

O‘ZBEKISTON DAVLAT JAHON TILLARI UNIVERSITETI
HUZURIDAGI ILMIY DARAJALAR BERUVCHI
DSs.03/2026.31.01.Ped.45.02 RAQAMLI ILMIY KENGASH

O‘ZBEKISTON DAVLAT JAHON TILLARI UNIVERSITETI

NURTDINOVA SAODAT GAYBULLAYEVNA

FILOLOGIYA TA’LIM YO’NALISHI TALABALARIGA INGLIZ TILINI
O‘QITISHDA DIFERENSIAL TA’LIMDAN FOYDALANISH
TEXNOLOGIYASINI TAKOMILLASHTIRISH

13.00.02 – Ta’lim va tarbiya nazariyasi va metodikasi (ingliz tili)

Pedagogika fanlari bo‘yicha falsafa doktori (PhD) dissertatsiyasi
AVTOREFERATI

Toshkent – 2026

**Pedagogika fanlari bo'yicha falsafa doktori (PhD) dissertatsiyasi
avtoreferati mundarijasi**

**Contents of dissertation abstract of doctor of philosophy (PhD)
on pedagogical sciences**

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по педагогическим наукам**

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KIRISH (falsafa doktori (PhD) dissertatsiyasi annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zarurati. Jahon nazariyasi rasida ingliz tilini differensial o'qitish va o'rganish ko'p tilli va ko'p madaniyatli sinflarda talabalarning turli ehtiyojlariga javob sifatida global ta'lim tadqiqotlarida tobora ko'proq e'tiborni jalb qilmoqda. Olimlarning nazariy asoslari dars mazmuni va jarayonini talabalarning tayyorgarligi, qiziqishlari va o'quv profillariga moslashtirish muhimligini ta'kidlaydi. Xalqaro tadqiqotlar, ayniqsa inklyuziv muhitlarda, differensial til o'rganish, talaba motivatsiyasi va akademik natijalarni qanday yaxshilashini ta'kidlaydi. Amerika Qo'shma Shtatlari, Buyuk Britaniya va Avstraliya kabi mamlakatlarda ingliz tili ta'limida differensial o'qitish asosiy pedagogik tamoyil sifatida tan olingan. Oshib borayotgan global tadqiqotlar ingliz tilini differensial o'qitish uchun kontekstga xos modellar zarurligini ta'kidlaydi, bu esa ushbu dissertatsiyani zamonaviy ta'lim muammolari bilan bog'liqligini va dozlarbligini belgilab beradi.

Dunyo amaliyotida ta'lim oluvchilarning turli ehtiyojlarini qondirish maqsadida turli ta'lim tizimlarida ingliz tilini differensial o'qitish keng yo'lga qo'yilgan. Amerika Qo'shma Shtatlarida ta'lim tashkilotlari asosiy sinflarda ingliz tilini o'rganuvchilarni (ELL) qo'llab-quvvatlash uchun differensial vazifalar, moslashuvchan guruhlash va asosli tadbirlarni qo'llaydilar. Finlyandiya va Kanadada o'qituvchilar ingliz tilini o'qitishni moslashtirish uchun individual o'quv rejalari va shakllantiruvchi baholashlardan foydalanadilar. Janubiy Koreya va Singapur kabi Osiyo mamlakatlarida leksika, grammatika va nutq vazifalarini individuallashtirish uchun texnologiya bilan boyitilgan vositalardan foydalaniladi. Ushbu jahon tajribalari til ko'nikmalarini oshirish, talabalarning faolligi va ta'lim natijalaridagi tenglikni ta'minlashda differensial o'qitishning samaradorligini ko'rsatmoqda va uning zamonaviy ta'limdagi amaliy ahamiyatini tasdiqlamoqda.

Mamlakatimizda ...differensial ta'limni ingliz tilini o'qitishga integratsiyalash bo'yicha ham nazariy, ham amaliy sa'y-harakatlar olib borilmoqda¹. Nazariy jihatdan, ilmiy tadqiqotchilar va o'qituvchilar "Oliy ta'lim tizimini 2030-yilgacha rivojlantirishning milliy konsepsiyasi" va boshqa strategik dasturiy hujjatlarda belgilangan shaxsga yo'naltirilgan va differensial yondashuvlarni o'rganishni boshladilar. Pedagogika oliy ta'lim tashkilotlarida chet tillarni o'rganishda individual ta'lim uslublari, kognitiv rivojlanish va inklyuziv ta'lim tamoyillariga qaratilgan tadqiqotlarga asoslangan tadqiqotlar joriy etilgan. Amaliy jihatdan, ingliz tili darslarida turli darajadagi malakaga yo'naltirilgan individual gapirish, yozish va tinglash faoliyati orqali differensial topshiriqlar sinovdan o'tkazilmoqda. O'qituvchilarni differensial o'qitish texnikasi, baholash usullari va raqamli vositalardan foydalanishga o'rgatish uchun malaka oshirish dasturlari amalga oshirilmoqda. Bundan tashqari, xalqaro tashkilotlar va til markazlari bilan hamkorlikda tajriba-sinov tariqasida o'quv modullari va mahorat darslari o'tkazilmoqda. Amalga oshirilayotgan ushbu tashabbuslar O'zbekistonning ingliz tili

¹ O'zbekiston Respublikasi Prezidenti Sh.M.Mirziyoyevning 2019-yil 8-oktabrdagi PF-5847-sonli "O'zbekiston Respublikasining Oliy ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi Farmoni

ta'limini diferensiallashning global tendensiyalariga mos ravishda modernizatsiya qilishga bo'lgan intilishini aks ettiradi.

O'zbekiston Respublikasida oliy ta'lim va chet tillarini o'qitish bo'yicha islohotlarni huquqiy jihatdan ta'minlaydigan muhim davlat hujjatlari qabul qilingan. Jumladan, O'zbekiston Respublikasining 2020-yil 23-sentabrdagi O'RQ-637-son "Ta'lim to'g'risida"gi Qonuni, O'zbekiston Respublikasi Prezidentining 2026-yil 26-maydagi "Yangi avlod ilmiy kadrlarini tayyorlash va ularni attestatsiya qilish tizimini takomillashtirish to'g'risida"gi PF-98-son Farmoni, 2026-yil 10-apreldagi "Oliy ta'lim, fan va innovatsiyalar tizimini takomillashtirishning qo'shimcha chora-tadbirlari to'g'risida"gi PF-58-son Farmoni, 2023-yil 11-sentabrdagi "O'zbekiston – 2030" Strategiyasi to'g'risidagi PF-158-son farmoni, 2021-yil 19-maydagi "Respublikada chet tillarni o'rganish tizimini yangi bosqichga olib chiqish chora-tadbirlari to'g'risida"gi PQ-5117-sonli qarori, 2019-yil 8-oktabrdagi "2030 yilgacha O'zbekiston Respublikasining oliy ta'lim tizimini rivojlantirish Konsepsiyasini tasdiqlash to'g'risida"gi PQ-5847-sonli qarori, 2018-yil 5-iyundagi "Oliy ta'lim tashkilotlarida ta'lim sifati va islohotlarda ularning faol ishtirokini ta'minlash bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi PQ-3775-sonli qarori, 2017-yil 20-apreldagi "Oliy ta'lim tizimini yanada rivojlantirish chora-tadbirlari to'g'risida"gi PQ-2909-sonli qarori va bir qator boshqa hujjatlarda belgilangan vazifalarni amalga oshirishga ushbu dissertatsiya ilmiy-amaliy hissa qo'shishni maqsad qilgan.

Tadqiqotning respublika fan va texnologiyalari rivojlanishining ustuvor yo'nalishlariga mosligi. Ushbu tadqiqot O'zbekiston Respublikasining ilm-fan va texnologiyalarni rivojlantirishdagi ustuvor yo'nalishlardan I. "Axborot jamiyati va demokratik davlatni barpo etishning ijtimoiy, huquqiy, iqtisodiy, madaniy, ma'naviy-ma'rifiy rivojlanishida innovatsion g'oyalar va ularni amalga oshirish yo'llarini shakllantirish" yo'nalishiga to'g'ri keladi.

Muammoning o'rganilganlik darajasi. Chet tillarni o'qitish masalalari respublikamizda G.X.Bakiyeva, L.T.Akhmedova, J.J.Jalolov, T.K.Sattorov, I.M.Tuxtasinov, M.Jusupov, D.R.Jumanova, D.U.Xoshimova, D.A.Tojiboyeva, F.Sh.Alimov, X.A.Mamatqulov, U.U.Jumanazarov, K.Sh.Muradkasimova² singari olimlarning ilmiy ishlari orqali o'rganilgan.

²Бакиева Г.Х. Узбекский язык для стран СНГ. – Москва: МГЛУ, 2012.– 120 с.; Ахмедова Л.Т. Теория и практика обучения профессиональной русской речи студентов-филологов. – Т.: Фан ва технология, 2013–200с.; Jalolov J. Chet til o'qitish metodikasi. – Toshkent, 2012. – 430 b; Sattarov T.K. Формирование профессиональных умений будущего учителя иностранного языка на практических занятиях по специальности (на материале английского языка): Автореф. дис... д-ра пед. наук. – Ташкент, 2000. 32 с.; Paluanova X.D. Ingliz, o'zbek, rus va qoraqalpoq tillarida ekologik terminlarning derivation-semantic prinsiplari: Avtoref. diss. ... filol.fan. dok. – Toshkent, 2016. – 28 b.; Джусупов М. Социолингвистические и лингвистические проблемы языка как средства общения и предмета изучения. Электрон ресурс: http://bilingual-online.net/index.php?option=com_content&view=article&id=1967%3Abilingual-polilingual-russian-world (мурожаат санаси: 04.03.2019); Джуманова Д.Р. Фонологическая модель слова в условиях языкового контактирования.: Дис. докт. фил. наук. – Ташкент, 2016. – 266 с.; Хошимова Д.У. Лингводидактические основы изучения лакун в контексте современного функционирования русского языка и межкузыковых взаимодействий: Дис. ... докт. пед. наук. – Ташкент, 2007. – 209 с.; D.A.Tadjibayeva. Kichik maktab yoshidagi bolalarning chet tili kommunikativ kompetensiyasini shakllantirish. Avtoref. Diss. ... ped.fan.falsafa dok. – Toshkent, 2020; Alimov F.Sh. Ingliz tilida yozuv kompetensiyasini shakllantirish. Avtoref. Diss. ... ped.fan.falsafa dok. Toshkent, 2018; Mamatkulov X.A. Pedagoglarda xorijiy tillar bo'yicha kasbiy kompetentlikni rivojlantirishning axborot-metodik ta'minotini takomillashtirish Avtoref. Diss. ... ped.fan.falsafa dok. – Toshkent, 2017. Muradkasimova K. Sh. Ingliz tilini o'qitishda talabalar ko'nikma va malakalarini baholash xususiyatlari. Avtoref. Diss. ... ped.fan.falsafa dok. – Toshkent, 2019.

Differensial ta'lim masalalari esa S.Sh.Mamarajabov, D.S.G'ofurjonova, N.Rahmonqulova, D.Jumaniyozova, M.Alimova, G.K.Rasulova, M.Sattorova, S.T.Akhmedova, D.A.Tojiboyeva, N.Muratova³ kabi mahalliy olimlar tomonidan ilmiy jihatdan yoritilgan.

MDH davlatlarida ushbu yo'nalish M.V.Sinitsina, E.I.Nikolaev, A.N.Nikolaeva, M.V.Shneiderman, S.A.Konyaxmetova⁴ singari olimlar tomonidan o'rganilgan.

