



**O'ZBEKISTON RESPUBLIKASI KAMBAG'ALLIKNI
QISQARTIRISH VA BANDLIK VAZIRLIGI
XODIMLARINING MALAKASINI OSHIRISH MARKAZI**

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**ILMIY-AMALIY ELEKTRON
JURNAL**



TOSHKENT - 2026

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**"ЧЕЛОВЕЧЕСКИЙ КАПИТАЛ И ОХРАНА ТРУДА"
НАУЧНО–ПРАКТИЧЕСКИЙ ЭЛЕКТРОННЫЙ
ЖУРНАЛ**

**"HUMAN CAPITAL AND OCCUPATIONAL SAFETY"
SCIENTIFIC AND PRACTICAL ELECTRONIC
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THE OPPORTUNITIES OF IMPLEMENTING DISCURSIVE ELECTRONIC RESOURCES IN ENGLISH LANGUAGE TEACHING IN HIGHER EDUCATION IN UZBEKISTAN

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Abstract: something important shifted in Uzbekistan's universities after 2019. The Presidential Decree on the Development of the Higher Education System until 2030 did not simply update policy language it reoriented the entire trajectory of national higher education toward internationalisation and digital transformation, and it placed English language competence at the centre of that ambition. For those of us who teach English at Uzbek universities, this has felt less like an opportunity than like a pressure: students are now expected to read international scholarship, produce academically credible writing, and hold their own in scholarly conversations with peers from across the world, yet the resources available to help them do so have often lagged well behind those expectations.

This article argues that discursive electronic resources (DERs) freely accessible online academic corpora, digital genre archives, disciplinary discussion platforms, and telecollaborative exchange programmes can genuinely close that gap, though only if they are used with clear pedagogical intention. The analysis draws on a systematic review of empirical and theoretical literature to identify three interconnected opportunities: building receptive discourse competence through contact with authentic academic English; developing academic writing through corpus-based genre analysis; and cultivating the intercultural communicative flexibility that international academic participation demands. Throughout, the article returns insistently to a single concept discourse as the framework that makes sense of why these resources matter, and situates each opportunity honestly within the specific institutional realities of Uzbek Higher Education. The article closes with practical implications for teachers, curriculum designers, and the policy makers whose decisions will determine whether these opportunities are realised or squandered.

Keywords: discursive electronic resources, academic discourse, genre analysis, ELT in Uzbekistan, Higher Education, corpus-based pedagogy, intercultural communicative competence, metadiscourse, discourse community

Annotatsiya: 2019-yildan keyin O'zbekiston oliy ta'lim tizimida muhim o'zgarishlar yuz berdi. O'zbekiston Respublikasi Prezidentining oliy ta'lim tizimini 2030-yilgacha rivojlantirishga qaratilgan farmoni nafaqat davlat siyosatiga oid yondashuvlarni yangiladi, balki mamlakat oliy ta'limining umumiy rivojlanish yo'nalishini internatsionallashuv va raqamli transformatsiya tomon tubdan o'zgartirdi. Mazkur jarayonda ingliz tilini bilish kompetensiyasi belgilangan maqsadlarga erishishning markaziy omillaridan biri sifatida e'tirof etildi. O'zbekiston oliy ta'lim muassasalarida ingliz tilidan dars beruvchi o'qituvchilar

uchun bu holat imkoniyatdan ko‘ra ko‘proq bosim sifatida namoyon bo‘lmoqda. Chunki talabalardan xalqaro ilmiy adabiyotlarni o‘qish, akademik talablarga javob beradigan matnlar yaratish hamda dunyoning turli mamlakatlaridagi tengdoshlari bilan ilmiy muloqotlarda munosib ishtirok etish talab qilinmoqda. Biroq ushbu vazifalarni amalga oshirishga ko‘maklashadigan ta‘lim resurslari ko‘pincha mavjud talablardan ortda qolmoqda.

Ushbu maqolada internet tarmog‘ida erkin foydalanish mumkin bo‘lgan akademik korpuslar, raqamli janr arxivlari, muayyan fan yo‘nalishlariga oid munozara platformalari va telekollaborativ almashinuv dasturlarini qamrab oluvchi diskursiv elektron resurslar mazkur tafovutni bartaraf etishi mumkinligi asoslanadi. Biroq bunday natijaga faqat ushbu resurslardan aniq pedagogik maqsadlar asosida foydalanilgandagina erishish mumkin.

