



**Oliy ta'lim, fan va innovatsiyalar vazirligi**  
**O'zbekiston davlat jahon tillari**  
**universiteti**

# **MEDIAMAKONDA TIL, TAHRIR VA TARJIMA MUAMMOLARI**

respublika ilmiy-amaliy  
konferensiyasi materiallari

Toshkent-2024



**O‘ZBEKISTON RESPUBLIKASI OLIY TA’LIM,  
FAN VA INNOVATSIYALAR VAZIRLIGI**

**МИНИСТЕРСТВО ВЫСШЕГО ОБРАЗОВАНИЯ,  
НАУКИ И ИННОВАЦИЙ РЕСПУБЛИКИ УЗБЕКИСТАН**

**MINISTRY OF HIGHER EDUCATION, SCIENCE AND  
INNOVATIONS OF THE REPUBLIC OF UZBEKISTAN**

**O‘ZBEKISTON DAVLAT JAHON TILLARI UNIVERSITETI**

**УЗБЕКСКИЙ ГОСУДАРСТВЕННЫЙ  
УНИВЕРСИТЕТ МИРОВЫХ ЯЗЫКОВ**

**UZBEKISTAN STATE WORLD LANGUAGES UNIVERSITY**

**MEDIAMAKONDA TIL, TAHRIR  
VA TARJIMA MUAMMOLARI**

**Respublika ilmiy-amaliy  
konferensiyasi materiallari  
2024-yil 29-may**

**ПРОБЛЕМЫ ЯЗЫКА, РЕДАКТИРОВАНИЯ  
И ПЕРЕВОДА В МЕДИАПРОСТРАНСТВЕ**

**Материалы республиканской  
научно-практической конференции  
29 мая 2024 года**

**PROBLEMS OF LANGUAGE, TEXT EDITING  
AND TRANSLATION IN MEDIA SPACE**

**Materials of the Republican Scientific  
and Practical Conference  
May 29, 2024**

Toshkent – 2024



	ЗАВЕДЕНИЙ В УЗБЕКИСТАНЕ	
104.	<i>Ziyodajon ZARIPOVA</i> ChET TILLARINI O‘QITISHNING SAMARALI METODLARI	465
105.	<i>Shakhnozakhon ESHMANOVA</i> BENEFITS AND CHALLENGES IN TBLT IMPLEMENTATION	467
106.	<i>Diloram ZAXIDOVA</i> PEDAGOGIK NUTQ: MA’LUMOTLARNI TO’PLASH UChUN TAHLIL USULLARI	474
107.	<i>Husnida ORIPOVA</i> ERTA YOSHDA TIL O‘RGANISHNING IJTIMOY AFZALLIKLARI	478
108.	<i>Muhayyo OTANAZAROVA, Muslima ERKINOVA</i> MULOQOT QOBILYATLARI PEDAGOGIK-PSIXOLOGIK MUAMMO SIFATIDA	485
109.	<i>Maksud KAKHOROV</i> THE BENEFITS OF LEARNING THE SECOND LANGUAGE IN EARLY CHILDHOOD	488
110.	<i>Shakhnoza BOBOMUROTOVA</i> PSYCHOLOGICAL AND CULTURAL IMPLICATIONS OF LEARNING LANGUAGES AT EARLY AGE	492
111.	<i>Zarniso AKTAMOVA, Javharbek G‘OFUROV</i> REFLECTIVE TEACHING OF FOREIGN LANGUAGES: ISSUES, POSSIBLE SOLUTIONS	500
112.	<i>C.C. HURITDINOVA, H.Ф. НАГУМАНОВА</i> ИИ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ	504
113.	<i>Feruza AZIMOVA</i> AMALIY MASHG‘ULOTLARDA NEFT-GAZ SANOATIGA OID TERMINLARNI O‘QITISHDA MASHQLARDAN FOYDALANISH (1-BOSQICH UChUN)	509
114.	<i>Nigora TURAYEVA</i> THE ROLE OF MEDIA CONTENTS IN THE DEVELOPMENT OF FOREIGN LANGUAGES	513
115.	<i>Feruza KURBANOVA</i> NUMEROUS TOOLS FOR INCREASING THE INTERCULTURAL COMPETENCE OF LEARNERS	516
116.	<i>Nigora GOYIBOVA, Barnoxon SAMATOVA</i> PSYCHOLOGICAL FOUNDATIONS OF DIFFERENTIATION APPROACH	521
117.	<i>Mehriniso AKABIROVA</i>	525

