complexity and accuracy of student writing in ESP contexts. However, the literature also points to the need for careful task design and clear instructional goals to maximize the benefits of integration Enhanced understanding of disciplinary genres.

The concept of disciplinary genres encompasses the various forms of written communication that are standard and expected within specific academic or professional fields. These genres not only adhere to particular conventions and styles but also serve distinct communicative purposes within the discipline. Enhancing students' understanding of these genres is a critical component of ESP education, as it directly influences their ability to engage effectively with both the academic literature and the professional documentation in their fields. This section discusses how integrating reading and writing in ESP instruction contributes to a deeper comprehension of disciplinary genres

### **Role of Genre Knowledge in ESP**

In ESP contexts, genre knowledge enables students to identify and apply the characteristic features of texts that they will encounter and produce in their professional or academic lives. According to Bhatia (2004), genre knowledge involves understanding the purpose behind various textual forms, the audience expectations, and the stylistic and structural conventions that define them. This knowledge is not merely academic; it has practical implications, influencing the effectiveness of communication in professional settings.

Improved ability to produce coherent and contextually appropriate texts.

Integrating reading and writing skills within ESP (English for Specific Purposes) education can significantly improve students' ability to produce coherent and contextually appropriate texts. This capability is crucial for professional and academic communication, where the effectiveness of written communication often hinges on the appropriateness and clarity of the content. This section explores how integrated instruction supports the development of these skills, facilitating a better understanding of how to create texts that meet disciplinary and professional expectations.

### **The Importance of Coherence and Contextual Appropriateness**

Coherence refers to the logical flow of ideas in a text, making it easy for the reader to follow and understand the writer's points. Contextual appropriateness, on the other hand, involves using the correct form, style, and language according to the specific requirements of the discipline or situation. In professional settings, failing to adhere to these aspects can lead to misunderstandings, loss of credibility, or even failure to comply with formal standards.

Increased vocabulary acquisition and usage.

In English for Specific Purposes (ESP) education, vocabulary acquisition and usage are crucial components of language proficiency, particularly in specialized fields where precise terminology and jargon are prevalent. Integrating reading and writing activities within ESP instruction offers unique opportunities to enhance vocabulary development in meaningful contexts. This section explores how such integration contributes to increased vocabulary acquisition and more effective usage within disciplinary contexts.

### **Importance of Vocabulary in ESP**

Effective communication within specialized fields requires a robust vocabulary that encompasses both general English terms and domain-specific terminology. Mastery of domain-specific vocabulary allows learners to comprehend complex texts, express ideas accurately, and engage confidently in



professional discourse. Therefore, enhancing vocabulary acquisition is a fundamental goal of ESP instruction.

Greater engagement with field-specific content.

In English for Specific Purposes (ESP) education, fostering greater engagement with field-specific content is essential for ensuring learners develop the necessary skills and knowledge relevant to their professional or academic domains. Integrating reading and writing activities within ESP instruction provides a platform for students to actively engage with authentic materials and disciplinary content. This section explores how such integration promotes greater engagement with field-specific content and enhances the overall learning experience.

### **DISCUSSION**

Engagement with field-specific content goes beyond passive consumption of information; it involves active participation, critical analysis, and meaningful interaction with disciplinary materials. By immersing themselves in authentic texts and writing tasks relevant to their fields, learners develop a deeper understanding of disciplinary concepts, practices, and discourse conventions. This engagement not only enhances their language skills but also fosters a sense of ownership and relevance to their learning.

Challenges:

Variability in student background knowledge and reading proficiency can affect the effectiveness of integrated tasks.

Difficulty in finding suitable authentic texts that align with instructional goals.

The need for significant teacher preparation to design and implement integrated tasks effectively.

The integration of writing and reading skills within ESP programs offers substantial opportunities for enhancing language proficiency and content knowledge. However, its success largely depends on the thoughtful implementation of instructional strategies that cater to the specific needs of learners within their disciplinary fields. This review establishes a foundation for investigating practical applications and pedagogical strategies that can optimize the learning outcomes of such integrative approaches in ESP settings.

### **CONCLUSION**

Making topics relevant to a specification isn’t just a box-ticking exercise—it’s a strategic way to ensure clarity, focus, and success. Whether you’re teaching, learning, or revising, always come back to the specification. Let it guide what you include, how you present it, and how you assess understanding. When your work is aligned with the spec, you’re not only preparing more efficiently—you’re preparing more effectively.