Tadqiqot empirik va nazariy adabiyotlarning tizimli tahliliga asoslangan bo‘lib, unda o‘zaro bog‘liq uchta asosiy imkoniyat aniqlangan: autentik akademik ingliz tili namunalari bilan ishlash orqali retseptiv diskursiv kompetensiyani shakllantirish; korpusga asoslangan janr tahlili yordamida akademik yozuv ko‘nikmalarini rivojlantirish; xalqaro akademik muhitda ishtirok etish uchun zarur bo‘lgan madaniyatlararo kommunikativ moslashuvchanlikni takomillashtirish.

Maqolada diskurs tushunchasi ushbu resurslarning ahamiyatini tushuntiruvchi asosiy nazariy doira sifatida izchil qo‘llanadi. Shuningdek, aniqlangan imkoniyatlar O‘zbekiston oliy ta‘lim muassasalarining mavjud institutsional sharoitlari nuqtayi nazaridan xolisona baholanadi. Maqola yakunida o‘qituvchilar, o‘quv dasturlarini ishlab chiquvchilar va siyosiy qarorlar qabul qiluvchi mutasaddilar uchun amaliy tavsiyalar keltiriladi. Aynan ularning qarorlari mazkur imkoniyatlarning samarali amalga oshirilishi yoki foydalanilmay qolishini belgilaydi.

Kalit so‘zlar: diskursiv elektron resurslar, akademik diskurs, janr tahlili, O‘zbekistonda ingliz tilini o‘qitish, oliy ta‘lim, korpusga asoslangan pedagogika, madaniyatlararo kommunikativ kompetensiya, metadiskurs, diskurs hamjamiyati

Аннотация: После 2019 года в системе высшего образования Узбекистана произошли существенные изменения. Указ Президента Республики Узбекистан, направленный на развитие системы высшего образования до 2030 года, не просто обновил формулировки государственной политики, но и коренным образом переориентировал развитие национального высшего образования в сторону интернационализации и цифровой трансформации. При этом владение английским языком было определено в качестве одного из ключевых условий достижения поставленных целей.

Для преподавателей английского языка в высших образовательных учреждениях Узбекистана данные изменения стали восприниматься не столько как новая возможность, сколько как дополнительное профессиональное требование. От студентов ожидается способность читать международную научную литературу, создавать академически обоснованные письменные тексты и на равных участвовать в научных дискуссиях со

своими зарубежными коллегами и сверстниками. Однако образовательные ресурсы, необходимые для формирования таких компетенций, зачастую продолжают отставать от возрастающих требований.

В статье обосновывается положение о том, что дискурсивные электронные ресурсы, включающие находящиеся в свободном доступе академические онлайн-корпусы, цифровые архивы жанров, специализированные дискуссионные платформы и программы телеколлаборативного обмена, способны существенно сократить существующий разрыв. Вместе с тем их эффективность может быть обеспечена только при условии целенаправленного и педагогически обоснованного применения.

Исследование основано на систематическом обзоре эмпирической и теоретической литературы. В результате анализа определены три взаимосвязанные возможности: формирование рецептивной дискурсивной компетенции посредством взаимодействия с аутентичными образцами академического английского языка; развитие навыков академического письма на основе корпусного анализа жанров; формирование межкультурной коммуникативной гибкости, необходимой для полноценного участия в международном академическом пространстве.

Понятие дискурса последовательно используется в статье в качестве основной теоретической рамки, позволяющей объяснить значение рассматриваемых ресурсов. Каждая из выявленных возможностей объективно рассматривается с учётом конкретных институциональных условий высшего образования Узбекистана. В заключении представлены практические рекомендации для преподавателей, разработчиков образовательных программ и лиц, ответственных за формирование образовательной политики, решения которых будут определять, насколько эффективно данные возможности будут реализованы или останутся неиспользованными.

Ключевые слова: дискурсивные электронные ресурсы, академический дискурс, жанровый анализ, преподавание английского языка в Узбекистане, высшее образование, корпусно-ориентированная педагогика, межкультурная коммуникативная компетенция, метадискурс, дискурсивное сообщество

Introduction. Consider what it actually means for a student at a Uzbek university to be asked, for the first time, to write a literature review in English. She has spent years learning the language drilling grammar, memorising vocabulary, sitting examinations but she has rarely encountered the kind of English she now needs to produce. The hedged, carefully positioned language of academic argument; the way a research article introduction builds its case through a sequence of moves that establishes territory, identifies a gap, and claims a space for new work; the difference between describing a finding and evaluating it, between summarising a source and engaging critically with it none of this is taught by grammar books, and very little of it is visible in the simplified texts that most

ELT coursebooks provide. What she needs is contact with the real thing: the living discourse of the international academic communities she is being asked to join.