5. Chapelle, C. A. (2001). Computer applications in second language acquisition: Foundations for teaching, testing and research. Cambridge University Press.
6. Derwing, T. M., Munro, M. J. (2005). Perceptual learning of second language speech sounds: Implications for language teaching. *Language Learning*, 55(1), 75-114.
7. Dörnyei, Z. (2005). The psychology of the language learner: Individual differences in second language acquisition. Lawrence Erlbaum Associates.
8. Gardner, R. C., Dörnyei, Z. (2014). Motivation and second language acquisition. Routledge.
9. Kramsch, C. (1998). Language and culture. Oxford University Press.
10. Laufer, B., Paribakht, T. S. (1998). The use of authentic video in the language classroom. *Foreign Language Annals*, 31(2), 169-184.
11. Nation, I. S. P., Waring, R. (1997). Vocabulary size, text coverage and word lists. *Reading in a Foreign Language*, 10(1), 6-19.
12. Pica, T. (1994). Research on negotiation: What does it reveal about second language learning conditions, processes, and outcomes? *Language Learning*, 44(3), 493-527.

## **NUMEROUS TOOLS FOR INCREASING THE INTERCULTURAL COMPETENCE OF LEARNERS**

**Feruza KURBANOVA**  
*2<sup>nd</sup> year doctoral student of  
Chirchik state pedagogical university*

**Abstract.** *So far there have countless studies on encouraging and developing the intercultural competence of students`. Most of them have proved their productivity in enhancing the mentioned skill of learners`. In this thesis we will provide some relevant sample ideas, which in turn contributed to the education. For several reasons, fictional texts are suitable for developing intercultural communicative competence in learners of all ages. Not only do they invite their readers to view subjectively a nation or an ethnic group, but they also offer their audience the chance to exchange their culturally restricted points of view together with the hero or heroine of the narrative or with the narrator telling the story.*

**Keywords:** *actions, characters, interaction, creative tasks, intercultural objectives, cultural point of view.*

**Introduction.** Scientists have considered several types of methods and approaches that are helpful in boosting the intercultural competence, such as authentic materials like



literary works, audio and video materials of the target language, tandem learning which demands some interaction with native speakers or citizens, including face-to-face or online classes, modern techniques like incorporating new technologies with the help internet resources. All of them require some available facilities for implementing each type of material or resource in language classes.

Fictional texts guide their readers through the reading process focusing their attention not only on actions and characters [9, 2]. The “efferent reading” of fictional texts, a special way of reading fictional texts “aesthetically” [9, 2], enables and strengthens the readers’ interaction with the text, their predicting abilities, their emotional responses, as well as their forming and re-forming of hypotheses during the reading process, all of which are necessary to fill the text with meaning.

**Materials and methods.** These ideas, based on concepts of literary receptionist theory, imply that teachers work with a story or poem in class not only on a cognitive but also on an affective level, offering analytical and creative tasks to arrive at a deeper understanding of the text. Often creative tasks lend themselves to a blend of literary and intercultural objectives, leaving enough space and an “anxiety-free” zone for the learners in which they can experiment with different perspectives and culturally different points of view as well as compare their own culture to the culture in the text. Attempts to assess intercultural learning aim at the description of special methods of teaching intercultural communication, like, for example, ethnographic projects [6, 1], lessons based on informative texts or other authentic material [13, 75] and lessons based on the teaching of literature [3, 10, 11]. In most cases, however, the formulation of objectives remains somewhat vague [4, 26; 8, 31; 12, 47], leaving teachers at a loss as to what to expect from their learners, how to structure their lessons and how to assess their pupils’ achievements.

Another successful method is tandem learning which demands different language speakers to collaborate during the study. Tandem learning – collaborative learning between speakers of different languages – is particularly relevant to higher education contexts, as it is practically very easy to organize. Large numbers of students come from

many countries in international institutions. In particular, students from French, German, Italian and Spanish-speaking countries are highly sought after, these being the most commonly studied languages in UK universities. The concept of tandem learning is complex but its overarching principles are as follows:

Autonomy: You are responsible for your own learning;

Reciprocity: You are responsible for ensuring mutual benefit.