### **REFERENCES**

- Raxmanova Muxayyo. (2024). INTEGRATING WRITING SKILLS AND READING SKILLS IN ESP LESSONS. American Journal of Interdisciplinary Research and Development, 33, 189–193. Retrieved from <https://www.ajird.journalspark.org/index.php/ajird/article/view/1343>
- Rakhmanova Mukhayyo Nabijanovna. (2024). INCREASING ENGLISH LANGUAGE KNOWLEDGE FROM READING COMPREHENSION EXERCISES. World Bulletin of Social Sciences, 31, 42-44. Retrieved from <https://scholarexpress.net/index.php/wbss/article/view/3818>
- Muxayyo, R. (2023). METHODOLOGY TO DEVELOPMENT OF STUDENTS WRITING SKILL THROUGH TECHNICAL TEXTS. American Journal of Research in Humanities and Social Sciences, 9, 92-94.
- Muxayyo, R. (2023). QURILISH YO‘NALISH TALABALARIDA INGLIZ TILI FANINI O‘QITISH METODIKASI: QURILISH YO‘NALISH TALABALARIDA INGLIZ TILI FANINI O‘QITISH METODIKASI.
- Muxayyo, R. (2023). CHET TILI TA‘LIMINI OLIY TA‘LIMDA MUTAHASSISLIKKA BOG‘LAB O‘TISH MAQSADLARI: CHET TILI TA‘LIMINI OLIY TA‘LIMDA MUTAHASSISLIKKA BOG‘LAB O‘TISH MAQSADLARI.
- Muxayyo, R. (2023). TALABALARNING KASBIY BILIMLARI ASOSIDA XORIJIY TILLARNI O‘RGATISHNING MAQSADLARI VA MOHIYATI. Строительство и образование, 4(5-6), 135-140.
- Muxayyo, R. (2023). DEVELOPING STUDENTS' WRITING SKILLS IN TEACHING ENGLISH. Gospodarka i Innowacje, 32, 192-195.



8. Райимжанова, Н., Носиржон, М., & Алишер, А. (2015). Рекомендации по самопознанию и саморазвитие для обеспечения духовного развития студентов ВУЗа. *Austrian Journal of Humanities and Social Sciences*, (1-2), 74-76.
9. Nurdinova, F., Raimjanova, N., & Rizamuhamedova, G. (2019). Theoretical problems of the use of innovative educational technologies. *ACADEMICIA: An International Multidisciplinary Research Journal*, 9(4), 122-127.
10. Inamjanovna, R. N. (2022). A study of the role of innovative technologies in teaching foreign languages to ESP students. *ACADEMICIA: An International Multidisciplinary Research Journal*, 12(9), 45-47.
11. Inamjanovna, R. S. M. R. N., & Fotimahon Nuritdinova, H. (2021). Dealing with Intercultural Communicative Competence in the Foreign Language Classroom: Practical Techniques in Vocabulary and Grammar. *Design Engineering*, 14601-14609.
12. Хашимов, С., & Раймжанова, Н. (2019). СОВРЕМЕННЫЕ ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ И ЗНАЧЕНИЕ ИХ ИСПОЛЬЗОВАНИЯ В УЛУЧШЕНИИ КАЧЕСТВА САМООБРАЗОВАНИЯ. *Экономика и социум*, (4 (59)), 715-719.
13. Райимжанова, Н. И., & Тожахмедова, И. Г. (2016). THE ROLE OF INFORMATION TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. *Science Time*, (11 (35)), 400-402.

### **O’QITUVCHI FAOLIYATIDA PEDAGOGIK INNOVATSIYALARNING TATBIQI**

**Otaxonova Sarvinoz Boltaboy qizi**

**Muxiddinova Moxinur Saloxiddin qizi**

Chirchiq Davlat Pedagogika Universiteti 2-bosqich talabasi

[Sarvinozotaxonova2025@gmail.com](mailto:sarvinozotaxonova2025@gmail.com)

**Annotatsiya.** Maqolada o’qituvchi faoliyatida pedagogik innovatsiyalarning tatbiqi masalasi tahlil qilinadi. Innovatsion pedagogik faoliyat tushunchasi, uning bosqichlari, ta’lim jarayoniga tatbiqi va pedagogik innovatsiyalarning samaradorligini oshirishdagi roli yoritilgan. Shuningdek, O’zbekiston ta’lim tizimida innovatsiyalarni joriy etish bo’yicha amaliy ishlar va olimlarning yondashuvlari ham ko’rib chiqilgan.

**Kalit so’zlar:** Pedagogik innovatsiya, innovatsion faoliyat, pedagogik g’oya, ta’lim jarayoni, ijodkorlik, kreativlik, o’qituvchi faoliyati, ta’lim texnologiyalari, metodika, innovatsion pedagogika.

### **APPLICATION OF PEDAGOGICAL INNOVATIONS IN TEACHING ACTIVITIES**

**Otaxonova Sarvinoz Boltaboy qizi**

**Muxiddinova Moxinur Saloxiddin qizi**

2nd-year students of Chirchik State Pedagogical University

[sarvinozotaxonova2025@gmail.com](mailto:sarvinozotaxonova2025@gmail.com)

**Abstract.** The article analyzes the issue of implementing pedagogical innovations in stages, application in the educational process, and the role of pedagogical innovations in enhancing effectiveness are highlighted. In addition, practical work on the introduction of innovations in the education system of Uzbekistan and approaches of scholars are also considered.

**Keywords:** Pedagogical innovation, innovative activity, pedagogical idea, educational process, creativity, teacher activity, educational technologies, methodology, innovative pedagogy

### **ПРИМЕНЕНИЕ ПЕДАГОГИЧЕСКИХ ИННОВАЦИЙ В ДЕЯТЕЛЬНОСТИ УЧИТЕЛЯ**

Отахонова Сарвиноз Болтабой кизи

Мухиддинова Мохинур Салохиддин кизи

Студентки 2-го курса Чирчикского Государственного Педагогического Университета

[sarvinozotaxonova2025@gmail.com](mailto:sarvinozotaxonova2025@gmail.com)

**Аннотация.** В статье анализируется проблема внедрения педагогических инноваций в профессиональную деятельность учителя. Освещаются понятие инновационной педагогической