This is not an unusual situation. It is, in fact, the defining pedagogical challenge facing English language teaching in Uzbek universities at this particular historical moment. Since the 2019 Presidential Decree No. PF-5847 set out the ambition for Uzbekistan's Higher Education System to achieve international recognition by 2030, the expectations placed on university EFL students have been substantially raised [1]. Research output in English is expected, English-medium instruction is expanding, and international academic collaboration is a stated goal rather than a peripheral aspiration. These are genuinely exciting developments. But they cannot be realised simply by intensifying the kind of instruction that has always been on offer. They require something qualitatively different: consistent, purposeful, analytically supported contact with authentic academic discourse.

Discourse, as this article uses the term, is not just language in the general sense. It refers specifically to the socially situated practices through which academic communities use language to do things: to build arguments, establish credibility, stake out positions, acknowledge counterevidence, and construct the shared knowledge of a field. As Hyland (2009) shows with compelling detail, academic discourse is a social practice not a neutral container for ideas but an active construction of authority, community membership, and disciplinary identity. The hedge that softens a claim, the evidential that anchors it in prior scholarship, the metadiscursive signal that tells a reader where an argument is heading: these are not stylistic decorations but functional moves, and students who have never encountered them in use cannot produce them convincingly, no matter how extensive their grammar knowledge.

Discursive electronic resources (DERs) are, at their best, repositories of exactly this kind of authentic discourse in action. The Corpus of Contemporary American English, the Michigan Corpus of Academic Spoken English, digital archives of published research articles, disciplinary discussion forums, telecollaborative exchange platforms all of these make genuine academic discourse accessible, searchable, and analysable in ways that were simply not available to previous generations of language teachers and learners. Used well, they can bring the living discourse of the international academy into university ELT classrooms in Tashkent, Samarkand, and Namangan. Warschauer (2003) is right that digital tools do not automatically resolve educational inequalities; whether DERs help or merely deepen the gap between well-resourced and under-resourced learners depends entirely on how, and for whom, they are deployed [14]. This article takes that caution seriously while making the case that, implemented thoughtfully, DERs represent one of the most significant pedagogical opportunities available to university ELT in Uzbekistan today.

Methods. The evidence base for this article was assembled through a systematic narrative review of empirical and theoretical literature on DER-based discourse pedagogy in Higher Education ELT. A narrative synthesis was chosen deliberately rather than by default. There is, at present, no substantial body of

empirical research that addresses DER implementation specifically in Uzbek or Central Asian EFL university settings; the field simply has not generated those studies yet, partly because the relevant policy conditions are so recent. What does exist and what this review draws on is a rich and methodologically varied body of scholarship on corpus-based pedagogy, genre analysis, virtual exchange, and learner autonomy conducted in EFL Higher Education contexts elsewhere that are sufficiently analogous to make contextual translation worthwhile, provided it is done with appropriate care about what translates and what does not.

Database searches were run in ERIC, Scopus, Web of Science, and Google Scholar, combining terms across three clusters: discourse concepts (academic discourse, genre analysis, metadiscourse, discourse community, corpus linguistics); resource types (electronic resources, online corpora, digital genre archives, telecollaboration, virtual exchange); and educational contexts (Higher Education, EAP, EFL, university). The search window ran from 1990 to 2024, with 1990 as the lower boundary because Swales' genre analysis framework, published that year, is too foundational to exclude. Sources were included if they reported original empirical findings or substantive theoretical analysis with clear relevance to EFL Higher Education discourse pedagogy, and if they appeared in peer-reviewed outlets.

Retained sources were analysed thematically following the systematic inductive procedures described by Braun and Clarke (2006) [4]. Each source was read in full, key claims and findings were coded, and codes were progressively grouped into thematic clusters. The orienting question throughout was a practical one: what specific opportunities do discursive electronic resources create for developing discourse competence in university ELT. Three themes emerged that consistently cut across the literature, and these are presented in the Results section that follows.