Students are therefore active participants in their own learning and clearly have the opportunity of setting their own agenda. Students can take part in tandem learning either face-to-face or through e-mail and either as an informal activity or as an assessed part of their degree course. This is available to students with language proficiency equivalent to Advanced level or higher, i.e. a level usually reached after six to eight years of language learning in secondary school.

**Results and discussion.** The tandem module has proved hugely successful in particular because students have a high degree of control over what they choose to learn and how they go about it, and they have far more opportunity to practice their speaking than in a language class. By way of illustration, here are some advantages of tandem learning: the ability to manage your own learning and learn from a native. Manage own learning and at one`s own pace and in an own way and choose what you wanted to talk about. You can talk about things which aren`t in books. You choose what you learn – no restrictions. Autonomy and access to native speakers. Improve my language learning skills in a relaxed atmosphere.

In order to enable learners to take the necessary steps with regard to analysis and evaluation, one may well wish to consider some of the following possible modifications: At the start of their tandem learning venture, students can be sensitized to the possibilities of development of their intercultural communicative competence.

This could be done by the inclusion on the list of priorities of aspects such as: identification of differences and similarities between my country and that of my partner; identification of the main stereotypes which exist of each of our countries as seen from the other; understanding of possible reasons for the existence of these. Similar questions



to cover other aspects of ICC could well be devised, to make it easier for students to analyze and evaluate. Tandem learners could be encouraged to analyze more through the simple inclusion of further questions in the diary sheets; for example the inclusion of a heading of “Cultural aspects: your analysis and/or conclusions” might draw out a slightly deeper reflection on the topics discussed.

Some tandem sessions could be extended to involve two or more tandem pairs in group discussion. This could provide students with situations which take them further than their tandem relationship normally allows. Beyond the Classroom if cultural aspects of tandem learning are more directly assessed, students may well be more inclined to focus more closely on intercultural aspects. This would of course have the effect of lessening the degree of student autonomy over the tandem process.

However, regardless of whether students have chosen the development of cultural knowledge as their goal, they are in fact developing their intercultural communicative competence through tandem learning. The fact that most of them do not tend to choose cultural knowledge as one of their main priorities means that one can assume that the evidence which they provide of developing their ICC is not driven by a desire to succeed in the module, but is a genuine product of the tandem relationship.

By its very nature, tandem learning is an intercultural activity, in order to achieve their learning goals, learners must exchange ideas, opinions and negotiate ways of working with their partners. In undertaking all of this, they are communicating directly with speakers of another language/ culture. One area which provides evidence for the development of ICC is that of the choice of topics discussed by students.

**Conclusion.** What is certainly clear is that the acquisition of intercultural competence is a process. Learning is not necessarily a linear process, but students may well wish to revisit these issues at a later date, possibly outside the tandem relationship. The definition of culture itself as a process is supported by many. Tandem learners, whether consciously or unconsciously, are engaging in this process actively

By reading the fictional text written in a foreign language, by forming hypotheses about it, by searching for an ending that corresponds with the Teaching Intercultural

Competence through Literature characters and the plot and finally, by re-writing scenes for the text or adding scenes to it, pupils in EFL classrooms internationalize the text – it becomes part of them. Fragments of values and opinions they hold from their own cultural experience seep into their discussions and written contributions, thereby creating a “Zwischenwelt” (a kind of “in-between world”), a kind of third or inter- culture or simply an anxiety-free zone where foreign cultures can be freely discussed and explored.

The unit has shown how the encounter with foreign fictional texts may be valuable even for less experienced learners who are reluctant to read but are eager to share their own experiences and opinions, which are often taken from their own bi- or multicultural background. The learning objectives suggest how to assess the learners’ achievements, as the examples have shown, which is a challenge that can be met by many teachers in many countries with differing curricular backgrounds.

### **References**

1. Barro A., S. Jordan and C. Roberts. Cultural practice in everyday life: The language learner as ethnographer. In M. Byram and M. Fleming (eds) *Language Learning in Intercultural Perspective: Approaches through Drama and Ethnography*, Cambridge: Cambridge University Press, 1998.