Xorijiy tadqiqotchilardan esa N.E.Mohd Said, M.L.Langley, Y.H.H.Chen, S.K.Gvawali, J.DiPirro, K.Y.Davis, K.Litvinchuk, D.K.Welsh⁵ va boshqalar tomonidan differensial ta'lim nazariyasi va metodikasi bo'yicha ilmiy izlanishlar olib borilgan.

Ushbu sohaga bag'ishlangan eng muhim nazariy-adabiy manbalar orasida C.A.Tomlinson, D.Heacox, K.M.Anderson, H.M.Levy, P.Subban, T.Huebner, M.T.Chamberlin, R.Tobin, B.Logan, M.Beecher, C.A.Little, M.A.McCarthy⁶ kabilarning ishlari alohida o'rin tutadi.

³Mamarajabov, S. Sh. (2022). Differensial ta'lim Yangi O'zbekistonda shaxsni shakllantirish omili sifatida. Arxiv ilmiy tadqiqotlar, 1(1). <https://journal.tsue.uz/index.php/archive/article/view/2453>. G'ofurjonova, D. S. (2022). Inkluziv ta'lim va uni amalga oshirish bosqichlari. Pedagogik mahorat, 2(6), 123–126. <https://cyberleninka.ru/article/n/inkluziv-ta-lim-va-uni-amalga-oshirish-bosqichlari>. Raxmonqulova, N. (2020). Differensial yondashuv asosida boshlang'ich sinf o'quvchilarining o'zlashtirishini baholash usullari. *Ilmiy izlanishlar jurnali*, 4(3), 45–49. Jumaniyozova, D. (2021). Boshlang'ich ta'limda individual yondashuv asosida o'quvchilar faoliyatini tashkil etish. *Ta'lim va rivojlanish tahlili*, 3(2), 88–91. Alimova, M. (2019). Dars jarayonida differensial yondashuvdan foydalanishning samaradorligi. *Pedagogik innovatsiyalar*, 1(1), 65–68. Rasulova, G. K. (2021). Kasbiy ta'limda differensial yondashuvning o'mi va uni tashkil etish metodikasi. *Andijon davlat universiteti ilmiy axborotnomasi*, 3(4), 102–106. Sattorova, M. (2022). Ta'lim jarayonida o'quvchilarning individual xususiyatlarini hisobga olish muammolari. *Ilm va taraqqiyot*, 2(1), 55–58. Akhmedova, S. T. (2020). Zamonaviy darsda differensial yondashuv: metodik tavsiyalar. *O'qituvchi jurnali*, 6(2), 47–50. Tadjibayeva, D. A. (2023). Oliy ta'limda differensial yondashuv asosida chet tilini o'rgatish metodikasi. *Unpublished doctoral dissertation, Tashkent State Pedagogical University*. Muratova, N. (2021). Boshlang'ich sinf o'quvchilarining til ko'nikmalarini rivojlantirishda differensial yondashuvning o'mi. *Yangi O'zbekiston ta'limi*, 5(3), 33–36.

⁴Синицына, М. В. (2003). Предпрофессиональная дифференциация старшеклассников как условие повышения качества обучения иностранному языку (Кандидат педагогических наук). Екатеринбург. Николаев, Е. И. (2006). Дифференциация как педагогическая технология повышения интереса к знаниям: на примере обучения иностранным языкам в неязыковом вузе (Кандидат педагогических наук). Москва. Николаева, А. Н. (2005). Индивидуальный подход в обучении неродным языкам (Кандидат педагогических наук). Москва. Шнейдерман, М. В. (2003). Системная дифференциация знаний как средство индивидуализации обучения учащихся (Кандидат педагогических наук). Москва. Конахметова, С. А. (1998). Дидактические условия дифференцированного обучения на старших ступенях обучения (Кандидат педагогических наук). Алматы.

⁵Mohd Said, N. E. (2019). The effects of differentiated instruction on students' language attitude and critical thinking in an ESL context (PhD thesis). University of Sheffield ([ScholarWorks](#), [White Rose eTheses Online](#)). Langley, M. L. (2015). Secondary English teachers' perceptions of differentiated instruction for limited English proficient students (EdD thesis). Walden University ([HKU Scholars Hub](#), [ScholarWorks](#)). Chen, Y. H. H. (2007). Exploring the assessment aspect of differentiated instruction: College EFL learners' perspectives on tiered performance tasks (PhD dissertation). University of New Orleans ([ScholarWorks](#)). Kupchuk, L. (2020). Differentiated instruction in English learning, teaching and assessment in non-language universities (PhD thesis). Ukraine ([Peðdum](#)). Gyawali, S. K. (2023). Differentiated instruction in English language classroom: A narrative inquiry. *Kathmandu University, Nepal* ([Elibrary](#)). DiPirro, J. (2017). Implementation of differentiated instruction: An analysis (PhD thesis). Rivier University, USA ([OUCI](#)). Davis, K. Y. (2020). Teacher conceptualization and implementation of differentiated instruction in the elementary reading classroom (PhD dissertation). College of William & Mary ([Peðdum](#)). Welsh, D. K. (2010). Effects of differentiated instruction and word attack strategies on struggling readers (PhD dissertation). Northcentral University ([DergiPark](#)).

⁶Tomlinson, C. A. (2014). The differentiated classroom: Responding to the needs of all learners (2nd ed.). ASCD. Heacox, D. (2012). Differentiating instruction in the regular classroom: How to reach and teach all learners (Updated ed.). Free Spirit Publishing. Anderson, K. M. (2007). Differentiated instruction for the middle school language arts teacher. Routledge. Levy, H. M. (2008). Meeting the needs of all students through differentiated instruction: Helping every child reach and exceed standards. Routledge. Subban, P. (2006). Differentiated instruction: A research basis. *International Education Journal*, 7(7), 935–947. Huebner, T. (2010). What research says about differentiated learning. *Educational Leadership*, 67(5), 79–81. Chamberlin, M. T. (2011). Differentiated instruction for the middle school classroom: A study of teacher perception and practice (Doctoral dissertation). University of Tennessee. Tobin, R. (2014). Differentiated instruction: Implementation and challenges in elementary classrooms (Doctoral dissertation). University of Toronto. Logan, B. (2011). Examining differentiated instruction: Teachers respond (Doctoral dissertation). University of Missouri-Columbia. Beecher, M. (2010). Differentiated instruction and enrichment opportunities: An action research study (Doctoral dissertation). University of Connecticut. Little, C. A. (2012). Teachers' beliefs about differentiation and its implementation in the classroom (Doctoral dissertation). University of Virginia. McCarthy, M. A.

Shunga qaramay, oliy ta'lim tizimida chet tilini differensial ta'lim asosida o'qitish metodikasini mustaqil tadqiqot obyekti sifatida o'rganish hali yetarli darajada amalga oshirilmagan.

Dissertatsiya tadqiqotining dissertatsiya bajarilgan oliy ta'lim muassasasi ilmiy tadqiqot ishlari rejalari bilan bog'liqligi. Dissertatsiya tadqiqoti O'zbekiston davlat jahon tillari universiteti ilmiy-tadqiqot rejasining "Xorijiy tillarni o'qitishda ta'limiy-metodik modullarni (TMM) qo'llash va takomillashtirishning nazariy va amaliy asoslari" nomli amaliy loyiha doirasida amalga oshirilgan.

Tadqiqotning maqsadi filolog-talabalarning lingvistik kompetensiyasini takomillashtirish uchun ingliz tilini o'qitishda differensial o'qitishning kompleks texnologiyasini ishlab chiqish, nazariy jihatdan qo'llab-quvvatlash va empirik sinovdan o'tkazishdan iborat.

Tadqiqotning vazifalari quyidagilardan iborat:

differensial ta'limni tashkil etish uchun ilmiy-metodik yondashuv tamoyillarini o'rganish;

mavjud o'quv rejalari, dasturlari va darsliklarini tahlil qilish orqali filolog talabalarga ingliz tilini differensial o'qitishning konseptual modelini yaratish va ulardan optimal foydalanish uchun zarur bo'lgan asosiy tarkibiy elementlarni aniqlash;

an'anaviy va differensial o'qitish usullarini qiyosiy tadqiq etish yo'li bilan nazariy asoslarni o'z ichiga olgan chet tillarni differensial o'qitishning yagona modelini ishlab chiqish va isbotlash;

akademik tilni bilish, lingvistik kompetensiya, kognitiv qobiliyatlar va talabalar motivatsiyasining o'lchanadigan darajalarini belgilashni o'z ichiga olgan differensial o'qitish samaradorligini baholashning alohida me'zonlari va ko'rsatkichlaridan foydalanadigan tizimni ishlab chiqish;

ta'lim oluvchilarning profillarini, CEFRga moslashtirilgan malaka darajalarini, vazifalarni avtomatlashtirilgan tarzda tabaqalashtirishni, filologiya talabalari uchun teskari aloqa tizimlarini va baholash me'zonlarini hisobga olgan holda differensial o'qitishning sun'iy intellektga asoslangan uslubiy modelini o'rganish.

pedagogik tajriba-sinov ishlarini tashkil etish va o'tkazish natijalari asosida metodik tavsiyalarni ishlab chiqish;

Tadqiqotning obyekti sifatida filologiya ta'lim yo'nalishi 1-bosqich talabalari uchun differensial ta'limni joriy etish orqali ta'lim-tarbiya jarayonini takomillashtirish belgilangan;

Tadqiqotning predmetini filolog talabalarga chet tillarni differensial ta'lim metodikasi vositasida o'qitishni takomillashtirishning shakl, metod va vositalari tashkil etadi.

Tadqiqotning usullari. Tadqiqot jarayonida o'quv jarayonini maqsadli kuzatish, tegishli adabiyotlarni o'rganish va tahlil qilish, so'rovnomalar, tajriba-sinov, tajriba-sinov natijalarini qiyosiy tahlil qilish, umumlashtirish va matematik-statistik tahlil usullaridan foydalanildi.

Tadqiqotning ilmiy yangiligi quyidagilardan iborat:

filolog talabalarga ingliz tilini o'qitishda differensial ta'lim texnologiyasi konseptual modelning tarkibiy qismlarini belgilovchi maqsadli, mazmunli va natijaviy komponentlar qatoriga o'quv maqsadlarni talabaning individual va akademik xususiyatlariga moslashtirish orqali lingvistik kompetensiyasini takomillashtirishga qaratilgan prosessual tarkibiy komponentiga ustunlik berish asosida takomillashtirilgan;

differensial ta'lim texnologiyasi bilan amalga oshiriladigan ta'lim jarayoni Tomlinsonning diferensial modeli, Vigotskiyning ijtimoiy-madaniy nazariyasi, Gardnerning ko'p sonli intellektlar nazariyasi, CEFR descriptorlari hamda reseptiv, scaffold, kognitiv va refleksiv mashqlarining qiyinlik darajasi va baholash metodlari uzviyligini ta'minlash asosida takomillashtirilgan;

an'anaviy va diferensial o'qitish usulini obyektiv qiyosiy baholash imkonini beruvchi ilmiy lingvistik kompetensiya, kasbiy filologik kompetentlik, bilish va o'rganish hamda motivatsion-affektiv faollik komponentlarini o'z ichiga olgan diferensial o'qitish samaradorligini baholashning aniq me'zonlari asosida konseptual modeli ishlab chiqilgan;

talabalarining produktiv malakalarini baholash mezonlari CEFRda taqdim etilgan diskriptorlar hamda differensial ta'lim texnologiyasining ta'lim oluvchilar profillari, malaka deskriptorlari, vazifalarni avtomatlashtirilgan tarzda farqlash, qayta aloqa va rubrika asosida baholashni o'z ichiga olgan komponentlarini sun'iy intellekt xususiyatlariga gorizontall integratsiya qilish asosida ishlab chiqilgan.