Results. Each represents a different dimension of the discourse challenge Uzbek university EFL students face, and each points to a specific and practically accessible way in which DERs can help address it.

The most basic problem and perhaps the least often named as such is that many EFL students at Uzbek universities complete years of language study without ever spending sustained time with authentic academic English discourse. Their reading has been guided by coursebooks. Their listening has been shaped by recording studios. Neither is a fair representation of the texts and talk they will encounter when they open a journal article in their discipline or sit in a lecture delivered by a visiting scholar from abroad but sometimes.

This matters enormously, because academic discourse is not a scaled-up version of general English with harder vocabulary. It has its own rhetorical architecture. Hyland (2009) captures this well: the hedge that marks a claim as appropriately provisional, the concessive that acknowledges an objection before dismissing it, the evidential that positions an argument within the prior literature these are moves, in the full rhetorical sense of the word, and they need to be experienced in context before they can be understood and reproduced [7]. Students

who have never encountered them in living texts will not grasp them from definitions, however carefully written.

This is where freely accessible online corpora become genuinely transformative. Cobb and Horst (2001) showed that structured corpus engagement develops not just vocabulary breadth but something more valuable: awareness of how academic words actually function in discourse what they collocate with, how they signal stance, what rhetorical work they do within genre moves [6]. For students at Uzbek universities with an internet connection and a well-designed task, the Corpus of Contemporary American English or the Michigan Corpus of Academic Spoken English can provide contact with millions of words of real disciplinary discourse.

Spoken academic discourse deserves particular attention here, because it is the dimension where the gap between coursebook English and real academic English is perhaps widest. Vandergrift and Goh (2012) make a compelling case that authentic lecture and seminar recordings with their false starts, hedged reformulations, interactive floor-taking, and spontaneous code-glossing develop a form of discursive listening competence that scripted recordings simply cannot [13]. Students who have only ever listened to coursebook audio, in which every sentence is clear and complete and no speaker ever interrupts or backtracks, are genuinely unprepared for the experience of an English-medium lecture. Digitally accessible archives of real academic speech can begin to close that gap at minimal cost, provided the listening is designed as analytical engagement rather than passive exposure.

Ask any EFL instructor at a Uzbek university what the most urgent writing problem is among their students, and the answer tends to be some version of the same thing: students can produce grammatically acceptable sentences, but it is a little bit hard to put together a coherent academic argument. They do not know how to position their work in relation to prior scholarship. They hedge everything or hedge nothing. Their paragraph structure does not follow the logic of academic argumentation. In short, they have grammar without discourse.

This is precisely the problem that genre theory, and the pedagogical application of corpus tools, is designed to address. Swales' (1990) account of the CARS model the three-move structure through which competent writers establish a research territory, identify a gap or niche within it, and claim a space for their own contribution is not an arbitrary academic convention [11]. It is a rhetorical enactment of the epistemic values of scientific and scholarly communities: the acknowledgment that knowledge is cumulative, that claims must be positioned against prior work, that the writer's authority rests partly on their demonstrated familiarity with what has already been said. Students who understand this who have seen it working across dozens of real article introductions, rather than simply been told about it in a writing class are far better equipped to produce it themselves.

Tardy's (2009) longitudinal case studies of advanced EFL university writers provide some of the most persuasive evidence for this claim. The students in her

research who made the greatest gains in academic writing were not those who received the most corrective feedback or studied the most writing rules they were those who engaged analytically with authentic published texts in their fields, reading them for rhetorical moves, comparing conventions across multiple examples, and progressively building what she calls genre knowledge: a dynamic, flexible, socially grounded understanding of how texts work in communities of practice [12]. Digital archives of published academic writing make this kind of extended engagement feasible for students who would not otherwise have access to large quantities of disciplinary texts.

At the finer level of metadiscourse the layer of language through which writers manage their relationship with readers and signal their stance toward their own claims corpus tools offer a particularly precise instrument. Hyland's (2009) account of the distinction between interactive metadiscourse (the connectives, frame markers, and code glosses that guide readers through a text's architecture) and interactional metadiscourse (the hedges, boosters, attitude markers, and engagement signals that position the writer in relation to claims and audience) gives teachers and students a vocabulary for noticing and discussing features of academic language that are otherwise almost invisible. Boulton and Cobb's (2017) meta-analysis of sixty-four corpus-based learning studies makes clear that this kind of noticing when structured through corpus consultation tasks rather than passive reading produces large, consistent gains in exactly the dimensions of writing quality that matter most for academic publication: appropriate hedging, disciplinary collocation, and the metadiscursive management of stance [3]. These are not peripheral improvements; they are precisely the features that distinguish writing that reads as genuinely academic from writing that merely looks like it.

