

**O'ZBEKISTON RESPUBLIKASI HARBIY XAVFSIZLIK VA
MUDOFAA UNIVERSITETINING QURUQLIKDAGI
QO'SHINLAR INSTITUTI**

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OSHIRISHNING NAZARIY VA AMALIY
ASOSLARI**

RESPUBLIKA ILMIY ANJUMANI



**21 NOYABR
CHIRCHIQ 2025**



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- Introducing digital platforms for blended learning and distance training;
- Developing specialized textbooks and glossaries for military terminology;
- Providing continuous teacher training on innovative language teaching methods;
- Establishing language laboratories and simulation centers for military communication.

Conclusion

The effectiveness of foreign language teaching in higher military institutions depends on the integration of modern pedagogical approaches, digital tools, and the professional needs of cadets. Foreign language training should not only aim at linguistic knowledge but also at developing leadership, teamwork, and intercultural competence. The combination of theoretical and practical approaches ensures that military personnel can effectively perform their duties in international environments.

Thus, optimizing foreign language teaching through innovative, communicative, and context-based methods significantly contributes to the modernization of military education and the professional development of future officers.

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Development and Integration of Discursive Electronic Resources in English Language Teaching

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Abstract: This article explores the justified mechanisms for integrating science and industry with the education system, alongside the implementation of distance learning and the use of information and communication technologies, particularly e-learning, in the teaching process. Special attention is given to the integration of discursive electronic resources in English language teaching,



which enhances students' creative thinking, supports the individualization of learning, and increases the effectiveness of independent study. It also discusses the interaction between language and meaning, presents theoretical perspectives on the study of semantics, and highlights cognitive and pragmatic aspects of linguistic activity.

Keywords: English language, Integrated teaching, Electronic resources, Discursive features, Educational technologies, ICT tools, Innovative teaching methods

Annotatsiya: Ushbu maqolada fan va ishlab chiqarishni ta'lim bilan integratsiya qilishning asosli mexanizmlari, oliy ta'lim tizimida mustaqil masofaviy ta'limni shakllantirish va axborot texnologiyalari asosida elektron ta'limni joriy etish imkoniyatlari tahlil qilingan. Xususan, ingliz tilini o'qitishda axborot-kommunikatsiya texnologiyalaridan, jumladan, diskursiv xususiyatli elektron resurslardan samarali foydalanish masalalari yoritilgan. Elektron resurslarni ta'lim jarayoniga tatbiq etish orqali talabalarda kreativ fikrlashni rivojlantirish, mustaqil ta'lim olish imkoniyatini kengaytirish hamda bilimlarni individuallashtirish imkoniyatlari ochib berilgan. Tadqiqot doirasida til va ma'no munosabati, ma'noga oid nazariy qarashlar, shuningdek, lisoniy faoliyatning kognitiv va pragmatik jihatlari ham yoritilgan.

Kalit so'zlar: Ingliz tili, Integratsiyalab o'qitish, Elektron resurslar, Diskursiv xususiyat, Ta'lim texnologiyalari, Axborot-kommunikatsiya vositalari, Innovatsion o'qitish usullari

Аннотация: В статье рассматриваются обоснованные механизмы интеграции науки и производства с системой образования, а также внедрение дистанционного обучения и использование информационно-коммуникационных технологий, в частности электронного обучения, в учебном процессе. Особое внимание уделяется интеграции дискурсивных электронных ресурсов в преподавание английского языка, что способствует развитию творческого мышления студентов, индивидуализации обучения и повышению эффективности самостоятельной работы. Также рассматривается взаимодействие языка и смысла, представлены теоретические подходы к изучению семантики и рассматриваются когнитивно-прагматические аспекты языковой деятельности.

Ключевые слова: английский язык, интегрированное обучение, электронные ресурсы, дискурсивные особенности, образовательные технологии, ИКТ-инструменты, инновационные методы обучения.

The development of the fundamental mechanisms of integration of science and industry in education, the implementation of this in practice, the individualization of knowledge acquisition through the independent distance learning system in higher education, and the acceleration of student learning through the use of electronic education based on information technologies require the organization of the learning process based on electronic education. This includes the improvement of principles for presenting educational materials and the use of electronic educational resources. Numerous studies have shown that online education leads to the development of creative thinking in students, that is, it serves as a basis for applying integrated learning processes that take into account the individual needs of students and encourage independent learning.