Tadqiqotning amaliy natijalari quyidagilardan iborat:

talabalarining til bilish darajasi, o'qish uslublari va individual ehtiyojlarini hisobga oladigan, tilni yanada samarali va shaxsiy o'qitishga olib keladigan diferensial dars modellarini ishlab chiqish;

diferensial topshiriqlar, moslashuvchan guruhlash va ta'lim oluvchilarning turli darajalariga moslashtirilgan tayanchli faoliyatlar kabi maqsadli o'qitish strategiyalarini qo'llash orqali talabalarining ishtiroki va samaradorligini oshirish;

talabalarining til kompetensiyalari bo'yicha kuchli va zaif tomonlarini aniqlash uchun diagnostik vositalarni yaratish, bu o'qituvchilarga mazmun, sur'at va usullarni mos ravishda o'zgartirish imkonini beradi;

individual yutuqlar va ta'lim natijalarini yaxshiroq aks ettiruvchi diferensial baholash usullarini, shu jumladan shakllantiruvchi baholash, loyiha topshiriqlari va portfolioni baholashni joriy etish;

CEFR muvofiqlashtirilgan rubrika orqali vazifalarni avtomatlashtirilgan tarzda tabaqalashtirish, tezkor qayta aloqani ta'minlash, jarayonni kuzatish va baholashni osonlashtiradigan sun'iy intellekt tomonidan qo'llab-quvvatlanadigan diferensial o'qitish usulini ishlab chiqish.

Tadqiqot natijalarining ishonchliligi. Tadqiqot natijalarining ishonchliligi qo'llanilgan pedagogik texnologiyalar, usullar va nazariy ma'lumotlarning asl manbalardan olinganligi, bir qator mashqlar va tajriba-sinov ishlari natijalarining a'lo darajada tahlil qilinganligi, ularning matematik-statistik metodlar asosida aniqlanganligi, xulosa, taklif va tavsiyalarining amaliyotga joriy etilganligi bilan belgilanadi.

Tadqiqotning ilmiy va amaliy ahamiyati. Tadqiqotning ilmiy ahamiyati shundaki, u ta'lim oluvchilarning turli ehtiyojlari, qobiliyatlari va afzalliklarini hisobga olgan holda diferensial ta'limni zamonaviy pedagogik yondashuv sifatida nazariy jihatdan tushunishga hissa qo'shadi. U oliy ta'limda individuallashtirilgan ta'lim natijalarini takomillashtirishga qaratilgan tushunchalar, strategiyalar va diagnostik usullarni tizimlashtirish orqali chet tillarni o'qitish metodikasi sohasini boyitadi.

Tadqiqot ishining amaliy ahamiyati ingliz tili darslarida diferensial ta'limni samarali amalga oshirish uchun o'qituvchilarga dalillarga asoslangan vositalar va usullarni taqdim etadi. Bularga moslashuvchan dars rejalari, diagnostika usullari va diferensial baholash tizimlari kiradi. Natijada, o'qituvchilar talabalarning faolligi, motivatsiyasi va yutuqlarini oshirish orqali oliy ta'lim tashkilotlarida til ta'limining umumiy sifatini yaxshilashi mumkin.

Tadqiqot natijalarining joriy etilishi:

Oliy ta'lim tizimida ingliz tili darslarida diferensial ta'limni joriy etish orqali o'quv jarayonini takomillashtirishga qaratilgan ilmiy tadqiqot natijalari asosida:

oliy ta'limda xorijiy tillarni differensial yondashuv asosida va CEFR kompetensiya darajalarini hisobga olgan holda o'qitish diferensial topshiriqlar, individual ta'lim trayektoriyalaridan foydalanish va shaxsga yo'naltirilgan ta'limni ta'minlash orqali talabalarning kognitiv faolligi, lingvistik avtonomiyasi va interfaol ishtirokini oshirishga xizmat qilishi nazariy jihatdan asoslanganligiga oid xulosalardan O'zbekiston davlat jahon tillari universitetida davlat ilmiy-texnik dasturlari doirasida 2022-2023-yillarda bajarilgan "Oliy ta'lim tashkilotlarida ilmiy kadrlarni kasbiy tanlashning psixologik diagnostikasi tizimini shakllantirish" mavzusidagi innovatsion loyihada foydalanilgan (O'zbekiston davlat jahon tillari universitetining 13-dekabr 2025-yildagi 11-25/254-sonli ma'lumotnomasi). Natijada, ushbu xulosalar loyiha mazmunini boyitishga, talabalarning kognitiv faolligini, lingvistik mustaqilligini va interfaol faolligini oshirishga xizmat qilgan;

xorijiy tillarni o'qitishning kompleks metodik asoslari diferensial ta'limning asosiy nazariyalari (C.Tomlinson, L.S.Vigotskiy, H.Gardnerning ko'p sonli intellektlar nazariyasi) va CEFR deskriptorlarini integratsiyalash asosida ishlab chiqilganligi, ular doirasida oliy ta'lim uchun moslashtirilgan o'quv dasturlari va dars ishlanmalari taklif etilganligiga oid xulosalardan O'zbekiston davlat jahon tillari universitetida AQShning Toshkentdagi elchixonasi va AQSH Davlat departamentining moliyaviy ko'magida 2022-2024-yillarda amalga oshirilgan "English Access Microscholarship Program" xalqaro loyihasi doirasida foydalanilgan (O'zbekiston davlat jahon tillari universitetining 2022-yil 13-dekabrda 11-25/253-son ma'lumotnomasi). Natijada, oliy ta'lim tashkilotlari professor-o'qituvchilarining metodik tayyorgarligi sezilarli darajada oshgan;

empirik kuzatuvlarga asoslanib, differensial ta'limda o'quv qiyinchiliklari kognitiv va analitik jihatdan lingvistik, ekstralingvistik va psixologik omillarga ko'ra tasniflandi. Individual yondashuv asosida tegishli diagnostik vositalar va korreksion instruktiv mashqlar tizimi ishlab chiqildi. Mazkur natijalardan O'zbekiston davlat jahon tillari universitetida davlat ilmiy-texnik dasturlari doirasida 2023-2025-yillarda

bajarilgan "Qiyosiy adabiyotshunoslik" kursi uchun "Komparativistika" elektron platformasini ishlab chiqish" innovatsion loyihasida foydalanilgan (O'zbekiston davlat jahon tillari universitetining 24-dekabr 2025-yildagi 11-25/295-sonli ma'lumotnomasi). Natijada, diferensial topshiriqlar va individual ta'lim trayektoriyalari, ya'ni ta'lim jarayonining shaffofligi, samaradorligi va adolatligini ta'minlovchi hamda talabalarning o'z-o'zini rivojlantirishiga va o'qituvchilarning kasbiy o'sishiga ko'maklashuvchi shaxsiylashtirilgan ta'lim trayektoriyalari samaradorligini baholash natijalaridan loyihaning elektron kontentini shakllantirishda foydalanilgan;

Zamonaviy sun'iy intellekt vositalari talabalarning individual bilim va ko'nikmalarini tahlil qilish, kompetensiyalarni rivojlantirishga qaratilgan shaxsiy topshiriqlarni shakllantirish va diferensial ta'lim jarayonini optimallashtirishga yordam berishini ko'rsatuvchi xulosalardan "Eksperimental fonetik laboratoriyani tashkil etish (xorijiy til asosida)" loyihasi doirasida foydalanilgan. (O'zbekiston davlat jahon tillari universitetining 17-dekabr 2025-yildagi 11-25/265-sonli ma'lumotnomasi). Natijada, empirik tadqiqot kuzatuvlari asosida ishlab chiqilgan diferensial ta'limda uchraydigan o'quv to'siqlarining kognitiv-analitik tasnifi loyiha doirasida keng joriy etilgan. Qiyinchiliklarni lingvistik, ekstralingvistik va psixologik omillarga tasniflash tadqiqot samaradorligini oshirishga asos bo'ldi. Ushbu toifalar uchun ishlab chiqilgan, individuallashtirilgan yondashuv orqali amalga oshirishga moslashtirilgan diagnostik vositalar to'plami va korreksion-didaktik mashqlar tizimi tadqiqotning barcha ilmiy natijalari va xulosalaridan loyiha darajasida samarali foydalanishni ta'minladi.

Tadqiqot natijalarining aprobatyasi. Mazkur tadqiqot natijalari 2 ta xalqaro va 2 ta respublika ilmiy-amaliy anjumanida muhokamadan o'tkazilgan.

Tadqiqot natijalarining e'lon qilinganligi. Dissertatsiyaning asosiy mazmuni jami 15 ta ilmiy nashrda to'liq aks etgan. Shulardan, O'zbekiston Respublikasi Fanlar Akademiyasi huzuridagi Oliy attestatsiya komissiyasining doktorlik dissertatsiyalarining asosiy ilmiy natijalarini chop etish tavsiya qilingan ilmiy nashrlarda 6 ta ilmiy maqola, jumladan, 3 ta respublika va 3 ta xorijiy jurnallarda e'lon qilingan maqolalardan iborat.

Dissertatsiyaning tuzilishi va hajmi. Dissertatsiya kirish, uch bob, xulosa, foydalanilgan adabiyotlar ro'yxati hamda ilovalardan iborat bo'lib, asosiy matn 142 sahifani tashkil etadi.

DISSERTATSIYANING ASOSIY MAZMUNI

Kirish qismida dissertatsiya mavzusining dolzarbligi, tadqiqotning O'zbekiston Respublikasi fan va texnologiyalari rivojlanishining ustuvor yo'nalishlariga mosligi, muammoning o'rganilganlik darajasi, tadqiqotning dissertatsiya bajarilgan ta'lim muassasasining ilmiy-tadqiqot ishlari rejalari bilan bog'liqligi, tadqiqotning maqsadi va vazifalari, obyekti va predmeti, tadqiqotning ilmiy va amaliy ahamiyati, natijalarning ishonchliligi, amaliyotga joriy etilishi, aprobatyasi, e'lon qilinganligi, tuzilishi va hajmi bo'yicha ma'lumotlar keltirilgan.

