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QO'MONDONLIK MUHANDISLIK
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maqsadlariga muvofiq bo'lishi kerak. Masalan, yangi mavzuni o'rgatish jarayonida qiziqarli o'yinlar yordamida o'quvchilar faolroq bo'lishadi, bu esa ularga materialni yaxshiroq o'zlashtirishga yordam beradi.

Xulosa. Chet tili mashg'ulotlarida qiziqarli o'yinlardan foydalanish o'quvchilarni faol ishtirok etishga va tilni o'rganishga bo'lgan qiziqishini oshiradi. O'yinlar orqali o'quvchilar faqat nazariy bilim emas, balki amaliy ko'nikmalarni ham rivojlantirish imkoniyatiga ega bo'ladilar. Shu sababli o'qituvchilar o'z darslarida qiziqarli va interaktiv o'yinlarga keng o'rin berishlari maqsadga muvofiqdir.

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APPLYING DISCOURSE-SPECIFIC ELECTRONIC RESOURCES IN TEACHING ENGLISH

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Abstract: This article aims to examine the methodology of applying discourse-specific electronic resources in teaching English, focusing on their impact on language acquisition and the effective methods for their implementation. The study also highlights the importance of the methodological approaches used to implement discourse-specific resources.

Keywords: Discourse-specific electronic resources, student-centered learning, effective methods, Implementation of electronic resources, English language teaching

Аннотация: Целью данной статьи является рассмотрение методологии применения электронных ресурсов, специфичных для дискурса, в обучении английскому языку, уделяя особое внимание их влиянию на овладение языком и эффективным методам



их реализации. В исследовании также подчеркивается важность методологических подходов, используемых для реализации дискурсивно-специфичных ресурсов.

Ключевые слова: Электронные ресурсы, ориентированные на дискурс, личностно-ориентированное обучение, эффективные методы, внедрение электронных ресурсов, преподавание английского языка.

Annotatsiya: Ushbu maqola ingliz tilini o'rgatishda nutqqa oid elektron resurslarni qo'llash metodologiyasini o'rganish, ularning tilni o'zlashtirishga ta'siri va ularni amalga oshirishning samarali usullariga e'tibor qaratishdan iborat. Tadqiqot, shuningdek, nutq uchun maxsus resurslarni amalga oshirishda qo'llaniladigan metodologik yondashuvlarning muhimligini ta'kidlaydi.

Kalit so'zlar: Diskursga oid elektron resurslar, talabalarga yo'naltirilgan ta'lim, samarali usullar, elektron resurslarni joriy etish, ingliz tilini o'rgatish.

Introduction. The growing influence of technology in education has significantly reshaped English language teaching methodologies. One notable shift is the integration of discourse-specific electronic resources, which are essential for creating interactive and student-centered learning environments. These resources leverage authentic language materials and enable real-life communicative contexts, ultimately enhancing language proficiency. This article aims to examine the methodology of applying discourse-specific electronic resources in teaching English, focusing on their impact on language acquisition and the effective methods for their implementation.

Methods. To analyze the application of discourse-specific electronic resources, a mixed-methods research approach was used. The study included both quantitative and qualitative data collection. A total of 150 students and 10 English language teachers from various institutions participated in the study. The students were divided into two groups: a control group that followed traditional learning methods and an experimental group that incorporated discourse-specific electronic resources into their learning.

Quantitative data were collected through pre- and post-tests that assessed the participants' language proficiency in reading, writing, listening, and speaking. Qualitative data were gathered through semi-structured interviews with teachers and focus groups with students to assess their experiences and perceptions regarding the use of discourse-specific electronic resources. Discourse-specific resources used in the study included online forums, video content from platforms such as TED Talks and YouTube, blogs, podcasts, and other interactive tools.

Results. The findings indicated that the use of discourse-specific electronic resources significantly improved the experimental group's overall language proficiency compared to the control group. The experimental group demonstrated a notable



improvement in listening and speaking skills, with an average increase of 15% in post-test scores. The use of authentic video content such as TED Talks was particularly effective in enhancing listening comprehension and oral production. In contrast, the control group showed only marginal improvements, with an average increase of 5% in the same areas.

Qualitative data highlighted several advantages of using discourse-specific electronic resources. Students reported feeling more motivated and engaged when learning through authentic content. The majority of students expressed a preference for working with real-life language materials rather than traditional textbook exercises. Teachers noted that the use of discourse-specific resources helped create a dynamic classroom environment, promoting student interaction and collaborative learning.

However, challenges were also identified. Both teachers and students pointed out that the successful use of discourse-specific electronic resources requires adequate digital literacy and careful selection of suitable content. Teachers had to invest considerable time in curating and adapting resources to match students' proficiency levels and educational goals.

Discussion. The results of this study suggest that discourse-specific electronic resources play a vital role in enhancing students' language proficiency and motivation. The significant improvement in listening and speaking skills among the experimental group demonstrates the efficacy of authentic discourse in providing students with exposure to real-life communicative contexts. According to Sysoev and Evstigneev (2022), the integration of authentic discourse in language learning fosters pragmatic competence, which is crucial for effective communication.

The study also highlights the importance of the methodological approaches used to implement discourse-specific resources. Task-based learning, content and language integrated learning (CLIL), and the flipped classroom model are all effective in maximizing the benefits of these resources. Task-based learning provides students with opportunities to use authentic materials in meaningful ways, while CLIL enables the integration of language learning with subject-specific content. The flipped classroom model encourages independent learning and fosters deeper in-class discussions (Khazheva, 2021).

The challenges identified in this study indicate a need for further support for both teachers and students. Training in digital literacy and guidance on how to select appropriate discourse-specific materials are necessary to ensure effective implementation. Additionally, it is essential to provide pre-teaching support for



students to help them understand the cultural and contextual references embedded in authentic discourse.

Conclusion. The methodology of applying discourse-specific electronic resources in teaching English has proven to be highly effective in enhancing students' language skills, particularly in listening and speaking. The integration of authentic materials creates an engaging and realistic learning environment that fosters communicative competence. To maximize the benefits of these resources, educators should adopt appropriate methodological approaches and receive training in selecting and using digital materials effectively.

While the use of discourse-specific electronic resources presents challenges, such as the need for careful content selection and digital literacy, these obstacles can be mitigated with adequate teacher support and training. The continued advancement of technology and the growing availability of high-quality digital content indicate that discourse-specific resources will play an increasingly important role in the future of English language education.

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THE ROLE OF INTERNET-BASED INTERACTIVE METHODS IN PREPARING MILITARY STUDENTS FOR CEFR EXAMS

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Annotation: This article explores how internet-based interactive methods are being used to boost English language skills for military cadets, particularly to prepare them for the rigorous CEFR exams. By using engaging tools like interactive apps, online simulations, language games, and real-time feedback platforms, these methods help cadets build essential language abilities—reading, writing, speaking, and listening—in a way that adapts to their demanding schedules. The flexibility of these digital resources allows cadets to learn at their own pace, providing personalized feedback and using multimedia to create realistic language practice scenarios. Through these tools, cadets gain not only exam readiness but also practical language skills for real-world communication in diverse military and global settings.