2. Bredella L. Warum literarische Texte im Fremdsprachenunterricht? Die anthropologische und pädagogische Bedeutung des ästhetischen Lesens. In W. Börner and K. Vogel (eds) *Texte im Fremdsprachenerwerb: Verstehen und Produzieren*. Tübingen: Narr, 1996.

3. Bredella L. Interkulturelles Verstehen im Fremdsprachenunterricht: Do the Right Thing von Spike Lee. In G. Jarfe (ed.) *Literaturdidaktik – konkret: Theorie und Praxis des fremdsprachlichen Literaturunterrichts*. Heidelberg: Universitäts verlag Winter, 1997.

4. Bredella L. Minderheitenliteratur und interkulturelles Lernen: Maxine Hong Kingston’s *The Woman Warrior*. *Der Fremdsprachliche Unterricht/Englisch* 3, 1997, 26–31.

5. Byram M. *Teaching and Assessing Intercultural Communicative Competence*, Clevedon: Multilingual Matters, 1997.

6. Byram M. and Cain A. *Civilisation/Cultural Studies: An experiment in French and English schools*. In M. Byram and M. Fleming (eds) *Language Learning in*



Intercultural Perspective: Approaches through Drama and Ethnography. Cambridge: Cambridge University Press, 1998.

7. Kramersch C. The privilege of the intercultural speaker. In M. Byram and M. Fleming (eds) Language Learning in Intercultural Perspective: Approaches through Drama and Ethnography. Cambridge: Cambridge University Press, 1998.

8. Nünning A. Perspektivenübernahme und Perspektivenkoordinierung: Prozessorientierte Schulung des Textverstehens und der Textproduktion bei der Behandlung von John Fowles' The Collector. In G. Jarfe (ed.) Literatur didaktik – konkret, Theorie und Praxis des fremdsprachlichen Literaturunterrichts. Heidelberg: Universitätsverlag Winter, 1997.

9. Rosenblatt L. On the aesthetic as the basic model of the reading process. In H.R. Garvin (ed.) Theories of Reading, Looking and Listening. Lewisburg: Bucknell University Press, 1981.

10. Schewe M. Culture through literature through drama. In M. Byram and M. Fleming (eds) Language Learning in Intercultural Perspective: Approaches through Drama and Ethnography, Cambridge: Cambridge University Press, 1998.

11. Schinschke A. Literarische Texte im interkulturellen Lernprozeß: Zur Verbindung von Literatur und Landeskunde im Fremdsprachenunterricht Französisch. Tübingen: Narr, 1995.

12. Seletzky M. A process-oriented and learner-centered approach to the teaching of "Landeskunde" in the German-Language Classroom. In H. Christ and M. Legutke (eds) Fremde Texte Verstehen: Festschrift für Lothar Bredella zum 60. Geburtstag. Tübingen: G. Narr, 1996.

13. Tomalin B. and Stempleski S. Cultural Awareness. London: Oxford University Press, 1993.

## **PSYCHOLOGICAL FOUNDATIONS OF DIFFERENTIATION APPROACH**

***Nigora GOYIBOVA***

*PhD student "TIAME" National Research University*

***Barnoxon SAMATOVA***

*"TIAME" National Research University*

***Abstract.*** *This paper investigates strategies for pedagogical adjustment to accommodate the diverse needs of students, enhancing the inclusivity and effectiveness of learning environments. It particularly focuses on methodologies applicable to the teaching of writing and the supportive role of psychological principles. By integrating insights from disparate disciplines such as architecture and psychology, educators can*

## **Rasmiy nashr**

\*\*\*

### **«MEDIAMAKONDA TIL, TAHRIR VA TARJIMA MUAMMOLARI». Respublika Ilmiy–amaliy konferensiyasi materiallari**

\*\*\*

**Materiallar orasida sohaning tanikli olimlari bilan bir qatorda yosh tadqiqotchi (tayanch doktorant, mustaqil izlanuvchi va magistrant–talaba)larning yozmalari ham o‘rin olgan. Maqolalardagi faktlarni keltirish, uslubiy yondashuv va tahlillarni taqdim etish saviyasiga mualliflarning o‘zlari mas’uldirlar.**