Dissertatsiyaning "Talabalarning lingvistik kompetensiyasini rivojlantirishda diferensial o'qitishning nazariy asoslari" deb nomlangan birinchi bobida filolog

talabalarda lingvistik kompetensiyani rivojlantirishda diferensial o'qitishning asosiy jihatlari va muammolari hamda diferensial ta'limni tashkil etishda yondashuv tamoyillari yoritilgan. Diferensial ta'limning ilmiy ta'rifi ko'pincha ushbu sohadagi yetakchi mutaxassislardan biri Kerol Enn Tomlinson tomonidan berilgan. Tomlinson o'zining "The Differentiated Classroom: Responding to the Needs of All Learners" kitobida shunday yozadi: "Diferensial ta'lim - bu o'qitish falsafasi bo'lib, unda o'qituvchilar talabalarning o'qishga tayyorligi, qiziqishlari va o'qish uslublari turlicha ekanligini tan oladilar va har bir talabaning muvaffaqiyatiga hissa qo'shish uchun mazmun, jarayonlar va mahsulotlarni moslashtiradilar". O'qituvchining maqsadi talabalarga ma'lumot berish emas, balki ularni o'quv jarayoniga jalb qilishdir. Masalan, agar talabaning bilimida bo'shliqlar bo'lsa, o'qituvchining vazifasi unga bu bo'shliqlarni to'ldirishga yordam berishdir. Xuddi shunday, agar talaba materialni o'zlashtirgan bo'lsa, o'qituvchining vazifasi uning rivojlanishini ta'minlashdir. Bundan tashqari, agar talaba bitta yondashuv yoki mazmunning bir turi bilan tushunishga qodir bo'lmasa, o'qituvchi talabaning o'rganishini rag'batlantirish uchun muqobil yo'lni topishi yoki yangi mavzuga o'tishi kerak. Bu har bir talabaning o'ziga xos xususiyatlarini hisobga oladigan va ideal natijalarga erishish uchun o'quv jarayonini moslashtiradigan o'qitish usulidir (1-jadvalga qarang):

1-jadval

Diferensial ta'lim tamoyillari tavsifi

Tamoyil tavsifi	Tamoyil tavsifi
Individual farqlarni hisobga olish	O'qitish mazmuni, metodlari va shakllarini talabalarning tayyorgarlik darajalari, qiziqishlari va o'qish uslublari moslashtirish. Individual farqlarni hisobga olish
Yaqin rivojlanish zonasi (YaRZ)	Talabalarga asta-sekin kamaytirilgan yordam bilan hozirgi bilimlaridan tashqari materialni o'zlashtirishda yordam berish.
Moslashuvchanlik	Ta'lim natijalarini yaxshilash uchun turli xil ish shakllari va baholash usullaridan foydalanish.
Inklyuzivlik va UDL	Turli qobiliyat va tayyorgarlik darajasiga ega bo'lgan talabalar uchun qulay ta'lim muhitini yaratish.
Fikr-mulohaza va baholash	O'quv jarayonini moslashtirish va qiyinchiliklarni bartaraf etish uchun muntazam ravishda baholash va fikr-mulohaza bildirish.

Bundan tashqari, muntazam qayta aloqa va baholash o'quv jarayonining muhim tarkibiy qismidir. Bu o'qituvchilarga o'z o'qitishlarini moslashtirishga, talabalar qiynalgan sohalarni aniqlashga va ularga bu qiyinchiliklarni yengishga yordam beradigan tegishli resurslarni taqdim etishga xizmat qiladi. Baholash usullariga test, imtihon kabi rasmiy vositalar, shuningdek, kuzatish, refleksiya kabi norasmiy usullar kiradi. Bu talabalarning yutuqlarini har tomonlama baholash imkonini beradi (2-jadvalga qarang):

2-jadval

Diferensial ta'limning amaliy strategiyalari

Strategiya	Jarayon
Moslashuvchan guruhlash	Muayyan vazifalar, masalan, grammatik mashqlar uchun vaqtinchalik guruhlarini shakllantirish
Turli xil materiallar	Turli xil ta'lim ehtiyojlarini qondirish uchun darsliklar, multimedia

	va interaktiv platformalardan foydalanish
Diferensial baholash	Talabalarning kuchli tomonlarini ko'rsatish uchun standart testlar o'rniga loyihalar, insholar va taqdimotlar

Diferensial ta'lim pedagoglar uchun bir qator qiyinchiliklarni keltirib chiqaradi. O'qituvchilar moslashtirilgan darslarni yaratish uchun yetarli vaqt yoki materiallarga ega bo'lmashligi mumkin. Buning yechimlaridan biri interaktiv ta'lim platformalari kabi oldindan mavjud onlayn resurslardan foydalanishdir. O'qituvchining tayyorgarligi: ko'plab o'qituvchilar diferensial ta'limni samarali amalga oshirish uchun zarur tayyorgarlikka ega bo'lmashligi mumkin. Buning ehtimoliy yechimi maxsus o'quv dasturlari bilan ta'minlashdir. Guruhlarni boshqarish: turli xil talabalar guruhlarini boshqarish qiyin bo'lishi mumkin. Samarali strategiyalar interaktiv doskalar va hamkorlikda o'rganish vositalari kabi texnologiyalardan foydalanishni o'z ichiga oladi (3-jadvalga qarang):

3-jadval

Texnologiya turlari va ularning vazifalari

Texnologiya	Vazifalari
Twee.com	Talabalarning o'zlashtirish darajasiga qarab topshiriqlarni moslashtirish
EdcafeAI	Dars rejalarini turli guruhlar va o'quv maqsadlariga moslashtirish
AI chatbots	Amaliyot, savol-javob va mavzuni tushuntirish uchun chat yordamchisini yaratish mahoratning turli darajalariga mos keladi
Google classroom	Xilma-xil vazifalarni boshqarish va jarayonni samarali kuzatish
Edpuzzle+AI prompts	Videolarni savollar va tezkor fikr-mulohazalar bilan interaktiv darslarga aylantirishni amalga oshiradi
Padlet	Diferensialni qo'llab-quvvatlovchi turli formatlarda hamkorlik qilish va hissa qo'shish
Kahoot	Interaktiv topshiriqlar yaratish va talabalarni o'quv jarayoniga jalb qilish
Ai rubrics and chatbot feedback	Yozish va gapirish ko'nikmalari bo'yicha formatif fikr-mulohaza (feedback) berish uchun juda qulay.
SwiftScore	Sun'iy intellektga asoslangan baholash va fikr-mulohaza tizimi bo'lib, u yuklamani minimallashtiradi va alohida talabalar yordamga muhtoj bo'lgan sohalarni aniqlaydi

"Lingvistik kompetensiya" tushunchasi XX asrning o'rtalarida amerikalik tilshunos N.Chomskiy tomonidan kiritilgan bo'lib, unga ega bo'lgan til ko'nikmalaridan foydalangan holda cheksiz miqdordagi gaplarni tushunish va hosil qilish qobiliyati sifatida ta'rif berilgan (4-jadvalga qarang):

4-jadval

Lingvistik kompetensiyani rivojlantirish muammolari

Muammo	Tavsifi
Madaniy to'siqlar	Tilni tushunishga ta'sir qiluvchi madaniy me'yorlardagi farqlar
Resurs cheklavlari	Samarali o'qitish uchun o'quv materiallari va vositalarining yetarli emasligi
Motivatsiya yetishmovchiligi	Talabalarning doimiy faolligini ta'minlashdagi qiyinchiliklar

Turli xil o'qitish uslublari	O'qitish usullarini talabalarning turli xil afzalliklariga moslashtirishdagi qiyinchiliklar
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Differensial ta'lim lingvistik kompetensiyani rivojlantirishning kuchli vositasi bo'lib, o'quv jarayonini talabalarning individual ehtiyojlariga moslashtirish imkonini beradi. Biroq, ushbu yondashuvni amalga oshirish resurslarning yetishmasligi, baholash qiyinchiliklari va o'qituvchilarni kasbiy tayyorlash zarurati kabi bir qator qiyinchiliklarni o'z ichiga oladi. Muvaffaqiyatli farqlash uchun talabalarning madaniy va lingvistik kelib chiqishini hisobga olish, o'qituvchilarning pedagogik mahoratini rivojlantirishga ko'maklashish zarur. Lingvistik kompetensiyani rivojlantiruvchi yondashuvlar quyidagilar (5-jadvalga qarang):

5-jadval

Lingvistik kompetensiyani oshirish yondashuvlari

Yondashuv	Amalga oshirish
Rolli o'yinlar	Suhbatlashish ko'nikmalarini mashq qilish uchun simulyatsiya qilingan ssenariylar
Interaktiv multimedia	Ishtirokni oshirish uchun videolar, ilovalar va taqdimotlardan foydalanish.
Guruh loyihalari	Real hayot sharoitida tildan faol foydalanishni rag'batlantirish uchun hamkorlik
Fikr-mulohaza mexanizmlari	Nutq va yozma topshiriqlar bo'yicha muntazam konstruktiv fikr-mulohazalar

Dissertatsiyaning "Oliy ta'lim muassasasi filologiya fakultetida ingliz tilini o'qitishda differensial ta'limni rivojlantirish metodikasi" deb nomlangan ikkinchi bobida ingliz tilini o'qitishda differensial ta'limning qo'llanilishini aniqlash bo'yicha mazmun, dastur va darsliklar tahlil qilingan, hamda filolog talabalarga ingliz tilini o'qitishning an'anaviy va differensial metodlarini qiyosiy o'rganish yoritilgan. Bundan tashqari, u bir xil o'quv mashqlaridan shaxsga yo'naltirilgan o'quv mashqlariga pedagogik o'tishni ta'kidlaydi. O'quv dasturining tahlili shuni ko'rsatadiki, har bir tarkibiy kurs talabalarning umumiy mahoratini shakllantirishda alohida rol o'ynaydi. Biroq, differensial ta'lim tamoyillarini qo'llab-quvvatlash uchun ushbu kurslarning o'zaro bog'liqligini ta'minlash ham muhimdir. Filologik dastur nuqtayi nazaridan tanlangan 3 ta darsliklarning har biri o'ziga xos vazifani bajaradi: dastlabki ikkitasi akademik o'qish va yozish ko'nikmalarini (imtihon yo'nalishi bilan), uchinchi esa umumiy til kompetensiyasini rivojlantirishni o'z ichiga oladi (6-jadvalga qarang):

6-jadval

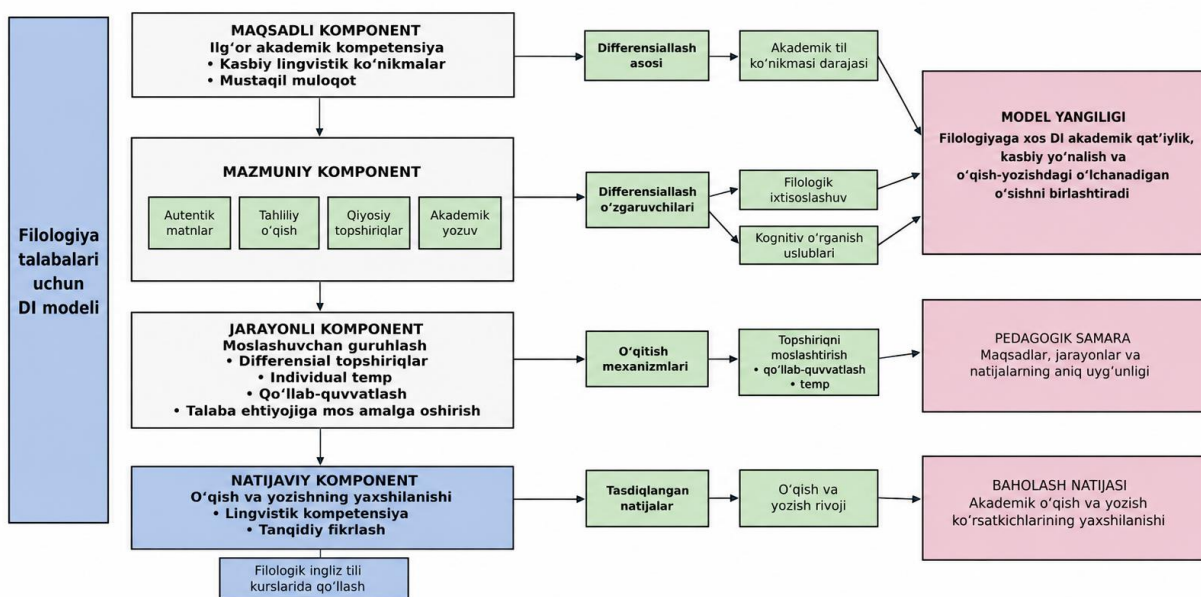
Baholash me'zonlari

Baholash me'zonlari/Darsliklar nomi	Improve Your Skills: Reading (IELTS)	Improve Your Skills: Writing (IELTS)	All clear 1
Kontent moslashuvchanligi	Cheklangan (imtihonga yo'naltirilgan matnlar)	Cheklangan	O'rtacha
Skaffolding	Mavjud (bosqichma-bosqich imtihon topshiriqlari)	Mavjud	Kuchli
Diferensial qiyinchilik	Minimal	Minimal	Qisman

darajalari			
Turli vazifa turkumlari	Oʻrtacha	Oʻrtacha	Yuqori
Talabalarning turli ehtiyojlari uchun yordam	Past	Past	Oʻrtacha
Oʻqituvchining moslashuvchanligi (mazmun, jarayon, mahsulot)	Past	Past	Oʻrtacha

Aytish mumkinki, filologik oliy oʻquv yurtlarida ingliz tilini oʻqitish mazmuni, oʻquv dasturlari va darsliklarini oʻrganish kasbiy va akademik standartlar oʻrtasidagi tafovutni va kurs materiallarining bir xilligini aniqladi. Ushbu tadqiqotning birinchi yangiligi filolog talabalarga ingliz tilini oʻqitishning diferensial oʻqitish freymvorkini joriy etish boʻlib, u belgilangan maqsadlar oʻrtasidagi tafovutni hamda mavjud dasturlar va darsliklardagi materiallar, vazifalar va oʻrganish yoʻnalishlarini farqlashni nazarda tutadi.

