



**O'ZBEKISTON RESPUBLIKASI MAKTABGACHA VA MAKTAB TA'LIMI VAZIRLIGI
ABDULLA QODIRIY NOMIDAGI JIZZAX DAVLAT PEDAGOGIKA UNIVERSITETI**

FILOLOGIYA FAKULTETI

**INGLIZ TILI NAZARIYASI VA METODIKASI KAFEDRASI
"ZAMONAVIY FILOLOGIYANING DOLZARB MASALALARI"
MAVZUSIDA XALQARO ILMiy-AMALY ANJUMAN**



**ANJUMAN JIZZAX DAVLAT PEDAGOGIKA UNIVERSITETI
INGLIZ TILI NAZARIYASI VA METODIKASI KAFEDRASI
PROFESSORI MAMATOV ABDUG'OFUR ESHONQULOVICHNING
70 YILLIK YUBILEYIGA BAG'ISHLANADI.**

Annotation: *The article discusses a model for improving the methodological training of biology teachers in the process of continuous professional development, as well as a general approach to modeling and the principle of grouping the main structural components of its structure. It also reflects the creation of a model for improving the methodology of teaching biology based on a competency-*

based approach that represents the current requirements for professional qualifications, and emphasizes its theoretical support through pedagogical technologies.

Key words: *model, scientific research, method, competency, modeling, object.*

Raising the quality of education and fundamentally reforming the education system have been elevated to the level of state policy. Numerous laws and decrees have been adopted by our state and government in this regard.

The adoption of the Resolution of the President of the Republic of Uzbekistan Sh. M. Mirziyoyev on August 21, 2020, "On measures to improve the quality of continuous education and scientific productivity in the fields of chemistry and biology," serves as practical evidence of the above statement.

The resolution emphasizes the need to radically improve the quality of education in the fields of chemistry and biology, to introduce a completely new system of teaching these subjects in general education schools, to equip educational institutions with modern laboratories, textbooks, and other learning tools, to attract qualified teachers and mentors to these fields, and to ensure the interconnection between education, science, and industry in the application of scientific results.

In biology education at the general secondary level, it is necessary to theoretically substantiate general approaches to modeling and the principles of grouping the main structural components in order to create a model that reflects modern requirements for improving the methodology of teaching biology based on a competency-based approach.

A *model* is an artificially created phenomenon (object, process, situation) similar to another phenomenon that is difficult or impossible to study directly. Therefore, models serve as analogs of research objects because they are similar to those objects, yet they are not identical. This interpretation is presented in the scientific works of I. B. Sultonova.

A general approach to modeling and the principle of distributing the main structural components into groups—reflecting the current requirements for professional qualification—must be theoretically supported by pedagogical technologies in creating a model for improving the methodology of teaching biology in general secondary schools based on a competency approach.

The use of video materials in the learning process provides opportunities to enhance the methodology of teaching biology through a competency-based approach. It helps overcome certain drawbacks in studying natural sciences and enables students to understand the specific features of the environment and develop clear professional orientation.

According to E. N. Gusinsky, a model is created artificially for the purpose of studying a phenomenon similar to another phenomenon that is difficult or impossible to study directly (such as a body, process, or situation). Therefore, models are considered analogs of research objects, as they are similar yet not identical to the original objects.

These recommendations serve as the basis for developing a model of improving the competencies required for teaching biology based on a competency-based approach in general secondary education. Guided by this approach—and taking into consideration Uzbekistan's integration into global social and multicultural space—indicators for the model of improving the process of teaching biology were developed.

In constructing such a model, it is necessary to utilize both general-level methods (such as learning, communication, decision-making, teamwork) and specific-level skills (such as knowledge and application of biology, analytical thinking, and reasoning).

Teaching Methods:

Small-group work methods enable students to become more active in the lesson through group-based activities, support increased interest, improve their ability to complete assigned tasks by using information and communication technologies, and ensure tasks are completed on time.

Case-study and cluster methods not only increase students' interest in the learning process, but are also important for developing their professional communicative competence.

Brainstorming methods help strengthen students' skills in expressing their independent ideas during the process of exploring a problem, and the advantages of this method were emphasized.

The structure of textbooks must contain elements that are relevant both for teaching and future professional activity. As a result, students should be able to identify the relevant conceptual categories of the subject, comprehend texts independently, actively use the provided materials, and develop skills for working with objects.

References

1. Karimov I.A. *Yuksak ma'naviyat — yengilmas kuch*. Tashkent: Ma'naviyat, 2008.
2. Slastenin V.A., Isaev I.F., Shiyanov E.N. *Pedagogika*. Moscow: Akademiya, 2005.
3. Mavlonova R.A., Khodjayeva D.M. *Pedagogika*. Tashkent: Fan va texnologiya, 2014.
4. Shabozov A. *Biologiya o'qitish metodikasi*. Tashkent: National University of Uzbekistan Publishing House, 2020.
5. Ergasheva G.S. *Information and Communication Technologies in Biology*. Textbook. Tashkent: TDPU, 2016.
6. Ergasheva G.S. *Improving the Effective Use of Interactive Software Tools in Biology Education*. Monograph. Tashkent: Fan va texnologiya, 2017.

Межкультурная коммуникация в социокультурном и лингвистическом аспектах: практика и современные вызовы

Автор: Мухиддинова Гулирано Негматовна
Преподаватель русского языка и литературы Шахрисабзского
государственного педагогического Института
Собирова Маржона Студентка 1го курса направления
Родной язык (русский) факультета Языки ШГПИ

Аннотация

В статье рассматривается феномен межкультурной коммуникации как ключевой фактор эффективного взаимодействия представителей различных культур. Анализируется влияние социокультурных и лингвистических особенностей на процесс общения, а также типичные трудности, возникающие в межкультурных контактах. Особое внимание уделено практическим аспектам формирования межкультурной компетенции у студентов, обучающихся в поликультурной среде. Представлены примеры из педагогической практики, демонстрирующие роль языковых и культурных различий в успешности коммуникации.

Ключевые слова: межкультурная коммуникация, культура, язык, толерантность, межкультурная компетенция, социокультурные различия.

Введение

Современный мир характеризуется активными процессами глобализации, которые приводят к постоянным межкультурным контактам. Люди разных стран и традиций всё чаще взаимодействуют в профессиональной, образовательной и повседневной сферах. В этих условиях способность эффективно общаться с представителями иных культур становится важнейшей компетенцией современного человека.

Проблема межкультурной коммуникации сегодня приобретает особую актуальность в связи с миграционными процессами, международным образованием и развитием цифрового пространства, где общение выходит за рамки национальных культур. Непонимание культурных норм, речевого поведения и ценностных ориентиров нередко приводит к коммуникативным сбоям, стереотипизации и конфликтам.

Цель статьи — рассмотреть межкультурную коммуникацию как многоаспектное явление, объединяющее языковые и культурные компоненты, и показать её практическое значение в образовательной и социокультурной сфере.