Electronic resources are information-communication tools developed based on electronic products that organize the integration mechanisms of education with science and industry. They serve to accelerate learning, individualize independent knowledge acquisition, and help with mastering important tasks.

In the teaching of English, the use of ICT in the educational process (specifically, the use of electronic resources - ER) is carried out in two main ways. The first condition is the provision of technical equipment, and the second condition is the availability of specialized software.



Provision with technical equipment: computers, network devices, high-speed internet networks, video conferencing equipment, etc. The software includes a set of programs intended for use with these devices, as well as software specifically designed for this field.

“The need for transition to the information society is characterized by the emergence and priority of a new technological order in the global economy and academic environment, the exchange of information resources for real resources of socio-economic development, meeting society's demand for information products and services, increasing the importance of information and communication infrastructure in the social development system, the improvement of education, scientific-technical, and cultural fields based on international information exchange, and the use of 'global information advantages' on an equal rights basis. In recent years, the advantages of electronic education over traditional education have become increasingly apparent. Recently, both learners and educators have concluded that the advantages of online education outweigh those of some traditional forms of education. This is because digital teaching platforms aimed at improving the quality of education are increasing, and a blended learning system is being formed by combining the best aspects of both traditional and online education.” [4].

A discursive electronic resource is a source that expresses scientific discoveries in multimedia and electronic forms, such as texts, paralinguistic expression tools, pictures, theater, cinema, advertising, architecture, music, etc. Any electronic source that conveys information about culture can be interpreted through the concept of discursive features. Therefore, discursive resources are sources that provide the necessary knowledge for understanding the content and structure of a text.

The development of discursive features in electronic resources used for teaching English includes the following stages:

Traditional ETL (Extract, Transform, Load) processes, which are the initial stages of data integration; Modern integration technologies based on microservices, which help increase flexibility for large and complex systems.

In the integration of English language teaching, the use of discursive features in electronic resources offers the following advantages:

Automation of processes – Integrating different language systems speeds up the learning process and saves resources.

Accurate and reliable data exchange – Integration systems ensure timely and accurate data exchange.

Cost reduction – Integration solutions can reduce infrastructure and operational costs.

The exchange of paradigms in science is related to the complex structure of the research object. The main methodological principle of a comprehensive approach to the study of language systems and linguistic activity is the interdisciplinary relationship or integration of paradigms, which is acknowledged as a fact. This approach generally requires the interaction of two or more scientific fields.

The individual of students using electronic resources in English language, first and foremost, plans to shape specific information and transmit it to others while adhering to communication rules. The ability to understand the world and communicate is not only determined by human bio-physiological capabilities but also develops within the framework of socio-cultural factors.

Researchers recommend tracing the "roots" of the discursive approach in the works of the world-famous philologist M.M. Bakhtin. The scholar is the founder of the field of "genre theory," which ensures the intersection of pragmatics, sociolinguistics, and stylistics. The object of study in this field is the form of social interaction through language, which is dialogue. According to the



scholar, who noted the uniqueness of each speech structure, in every use of language, certain structural forms are formed, and these structures are referred to as speech genres. [1].

The author of "Philosophy of Grammar" also points out that in the scientific study of language, the main criterion should be "humanity-time." According to V.S. Yurchenko's description, a person defines modality, reality points to content, and time shapes structure. From this, it can be concluded that any linguistic activity, speech act, occurs within the framework of the "human-discourse-information" relationship and is directed towards achieving a specific social goal. Therefore, in the analysis of linguistic phenomena, there is a need to determine the relationship between these three components and their respective functions. [2].

Recognizing that language is a multi-functional phenomenon, N. Mahmudov states that language, in addition to fulfilling a communicative function, performs many tasks such as "understanding the world, collecting knowledge, storing it, transmitting it to future generations, reflecting emotional relationships, and portraying beauty categories." The scholar writes, "To interpret language only as a means of communication between people is to reduce this infinitely complex and magnificent phenomenon to something as simple as a language artificially created for regulating traffic or as an artificial language (like Esperanto)."