1-rasm. Filologiya talabalari uchun diferensial ingliz tili taʼlimining konseptual asoslari



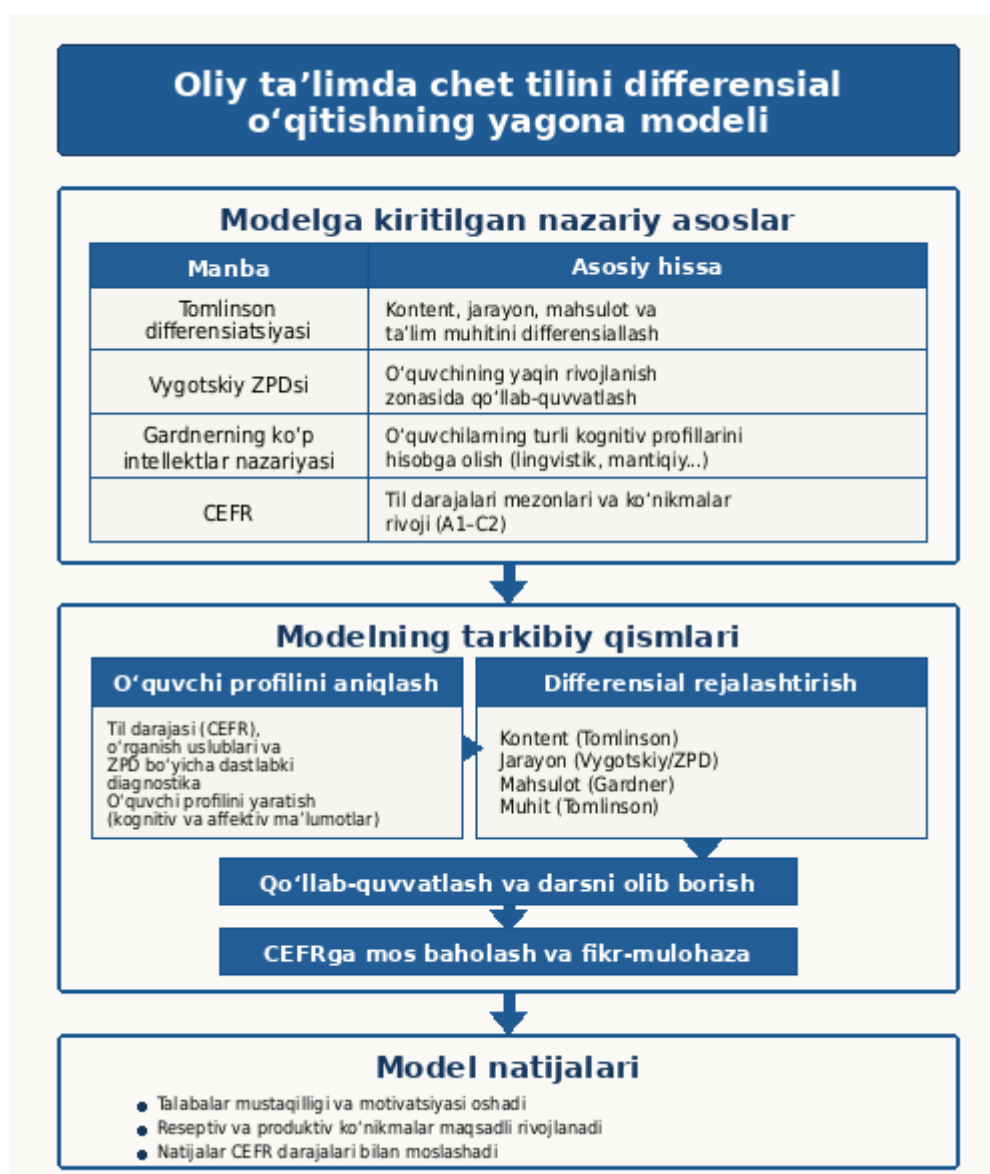
Rasm 1. Filologiya talabalari uchun diferensial ingliz tili taʼlimining konseptual asoslari

1-rasmida ushbu tadqiqotda yaratilgan filologiya yoʻnalishi talabalari uchun ingliz tilini diferensial oʻqitishning konseptual asoslari koʻrsatilgan. Freymvork taklif etilayotgan oʻqitish modelining ichki tuzilishini tashkil etadi va uni bosqichma-bosqich oliy filologik taʼlim amaliyotiga qanday tadbiq etish lozimligini koʻrsatib beradi. Tizimning toʻrtta qismi mavjud boʻlib, ularning barchasi birgalikda ishlaydi: maqsadli, mazmunli, protsessual va natijaviy. Ularning iyerarxik tuzilmasi shunday metodologik tamoyilni koʻrsatadiki, bunda oʻquv maqsadlari tabaqalashtirilgan akademik mazmun tanlovini belgilab beradi, bu esa oʻz navbatida protsessual

strategiyalarni shakllantiradi va miqdoriy o'lchanadigan o'quv natijalarga olib keladi. **Maqsadli komponent** modelning strategik maqsadlarini belgilaydi va talabalarga akademik tilni, kasbiy til ko'nikmalarini va akademik muloqotni mustaqil ravishda o'rganishga yordam berishga qaratilgan. Bu qism modelning konseptual asosi bo'lib, kelajakdagi barcha o'qitish qarorlari uchun yo'nalishni belgilaydi. **Mazmun qismi** maqsadlarini turli xil o'quv materialiga aylantiradi. Tizim to'rtta asosiy akademik blokni o'z ichiga oladi: autentik matnlar, tahliliy o'qish, qiyosiy topshiriqlar va akademik yozish. Ushbu mazmun birliklari filolog talabalarning o'ziga xos ehtiyojlaridan kelib chiqqan holda tanlangan va o'quv materiallarning akademik, lingvistik va fan standartlariga javob berishni ta'minlaydi. **Protsessual qismda** tabaqalashtirilgan ta'limni amalga oshirish uchun texnologiyadan qanday foydalanish mumkinligi ko'rsatilgan. U moslashuvchan guruhlash, vazifalarni tabaqalashtirib loyihalash, individuallashtirilgan tezlik va bosqichma-bosqich pedagogik ko'mak strategiyalarini o'z ichiga oladi. Ushbu qismni qo'shish modeldan real hayotda foydalanish mumkinligi ko'rsatadi va o'qituvchilarga nazariy g'oyalarni darsda amalda qo'llashning aniq usulini beradi. **Natijaviy komponent** freymvorki kutilayotgan ta'lim natijalarini, xususan o'qish va yozish ko'nikmalarini lingvistik ko'nikmalarini va tanqidiy fikrlashni oshirishni anglatadi. Ushbu natijalarning freymvorki aniq joylashtirilishi shuni ko'rsatadiki, taklif etilayotgan o'qitish modeli o'lchanadigan va kompetensiyaviy maqsadlarga asoslangan. Freymvorkning muhim ilmiy hissi uning differentsial komponentlari xususan, akademik til bilimi, filologik ixtisoslik va kognitiv o'rganish uslublarining integratsiyasidir. Ushbu o'zgaruvchilar mazmunni tanlash, vazifalarning murakkabligi va o'qitish protseduralarining moslashuvchanligini kafolatlaydigan uslubiy regulyatorlar sifatida ishlaydi. Taklif etilayotgan freymvork umumiy EFL konteksti uchun ishlab chiqilgan an'anaviy differentsiallashgan o'qitish modellaridan farq qiladi, chunki u ushbu elementlarning barchasini o'z ichiga oladi. Rasmning o'ng tomonidagi tahliliy qismda freymvorkning filologiyaga xos dizayni, akademik qat'iyligi va o'quvchilarning o'qish va yozish ko'nikmalariga bevosita ta'siriga e'tibor qaratilgani bilan yangi ekanligini ko'rish mumkin. Shu nuqtayi nazardan, freymvork folologik ta'limning akademik va kasbiy talablariga javob beradigan maxsus ishlab chiqilgan tabaqalashtirilgan o'qitish tizimini taqdim etish orqali tadqiqotning o'ziga xosligini ko'rsatadi. Bu konseptual freymvork mantiqiy izchil pedagogik tizimni aks ettiradi, bunda maqsadli vazifalar mazmunni belgilaydi, mazmun protsessual amalga oshirishni taqozo etadi va protsessual mexanizmlar natijaviy kompetensiyani takomillashtirishga yordam beradi. Mazkur konseptual modelning originalligi differensial ta'lim tamoyillarining filologiya talabalari ehtiyojlariga moslashtirilganligida namoyon bo'ladi. Qolaversa, modelda akademik til kompetensiyasi, kasbiy lingvistik tayyorgarlik va differensial o'qitish mexanizmlari yagona pedagogik tizim doirasida integratsiyalashtirilgan

Bizning eksperimental tadqiqotimizning o'ziga xos maqsadi an'anaviy va diferensial (innovatsion) yondashuvlarning talabalar, ayniqsa filologiya fakultetlari sharoitida ingliz tilini o'rganish natijalariga ta'sirini taqqoslash va ushbu yondashuvlarning til ko'nikmalari, muloqot qobiliyatlari va talabalarning faolligini

oshirish uchun eng samarali bo'lgan elementlarini aniqlashdan iborat. Nazorat guruhida o'qitish metodikasi an'anaviy yondashuv bilan ajralib turdi. Nu kurs ko'rsatmalari quyidagilarni o'z ichiga oldi: ma'ruza-amaliyot tizimi; bosma materiallar va darsliklarga qaramlik; cheklangan interaktiv yoki ijodiy faoliyat; an'anaviy baholash usullari. Bundan farqli o'laroq, tajriba guruhi ingliz tili ko'nikmalari kurslari uchun maxsus ishlab chiqilgan moslashuvchan va differensial metodika yordamida o'qitildi. Tajriba guruhi yondashuvining asosiy xususiyatlari quyidagilardan iborat edi: darsni adaptiv rejalashtirish; madaniy kontekst integratsiyasi; topshiriqlar murakkabligi bo'yicha turlicha bo'ldi; texnologik vositalardan foydalanish; talaba shaxsiga yo'naltirilgan va interfaol faoliyat; uzluksiz shakllantiruvchi baholash. Yuqoridagi taqqoslash asosida biz oliy ta'limda chet tillarni differensial o'qitishning yagona modelini tavsiya qildik. Quyida ushbu modelning butun tarkibiy qismlari haqida ma'lumot berilgan (2-rasm):