There is a dimension of the challenge facing Uzbek university students that goes beyond the acquisition of particular discourse features beyond learning to hedge correctly or structure an introduction. It concerns the more fundamental question of what it means to participate in a scholarly conversation with people who have been trained in different intellectual traditions, who expect different things from academic argument, and whose norms of citation, evidence, and assertion may differ in subtle but consequential ways from those that feel natural to someone educated in the Uzbek or Russian academic tradition.

Byram's (1997) framework for intercultural communicative competence gives this question a theoretical shape. What Byram describes the knowledge of cultural practices, the openness to difference, the skills of interpretation and negotiation, and above all the critical cultural awareness that allows someone to reflect on their own communicative assumptions as well as those of their interlocutors is exactly what is needed for effective participation in international academic communities. And it cannot be acquired from a textbook. It requires actual contact with real interlocutors whose ways of doing academic discourse are genuinely different from one's own [5].

O'Dowd (2018) has spent over a decade documenting what happens when students at universities in different countries engage in structured online exchange,

and his findings are consistently encouraging. The students in the programmes he reviews develop more nuanced awareness of rhetorical variation across academic cultures, become more confident in navigating communicative difference, and report a greater sense of readiness for international scholarly dialogue [10]. For students at Uzbek universities where face-to-face contact with international academic peers is typically constrained by geography and economics virtual exchange platforms offer a genuinely practical route to this kind of intercultural learning.

Kramersch (2014) adds a dimension that matters particularly in the Uzbek context and that is too often left unspoken. The academic English that Uzbek students are being asked to acquire is not a neutral international standard. It carries the intellectual traditions and rhetorical habits of predominantly Anglo-American academic culture, and it does not always sit easily alongside the argumentative norms that students have internalised through Uzbek- or Russian-language education [9]. A pedagogical approach that simply asks students to imitate these conventions without inviting them to examine what the conventions assume, whose epistemic values they encode, and how they relate to the scholarly traditions of their own culture risks producing technically competent writers who feel, at some level, that academic English belongs to someone else. The better approach, and the one that DERs are well placed to support, is one that develops critical discourse awareness alongside formal competence: the capacity not just to use the conventions of international academic English but to understand them, reflect on them, and deploy them with genuine intellectual agency.

Two further theoretical perspectives anchor this argument. Benson (2011) shows that the most durable discourse competence develops when learners are driven by genuine communicative purposes when they are exploring discourse communities because they genuinely want access to them, not because a task requires it [2].

Discussion. The three opportunities identified above are not separate arguments they are facets of a single, coherent claim: that the most important thing Uzbek university ELT can do right now is close the gap between the discourse students have been taught and the discourse they are expected to produce, and that discursive electronic resources, used with pedagogical intelligence, are the most practical means available for doing so. This section draws the argument together, confronts the conditions and constraints that will determine whether it succeeds in practice, and sketches the research agenda the field now needs.

It is worth pausing on the word that has organised this entire analysis. Discourse is not just a fashionable theoretical term, nor is it simply another way of saying 'language in context.' It names something specific: the insight, articulated most powerfully in Swales' (1990) genre analysis and Hyland's (2009) account of academic discourse, that texts and talk do not merely express meanings but perform social actions within communities that have their own histories, values, and conventions. When a student writes a research article introduction, she is not just reporting facts; she is making a bid for membership in a discourse community,

and the community will evaluate her bid partly on the basis of how well she has internalised its rhetorical norms.

This is why the persistent gap in Uzbek university ELT is not really a grammar gap or a vocabulary gap, though it sometimes presents as both. It is a discourse gap a gap between the simplified, decontextualised, rule-governed language that most ELT materials teach and the socially situated, genre-mediated, rhetorically purposeful language that international academic participation requires. DERs address this gap directly, because they are repositories of real discourse rather than pedagogical approximations of it. That is their distinctive value, and it is a value that no amount of improved grammar instruction or vocabulary drilling can replicate.