In line with the author's opinion, it can be emphasized that in cognitive methodology, the concept of "information" is widely disseminated and interpreted in a unique way. For example, in specialized dictionaries, it is defined as "knowledge transmitted and realized through linguistic forms in the process of communication."

As D. Crystal wrote in his *A Dictionary of Linguistics and Phonetics*, "meaning" is used as a criterion to study other characteristics of language. "In the discussion of 'meaning' in relation to language, it is necessary to refer to non-linguistic factors such as thought, situation, knowledge, and purpose." [3]. This idea of the English scholar can also be seen in the definitions of the concept of meaning. For example, logicians (Sh. Abdullaev, E. Komilov) have concluded that "meaning refers to what an object signifies for individuals engaged in various activities such as everyday life, aesthetics, science, production, social-political, and others."

In conclusion, in discursive resources, the approach to teaching English through the use of electronic resources is based on a variety of internal and external factors, such as the creation, types, properties, and operations performed with information. Internal factors include the creation, types, and properties of information, while external factors involve performing tasks with information using technical devices.

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NOFILOLOGIK OLIY O'QUV YURTLARIDA TAHSIL OLAYOTGAN TALABALAR INGLIZ TILINI MUSTAQIL O'RGANISH JARAYONIDA ESHITISH, O'QISH, YOZISH VA GAPIRISH KO'NIKMALARINI RIVOJLANTIRISHDA ENG MUHIM BO'LGAN METODLAR

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Annotatsiya: Mazkur maqolada nofilologik oliy o'quv yurtlarida ingliz tilini o'qitishda eshitish, o'qish, yozish va gapirish ko'nikmalarini shakllantirish jarayonida eng muhim bo'lgan metodlardan foydalanishning o'rni va ahamiyati qanchalik katta ekanligi va tilni qaysi yo'llar bilan oson va tez o'rganib olish mumkinligini muhokama qilingan. Shuningdek, talabalarning til o'rganish motivatsiyasini oshirish, til o'rganishga bo'lgan qiziqishni talabalar orasida kengaytirishga yordam berishi mumkin bo'lgan har bir metodlar, ularning afzalliklari va amaliy qo'llanilish yo'llari ko'rsatilib o'tilgan. Maqolada ingliz tilini o'qitishda kommunikativ yondashuv asosida darslar tashkil etishning metodik asoslari ham ko'rib chiqilgan.

Annotation: This article discusses the crucial role and importance of using the most effective methods in the process of developing listening, reading, writing, and speaking skills when teaching English in non-philological higher education institutions. It also examines how the English language can be learned more easily and quickly through specific approaches. Furthermore, the paper highlights various methods that can help increase students' motivation for language learning and expand their interest in studying English, emphasizing their advantages and practical applications. The article also explores the methodological foundations of organizing lessons based on the communicative approach in English language teaching.

Аннотация: В данной статье рассматривается важная роль и значение использования наиболее эффективных методов в процессе формирования навыков аудирования, чтения, письма и говорения при обучении английскому языку в неязыковых высших учебных заведениях. Также обсуждаются пути, с помощью которых можно легче и быстрее овладеть английским языком. Кроме того, в статье представлены различные методы, которые способствуют повышению мотивации студентов к изучению языка и расширению интереса к английскому среди учащихся, а также показаны их преимущества и практические способы применения. В работе также рассмотрены методические основы организации занятий на основе коммуникативного подхода при обучении английскому языку.

Kalit so'zlar: mustaqil metodlar, kommunikativ yondashuv, eshitish, o'qish, yozish, gapirish, nofilologik ta'lim, xorijiy til, ko'nikma, innovatsion texnologiya.

Hozirgi rivojlanayotgan va o'sib borayotgan davrda xorijiy tillarni o'rganish nafaqat filologiya yo'nalishida, balki barcha soha mutaxassislari uchun zaruriy xususiyatlaridan biri hisoblanadi. Nofilologik oliy o'quv yurtlarida xorijiy til darslari asosan kasbiy muloqotga