Rasm 2. Oliy ta'limda chet tili differensial o'qitishning yagona modeli

I. Nazariy asoslar: bu model to'rtta asosiy pedagogik nazariyaga asoslanadi: Tomlinsonning differensial nazariyasi; Tomlinson differensiyaning to'rtta asosiy

yo'nalishini belgilaydi: mazmun, jarayon, mahsulot va ta'lim muhiti. Ushbu o'lovlar o'qitishning talabalarning tayyorgarligi, qiziqishi va o'quv profilidagi individual farqlarni hisobga olgan holda moslashtirilishini ta'minlaydi. Vigotskiyning yaqin rivojlanish zonasi (ZPD): Vigotskiy ta'lim oluvchining ZPD doirasida asosli o'qitishning muhimligini ta'kidlaydi - ya'ni ta'lim oluvchi mustaqil ravishda qila oladigan narsalar va rahbarlik bilan erisha oladigan narsalar o'rtasidagi bo'shliq. Bu til ko'nikmalarini bosqichma-bosqich va shaxsiy rivojlantirishni qo'llab-quvvatlaydi. Gardnerning ko'p sonli intellektlar nazariyasi: Gardner nazariyasi lingvistik, mantiqiy-matematik, fazoviy, tana-kinestetik, shaxslararo va shaxs ichidagi intellektlar kabi turli xil kognitiv uslublarni hisobga oladi. Ushbu intellekt profillariga muvofiq o'qitishni tabaqalashtirish inklyuzivlik va talabalarning faolligini oshiradi. Tillar bo'yicha umumiy Yevropa ma'lumot tizimi (CEFR): CEFR til bilish darajasini baholash uchun standartlashtirilgan, darajali asosni (A1 dan C2 gacha) taqdim etadi. Shuningdek, u to'rtta ko'nikma: tinglash, gapirish, o'qish va yozish bo'yicha maqsadlarni belgilash va baholashga yo'naltiruvchi "qila oladigan" deskriptorlarni taklif etadi.

II. Modelning tarkibiy qismlari: 1. Ta'lim oluvchini profillash: modelning boshlang'ich nuqtasi har bir ta'lim oluvchining profilini har tomonlama tashxislashdir. 2. Diferensial rejalashtirish: talabalarning profillariga asoslanib, o'qitish moslashtiriladi: mazmunni farqlash: talabalarning qiziqishi va malakasiga qarab turli xil matnlar, mavzular va materiallarni tanlash. Jarayonni tabaqalashtirish: ta'lim oluvchilarga mos keladigan turli xil o'qitish usullaridan foydalanish. Mahsulotni farqlash: Talabalarga Gardnerning intellekt nazariyasiga asoslangan tushunishni turli formatlarda namoyish etish imkonini berish. O'quv muhitini tabaqalashtirish: Sinf xonalarining moslashuvchan sxemalarini yaratish. 3. Qo'llab-quvvatlash va ta'lim berish: Ta'lim berish faoliyati optimal qo'llab-quvvatlashni ta'minlash uchun qo'llab-quvvatlanadi. O'qituvchilar talabalarga mustaqil ishlashdan oldin ko'rsatmalar, gap freymlari, lug'at banklari va boshqariladigan mashqlarni taqdim etadilar. 4. CEFRga mos baholash va fikr-mulohaza: Modelda baholash shakllantiruvchi, umumlashtiruvchi va aks ettiruvchi bo'lib, quyidagilarni ta'minlaydi: Kutilgan natijalarning aniqligini ta'minlaydigan CEFR tavsiflariga mos keladi (2-rasm).

III. Model natijalari: ushbu modelni amalga oshirish bir qator pedagogik va rivojlantiruvchi afzalliklarga olib keladi: Talabalarning mustaqilligi va motivatsiyasining oshishi: individual o'quv ehtiyojlari va afzalliklarini qondirish orqali talabalar o'zlarini yanada qadrli va jalb qilingan his qiladilar. Til ko'nikmalarini maqsadli rivojlantirish: o'qitish va mashq qilish individuallashtiriladi, natijada retseptiv va mahsuldor ko'nikmalar samaraliroq o'zlashtiriladi. Xalqaro standartlarga muvofiqlik: CEFR integratsiyasi o'qitish va baholashning global miqyosda standartlashtirilishini ta'minlaydi, talabalarning harakatchanligi va akademik shaffofligini qo'llab-quvvatlaydi. Inklyuzivlik va tenglik: Model turli xil talabalarning ehtiyojlarini qo'llab-quvvatlaydi. Kengaytiruvchanlik va takrorlanuvchanlik: keng qabul qilingan nazariyalar va asoslarni birlashtirgani

sababli, model muassasalar, kontekstlar va tillar bo'ylab moslashtirilishi mumkin (2-rasm).

Til o'qitishdagi an'anaviy paradigma tizimli bo'lsa-da, ko'p jihatdan bir xillikka tayanadi. Bundan farqli o'laroq, diferensial ta'lim talabalarni o'ziga xos qiziqishlar, kognitiv profillar va tayyorgarlik darajalariga ega bo'lgan noyob shaxslar sifatida ko'radi. Quyidagi jadvalda farqni ko'rishingiz mumkin (7-jadvalga qarang):

7-jadval

An'anaviy va diferensial ta'lim xususiyatlari

Ko'nikma	An'anaviy mashq	Diferensial mashq
Yozish	Bir xil mavzuda esse yozish	Mavzu, yakuniy mahsulot va uslubni tanlash
Gapirish	Yodlangan dialog	Original podkast yoki debat yaratish, yozib olish yoki ijro etish
Tadqiqot	Bitta maqoladan foydalanish	Bir nechta manbadan tanlash va ularning ishonchliligini baholash
Xulosa qilish	Bitta matnni qisqacha bayon qilish	Matnni xulosa qilish va unga shaxsiy tahlil qo'shish
Debat	Hamma uchun bir xil mavzu	Debat mavzusi va rolini tanlash: moderator, spiker yoki tanqidchi
Biografiya	Bitta tarixiy shaxs haqida yozish	O'zi tanlagan shaxs haqida blog, video ssenariy yoki xat yozish
Taqdimot	Bir xil mavzu va bir xil slaydlar	Mav

Diferensial mashqlar, ayniqsa gapirish va yozishda, faol talabalarga nafaqat til o'rganuvchilar, balki yuqori kognitiv darajalarda ishlash va o'zlarini ijodkorlar sifatida ko'rish imkonini beradi. Tomlinsonning diferensial modeli- kontent (talabalar nimani o'rganayotgani), jarayon (ular qanday o'rganayotgani), natija (ular o'rganganlarini qanday ko'rsatayotgani) va o'quv muhiti bo'yicha farqlash, diferensial vazifalar yoki moslashuvchan guruh tadbirlarini yaratish uchun juda mos keladi.

Diferensial ta'limni qo'llashda Blum taksonomiyasi turli kognitiv darajadagi vazifalarni loyihalash: tahlil qilish, baholash, yaratish, talabalarga turli fikrlash darajasidagi vazifalarni tanlash imkonini berish uchun foydalidir. Gardnerning ko'plab intellektlari - lingvistik, mantiqiy, shaxslararo, ichki shaxsiy va boshqa intellektlarga mos keladigan vazifa variantlarini taqdim etish uchun yordam beradi. Shuningdek, vazifalarga asoslangan til o'qitish (TBLT) - talabalarga yechimlarga turlicha yondashish imkonini beruvchi ochiq, real dunyo vazifalaridan foydalanadi. Masalan, debat va muhokamalar: faol talabalar debatlariga tayyorgarlik ko'rishlari va unda ishtirok etishlari mumkin.

O'tkazilgan tajriba davomida turli xil dars rejalari bilan turli mashqlardan foydalanildi. Quyida gapirish va yozishni rivojlantirish uchun talabalarning yuqori darajadagi fikrlashini rivojlantirish uchun Blum taksonomiyasidan foydalaniladigan va diferensial ta'limni o'z ichiga olgan amaliy dars rejasi keltirilgan (8-9-10-jadvalga qarang):

8-jadval

Diferensial ta'lim dars rejasi

Vaqt	Bosqich	Bloom darajasi	Faoliyat	Diferensial yondashuv
10 daqiqa	Qizdirish va mavzu tanlash	Eslab qolish / Tushunish	Munozarali mavzular bo'yicha fikrlar aytiladi, masalan: sun'iy intellekt, cancel culture, iqlim muammolari. Har bir talaba o'zi uchun qiziqarli bo'lgan bitta mavzuni yozadi.	Talabalar o'z qiziqishiga mos mavzuni tanlaydi.
15 daqiqa	Tahlil qilish va reja tuzish	Tahlil qilish	Juftlikda mavzu tahlil qilinadi: ijobiy va salbiy tomonlar, manfaatdor tomonlar va axloqiy jihatlar yoziladi. Tuzilma kerak bo'lgan talabalar uchun o'qituvchi grafik organizator beradi.	Ayrim talabalar grafik organizatoridan foydalanadi, boshqalari erkin fikrlar yozadi.
20 daqiqa	Yozish topshirig'i	Qo'llash / Baholash	Talabalar 100–150 so'zdan iborat ishonitiruvchi paragraf yozadi. Unda o'z pozitsiyasini bildiradi va kamida ikkita sabab bilan asoslaydi.	Uslub tanlanadi: rasmiy tahririy maqola yoki blog posti. Yordam kerak bo'lganlar uchun gap boshlovchi iboralar beriladi.
15 daqiqa	Gapirishga tayyorgarlik	Qo'llash	Talabalar yozgan paragrafi asosida 2 daqiqalik nutq tayyorlaydi. O'qituvchi namuna ko'rsatadi.	Ba'zi talabalar to'liq matn yozadi, boshqalari asosiy punktlardan foydalanadi.
20 daqiqa	Gapirish faoliyati	Yaratish / Baholash	Talabalar kichik guruhda nutq so'zlaydi. Guruh a'zolari rubrika asosida fikr-mulohaza beradi.	Talabalar video yozish, jonli gapirish yoki audio tayyorlash variantlaridan birini tanlaydi.
10 daqiqa	Refleksiya	Baholash / Yaratish	Butun guruh bilan muhokama qilinadi: "Qaysi dalil sizning fikringizni o'zgartirdi? Nima uchun?" Har bir talaba yaxshilamoqchi bo'lgan bitta fikrni yozadi.	Refleksiya yozma yoki og'zaki shaklda bo'lishi mumkin.