The claim that DERs can close the discourse gap is conditional. Three conditions need to be in place. The first is that teachers design explicit discourse-focused tasks, tasks that ask students to notice genre moves, analyse metadiscursive patterns, compare rhetorical conventions across texts, or investigate collocational norms in a corpus. Simply pointing students at COCA and hoping they will spontaneously develop discourse awareness does not work. Boulton and Cobb's (2017) meta-analysis is clear that it is the quality of the analytical engagement, not the mere exposure to corpus data, that drives learning gains.

The second condition is that teachers remain central to the process. Kern (2006) makes this point with appropriate force: technology-mediated language learning does not diminish the teacher's role it changes it, and in some respects makes it more demanding [8]. Guiding students through corpus consultation, helping them interpret concordance output, scaffolding the move from observation to application in their own writing, this is skilled pedagogical work that requires both discourse knowledge and teaching expertise. Professional development that builds this capacity among EFL instructors at Uzbek universities is not an optional extra; it is a precondition for DER integration to deliver its promise.

The third condition concerns access and equity, and it is the one that is most easily overlooked in the excitement about digital transformation. Warschauer's (2003) warning is directly relevant: the benefits of technology-enhanced education do not distribute themselves evenly. Institutional policy that treats DER integration as a curriculum priority investing in infrastructure, scheduling time for teacher development, and attending deliberately to equity of access is the structural condition on which everything else depends.

Building that evidence base is one of the most important tasks facing the field in the coming years. Classroom-based studies of corpus consultation and genre analysis outcomes, longitudinal tracking of academic writing development with and without DER support, and careful documentation of what actually happens when virtual exchange programmes are implemented at Uzbek universities would all contribute enormously. The meta-analytic rigour of Boulton and Cobb's (2017) work sets a high methodological standard that the field should aspire to match, eventually, for the Uzbek context specifically.

Conclusion. There is a student, right now, at a university in Tashkent or Fergana or Nukus, being asked to produce academic writing in English that meets internationally recognised standards. She has the motivation national policy has made the stakes clear, and she understands what international academic competence could mean for her future. What she may lack is sustained contact with the discourse she is being asked to join: the genres, the rhetorical moves, the metadiscursive conventions, the ways of positioning a claim and acknowledging a counterargument that academic communities in her field have been refined.

Discursive electronic resources can give her that contact. The argument assembled in this article grounded in Swales' (1990) genre theory, Hyland's (2009) account of academic discourse, Tardy's (2009) genre pedagogy research, Boulton and Cobb's (2017) meta-analytic evidence, Byram's (1997) intercultural competence framework, and O'Dowd's (2018) virtual exchange findings is that DERs, used with pedagogic al intention, are among the most powerful tools available for developing the discourse competence that Uzbekistan's Higher Education ambitions require.

But tools are only as good as the hands they are placed in and the conditions they are placed in. This article has tried to hold two things in view simultaneously: the genuine opportunity and the genuine constraint. Warschauer (2003) reminds us that technology does not automatically serve equity, and Kramsch (2014) reminds us that acquiring the conventions of global academic English should be a critical and reflective act, not an uncritical assimilation to someone else's intellectual norms. Both reminders are worth taking seriously. The students who will benefit most from DER-based discourse pedagogy are those whose teachers understand discourse, who have been supported in developing the pedagogical skills to bring that understanding to bear, and who study in institutions that have made the structural investments necessary to make these resources genuinely available.

Getting that right is not primarily a question of technology. It is a question of educational vision of deciding what kind of academic communicators Uzbekistan's universities want to produce, and then building the pedagogical conditions that make that possible. Discursive electronic resources are ready to play their part. The question is whether the institutions are ready to meet them.

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PEDAGOGICAL STRATEGIES FOR DEVELOPING ENGLISH LANGUAGE SKILLS THROUGH THE FOCUS-DEFOCUS APPROACH IN EFL CLASSROOMS

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Abstract: the contemporary educational environment requires language instructors to employ innovative instructional frameworks capable of strengthening learners' communicative competence while maintaining cognitive engagement throughout the learning process. One of the emerging pedagogical concepts in foreign language instruction is the Focus-Defocus Approach, which emphasizes the balanced interaction between concentrated analytical learning and subconscious language acquisition. This article investigates the effectiveness of pedagogical strategies grounded in the Focus-Defocus model for improving English language proficiency in English as a Foreign Language classrooms. The