9-jadval

Yozuv kompetensiyasini baholash me'zoni

Mezonlar	2 ball	1 ball	0 ball
Aniq pozitsiya	Aniq va mavzuga yo'naltirilgan	Qisman aniq	Noaniq
Asoslovchi sabablar	Ikki yoki undan ortiq, mavzuga mos	Bitta, cheklangan	Yo'q yoki mavzuga mos emas
Tuzilishi	Mantiqiy va bog'langan	Qisman tartibli	Tartibsiz
Til	Yuqori darajada va to'g'ri	Ayrim xatolar bor	Ko'p xatolar bor

Mezonlar	2 ball	1 ball	0 ball
Uslub va ovoz	Mos va qiziqarli	Qoniqarli	Mos emas yoki zerikarli

10-jadval

Gapirish kompetensiyasini baholash me'zoni

Mezonlar	2 ball	1 ball	0 ball
Mazmun	Aniq pozitsiya va sabablar berilgan	Aniqlik cheklangan	Noaniq
Ravonlik	Ishonchli va ravon nutq	Ayrim ikkilanishlar bor	Tez-tez to'xtalishlar mavjud
Talaffuz	Aniq va to'g'ri	Mayda kamchiliklar bor	Tushunish qiyin
Jalb qiluvchanlik	Ifodali va ishontiruvchi	Qisman qiziqarli	Bir ohangda
Tuzilishi	Aniq kirish va yakun mavjud	Qisman tuzilishga ega	Tuzilish yo'q

Diferensial o'qitish samaradorligini o'lchash uchun taklif etilgan tizimli yondashuv faqat lingvistik ko'nikmalarini ta'kidlaydigan hozirgi baholash usullaridan farqli o'laroq, yaxlit baholashni ta'minlaydi. U filologik oliy ta'limga mos keladigan akademik til kompetensiyasi, kasbiy filologik mahorat, kognitiv rivojlanish va talaba motivatsiyasini baholaydi:

I. Samaradorlik me'zonlari to'rtta o'zaro bog'liq me'zonlar yordamida baholanadi:

1. Ilmiy lingvistik kompetensiya- akademik ingliz tilida retseptiv va produktiv qobiliyatlarni rivojlantirish

2. Kasbiy filologik kompetentlik- filologiyaga oid matnlarni baholash, talqin qilish va yaratish qobiliyati

3. Bilish va o'rganish ko'nikmalari- tanqidiy fikrlash, tahliliy qobiliyatlarni, mustaqillik

4. Motivatsion-affektiv faollik- o'quv motivatsiyasi, jalb qilish, o'qish uchun javobgarlik

II. Ko'rsatkichlar: har bir me'zon uchun o'lchanadigan ko'rsatkichlar mavjud, jumladan: CEFR bo'yicha test ballari, o'quv va tahliliy topshiriqlar sifati, vazifalarni mustaqil bajarish darajasi, sinfdagi faollik va ishtirok

III. Yutuq darajalari: samaradorlik uch bosqichda baholanadi (11-jadvalga qarang):

11-jadval

Samaradorlikning uch bosqichi

Tasnif	Izoh
Yuqori daraja	Akademik tildan barqaror foydalana oladi, mustaqilligi yuqori va motivatsiyasi kuchli
Qoniqarli daraja	O'qituvchining cheklangan yordami bilan vazifalarni qoniqarli bajaradi
Boshlang'ich	Tushunishi to'liq emas, mustaqilligi past

Tasnif	Izoh
daraja	

3-rasm. Samaradorlikni baholashning ierarxik modeli

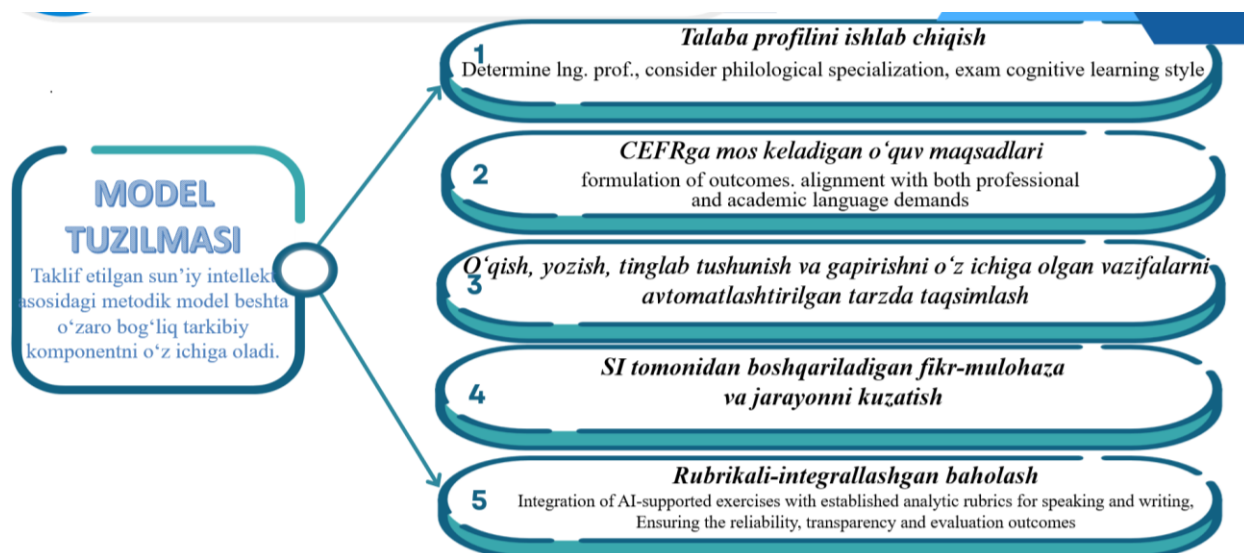


3-rasm. Samaradorlikni baholashning ierarxik modeli.

3-rasmda samaradorlikni baholashning ierarxik modeli ko'rsatilgan bo'lib, unda belgilar asos bo'lib xizmat qiladi, me'zonlar markaziy baholash o'lchovini o'z ichiga oladi va umumiy samaradorlik yakuniy natijani anglatadi. Ushbu tizim baholashning ichki haqiqiylikni kafolatlaydi va an'anaviy va diferensial o'qitish strategiyalari o'rtasidagi taqqoslash tekshiruvini osonlashtiradi.

So'nggi ilmiy yangilik diferensial o'qitish konsepsiyalari, diagnostik vositalar va baholash me'zonlarini amaliyotga tatbiq etish orqali avvalgilariga mantiqan tayanadi. Bu sun'iy intellektga asoslangan vazifalarni diferensiyalash va fikr-mulohazalar orqali amalga oshiriladi, bu esa uni butun tadqiqot tizimining asosiy, amaliy qismiga aylantiradi. Oliy ta'limning diferensial ta'limi an'anaviy ravishda o'qituvchining o'quv vazifalari, resurslari va baholash usullarini qo'lda o'zgartirishini talab qiladi. Bu yondashuv ta'lim oluvchilarning xilma-xilligini tan olsa-da, u ko'lamlilik muammolarini keltirib chiqaradi va ayniqsa CEFR darajalari, kognitiv ta'lim afzalliklari va kasbiy ixtisosliklari turlicha bo'lgan filologiya yo'nalishlarida katta o'quv resurslarini talab qiladi. Ta'lim texnologiyalari va sun'iy intellekt sohasidagi so'nggi yutuqlar vazifalarni moslashtirish, fikr-mulohazalarni taqdim etish va jarayonni kuzatishni avtomatlashtirish imkoniyatini taqdim etadi, bu esa differensial ta'lim samaradorligini oshiradi. Shu bilan birga, hozirgi tadqiqotlar sun'iy intellektni asosan integratsiyalashgan o'qitish usuli sifatida emas, balki

uslubiy yutuq sifatida talqin qilmoqda. Tadqiqot ushbu kamchilikni sun'iy intellektga asoslangan uslubiy modelni shakllantirish va tasdiqlash orqali bartaraf etishga qaratilgan. Ushbu model ingliz tilini filologiya talabalari uchun maxsus diferensial tarzda o'qitish uchun mo'ljallangan, CEFR talablariga mos keladigan, ta'lim oluvchi profiliga yo'naltirilgan tizim doirasida sun'iy intellekt vositalarini o'z ichiga oladi:



Rasm 4. Sun'iy intellektga asoslangan metodologik model.

Model tuzilmasi: taklif etilayotgan sun'iy intellektga asoslangan metodologik model beshta o'zaro bog'liq elementdan iborat:

1. Talaba profilini ishlab chiqish. 2. Talabalarining til bilish darajasini aniqlash. 3. Umumyeвроpa standartlari. 4. Filologik ixtisoslikni hisobga olish. 5. Kognitiv va o'quv atributlarini o'rganish

1. CEFRga mos keladigan o'quv maqsadlari

- retseptiv va produktiv til ko'nikmalari natijalarini shakllantirish
- tilning ham kasbiy, ham akademik talablarga muvofiqligi

2. SI tomonidan takomillashtirilgan vazifalar

- O'qish, yozish, tinglab tushunish va gapirishni o'z ichiga olgan vazifalarni avtomatlashtirilgan tarzda taqsimlash

- Talaba profillari va malaka darajalariga qarab vazifalarni o'zgartirish

3. SI tomonidan boshqariladigan fikr-mulohaza va jarayonni kuzatish

- Tezkor, ma'lumotlarga asoslangan fikr-mulohazalarni taqdim etish

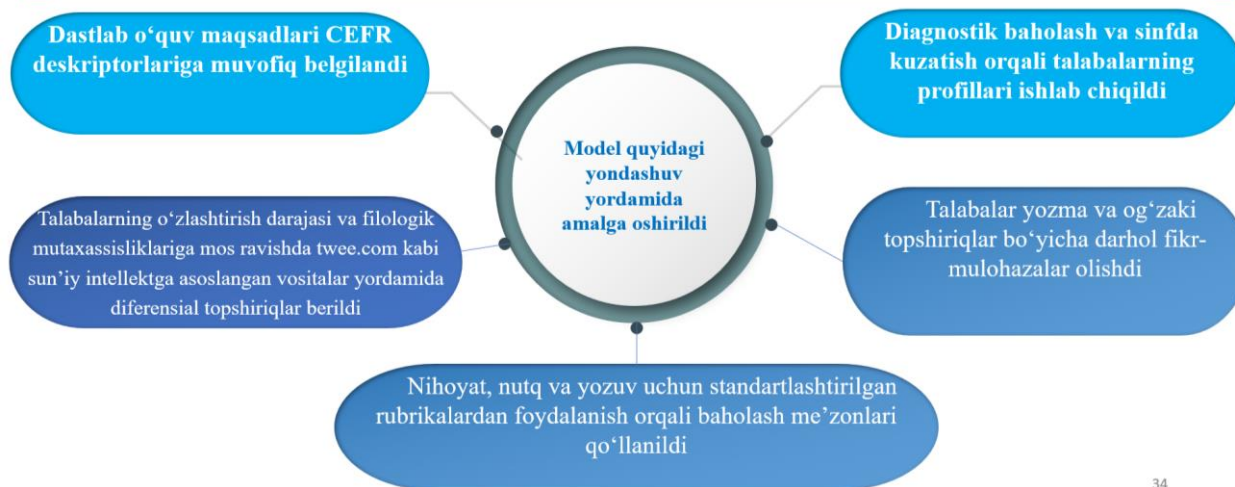
- Ta'lim oluvchilarning faoliyati va ishtiroki ustidan doimiy monitoring olib borish

4. Rubrikali-integrallashgan baholash

- Sun'iy intellekt yordamida bajariladigan mashqlarni gapirish va yozish uchun belgilangan tahliliy rubrikalar bilan birlashtirish;

- Ishonchlilik, shaffoflik va baholash natijalarini ta'minlash

Ko‘rinib turibdiki, ushbu tuzilma tavsiya etilgan modelni an‘anaviy ta‘limdan faqat qo‘shimcha raqamli resurslar emas, balki sun‘iy intellekt vositalarini uslubiy vosita sifatida kiritish orqali ajratib turadi



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Rasm 5. Model tuzilmasi bosqichlari.

5-rasmda ko‘rinib turibdiki, ushbu tuzilma tavsiya etilgan modelni an‘anaviy ta‘limdan faqat qo‘shimcha raqamli resurslar emas, balki sun‘iy intellekt vositalarini uslubiy vosita sifatida kiritish orqali ajratib turadi. Model quyidagi yondashuv yordamida amalga oshirildi. Filologiya yo‘nalishi talabalariga ingliz tilini o‘qitishda sun‘iy intellektga asoslangan amaliyot tuzilmaviy tizimga amal qildi: dastlab o‘quv maqsadlari CEFR deskriptorlariga muvofiq belgilandi. Keyinchalik, diagnostik baholash va sinfda kuzatish orqali talabalarining profillari ishlab chiqildi. So‘ngra talabalarining o‘zlashtirish darajasi va filologik mutaxassisliklariga mos ravishda twee.com kabi sun‘iy intellektga asoslangan vositalar yordamida diferensial topshiriqlar berildi. Keyinchalik talabalar yozma va og‘zaki topshiriqlar bo‘yicha darhol fikr-mulohazalar olishdi. Nihoyat, nutq va yozuv uchun standartlashtirilgan rubrikalardan foydalanish orqali baholash me‘zonlari qo‘llanildi. Sun‘iy intellektga asoslangan diferensial ta‘lim modelining samaradorligi quyidagi o‘zaro bog‘liq pedagogik jihatlar orqali baholandi:

1. Chet tilini bilish:

- CEFR deskriptorlari bilan belgilangan retseptiv va produktiv ko‘nikmalarni takomillashtirish;

- Yozma va og‘zaki nutqdagi yutuqlar rubrikalar orqali baholanadi.

2. Kasbiy filologik kompetentlik

- Matnni tahlil qilish va talqin qilish kalibri;

- Fan bo‘yicha o‘quv natijalarining aniqligi va izchilligi;

- Kognitiv va o‘rganish ko‘nikmalari;

- Talaba avtonomiyasi;

- Fikr-mulohazalarni strategik qo‘llash;

- O‘z-o‘zini tuzatish va refleksiv ta‘lim amaliyotlari.

3. Motivatsion-affektiv faollik

- Vazifaga jalb etilganlik va qat‘iyatlilik;

- Tezkor fikr-mulohazadan kelib chiqadigan xavotirning pasayishi;
- Ko‘proq o‘rganish motivatsiyasi.

Ushbu me‘zonlar birgalikda o‘qitish metodikasini ham, ta‘lim natijalarini ham sinchkovlik bilan baholashga yordam berdi. Modelning o‘ziga xosligini empirik tasdiqlash bir nechta usullar orqali amalga oshirildi: talabalarning faolligi va topshiriqlarni bajarishini sinfda kuzatish; rubrikaga asoslangan baholash natijalarini qiyosiy tahlil qilish, amalga oshirishdan oldin va keyin sun‘iy intellekt tomonidan qo‘llab-quvvatlanadigan farqlash; talabalarning fikr-mulohazalar va ularning mustaqilligi bilan o‘zaro ta‘sirini baholash; o‘qituvchining ish yuklamasini kamaytirish bilan birga o‘qitish samaradorligini tahlil qilish. Natijalar shuni ko‘rsatadiki, sun‘iy intellektga asoslangan model ushbu tadqiqotning oldingi bosqichlarida ishlab chiqilgan diferensial o‘qitish strategiyalarini muvaffaqiyatli amalga oshiradi.

Dissertatsiyaning "Tajriba-sinov ishlarini tashkil etish va o‘tkazish metodikasi" deb nomlangan uchinchi bobida o‘quv tajriba-sinov ishlari, tajriba-sinov bosqichlari bilan bir qatorda tajriba-sinov natijalarining statistik va ma‘lumotlar tahlili keltirilgan. Tadqiqot empirik dalillarga asoslangan bo‘lib, metodologik qat‘iylilik, natijalarning ishonchliligi va asosligini ta‘minlash uchun eksperimental va miqdoriy tadqiqot metodologiyasidan foydalanilgan. O‘quv tajribasi to‘rtta asosiy bosqichga bo‘lingan bo‘lib, ularning har biri o‘ziga xos vazifani bajaradi:

Diagnostik (prognostik) bosqich (2024-2025-o‘quv yili). Ushbu bosqichda tegishli ilmiy adabiyotlarni har tomonlama ko‘rib chiqish amalga oshirildi va talabalarning asosiy til va nutq kompetensiyalari o‘lchandi. Shuningdek, mazkur bosqichda til va nutq kompetensiyalarini diferensial holda o‘qitish orqali rivojlantirishning pedagogik metodikasi ishlab chiqildi.

Tashkiliy-tayyorgarlik bosqichi (2024-yilning ikkinchi yarmi). Ushbu bosqichda tajriba guruhlarini tanlash, baholash me‘zonlarini shakllantirish va tajriba natijalarini o‘lchash tartibini belgilashga e‘tibor qaratildi. Tayyorgarlik tadbirlari ishtirokchi muassasalar bo‘yicha standartlashtirish va nazoratni ta‘minladi. Amaliyotga joriy etish bosqichi (2024-2025-o‘quv yili). Bu davrda avvalgi bosqichlarda ishlab chiqilgan tajriba-sinov metodikasi va topshiriqlar tizimi uchta oliy ta‘lim muassasasining 1-bosqich talabalari o‘rtasida tajriba-sinovdan o‘tkazildi. Diferensial ta‘lim modeli talabalarning kommunikativ kompetensiyalariga ta‘sirini baholash uchun sinf ta‘limiga tizimli ravishda kiritildi.

Yakuniy bosqich (2025-o‘quv yili). Yakunlovchi bosqichda tajribadan keyingi natijalarni o‘lchash uchun yakuniy baholash amalga oshirildi. Olingan ma‘lumotlar statistik tahlil qilindi va kuzatilgan o‘qitishning yaxshilanishi va diferensial o‘qitish yondashuvining samaradorligi asosida dalillarga asoslangan uslubiy tavsiyalar ishlab chiqildi. Tadqiqot natijalarining ishonchliligi va qo‘llanilishini oshirish maqsadida tajriba-sinov ishlari O‘zbekistonning til o‘rgatishga ixtisoslashgan uchta yirik oliy ta‘lim muassasasida amalga oshirildi:

- Samarqand davlat chet tillar instituti
- Namangan davlat chet tillar instituti
- O‘zbekiston davlat jahon tillari universiteti

Ushbu tajriba-sinov ishlari tadqiqot natijalarning kengroq umumlashtirilishini ta'minladi va oliy ta'limda diferensial ta'lim integratsiyasini baholash uchun mustahkam asos yaratdi (12-jadvalga qarang):

12-jadval

Tajriba-sinov maydonlari tavsifi

T/r	Tajriba-sinov maydonlari	Umumiy talabalar soni
1	O'zbekiston davlat jahon tillari universiteti	62
2	Namangan davlat chet tillar instituti	62
3	Samarqand davlat chet tillar instituti	61
	Total	185

Mazkur pedagogik tajriba-sinov doirasida filologiya bakalavriat ta'lim yo'nalishi 1-bosqich talabalarining chet til kompetensiyalarini takomillashtirish maqsadida diferensial ta'lim yondashuvi qo'llanildi. Ushbu tadqiqotni amalga oshirish jarayonida talabalarning og'zaki muloqot ko'nikmalarini rivojlantirish bilan bog'liq bir qator muammolar aniqlandi. Bular jumlasiga metodik qiyinchiliklar, tuzilmaviy cheklanishlar, o'qitish jarayonida uchraydigan o'ziga xos nutqiy va pedagogik to'siqlar kiradi. Bundan tashqari, turli oliy o'quv yurtlarining 30 nafar professor-o'qituvchilari ishtirokida o'tkazilgan tizimli so'rov natijasida to'plangan ma'lumotlar mavjud o'qitish amaliyoti haqida qimmatli ma'lumotlar berdi va talabalarning faolligi hamda resurslardan foydalanish imkoniyatlari bo'yicha umumiy muammolarni ko'rsatdi.

Pedagogik tajriba-sinov ishlari Samarqand davlat chet tillar instituti, Namangan davlat chet tillar instituti va O'zbekiston davlat jahon tillari universitetida olib borildi. Yaratish bosqichi sinov joylarida o'tkazildi. Tajriba-sinovda jami 361 nafar talaba ishtirok etdi. Ulardan 185 nafari tajribada ishtirok etgan bo'lsa, 176 nafari nazorat guruhida ishtirok etdi. Talabalarning dastlabki, tajribadan oldingi til bilish darajasini baholash uchun testlar, amaliy topshiriqlar va tajriba-sinov ishlari ishlab chiqildi. Tajriba va nazorat guruhlaridagi talabalarning o'zlashtirish ko'rsatkichlari har bir guruh bo'yicha 2-jadvalda keltirilgan (2-jadvalga qarang):

2-jadval

Talabalarining dastlabki til bilish darajasi natijalari

T/r	Tajriba-sinov maydonlari	Nazorat guruhi			Tajriba guruhi		
		Yuqori	O'rta	Past	Yuqori	O'rta	Past
1	O'zbekiston davlat jahon tillari universiteti	10	23	27	19	32	11
2	Namangan davlat chet tillar instituti	9	23	26	19	33	11
3	Samarqand davlat chet tillar instituti	9	23	26	18	32	10
	Natijalar		28	69	79	56	97

Tajriba-sinov natijalariga asoslanib, Student-Fisher tomonidan ishlab chiqilgan matematik-statistik metod yordamida talabalarning nutqiy va yozma qobiliyatlarini yanada diferensial ta'lim va o'qitishni joriy etish orqali takomillashtirish samaradorligini aniqlash uchun tajriba va nazorat guruhlarida tajriba-sinov natijalarining o'rtacha o'zlashtirilishini o'rganib chiqdik (3-jadvalga qarang):

3-jadval

O'zlashtirish darajalari

Guruhlar	Talaba soni	Til bilish darajasi		
		Yuqori	O'rta	Quyi
Experimental guruh	185	56	97	32
Nazorat guruh	176	28	70	78

Nazorat guruhidagi talabalar sonini va tajriba guruhidagi o'zlashtirish ko'rsatkichlari sonini mos ravishda aniqlash orqali quyidagi statistik guruhlangan dispersion qatorlarni hosil qilamiz hamda yuqori ball 3 ball, o'rta ball 2 ball va quyi ball 1 ballni belgilaymiz.

Yuqoridagi natijalar asosida tajriba-sinov ishlarining sifat ko'rsatkichlarini hisoblaymiz.

Bizga ma'lumki $\bar{X}=2,13$; $\bar{Y}=1,72$; $\Delta_x = 0,1$; $\Delta_y = 0,11$;

Boshqa sifat ko'rsatkichlari:

$$K_{yc6} = \frac{(\bar{X} - \Delta_x)}{(\bar{Y} + \Delta_y)} = \frac{2,13 - 0,1}{1,72 + 0,11} = \frac{2,03}{1,83} = 1,109 > 1;$$

$$K_{606} = (\bar{X} - \Delta_x) - (\bar{Y} - \Delta_y) = (2,13 - 0,1) - (1,72 - 0,11) = 2,03 - 1,61 = 0,42 > 0;$$

Nazorat guruhidagi talabalar sonini va tajriba guruhidagi o'zlashtirish ko'rsatkichlari sonini mos ravishda aniqlash orqali quyidagi statistik guruhlangan dispersion qatorlarni hosil qilamiz hamda yuqori ball 3 ball, o'rta ball 2 ball va quyi ball 1 ballni belgilaymiz.

Natijalar shuni ko'rsatadiki, to'satdan kattalik o'qitish samaradorligini o'lchash me'zoni va noldan katta qiymat bilim darajasini o'lchash me'zoni hisoblanadi. Tajriba guruhidagi va tajriba yakunidagi ko'rsatmalar nazorat guruhidagi va tajriba boshidagi ko'rsatmalardan ko'proq. Bundan tajriba guruhining ko'rsatkichlari nazorat guruhiga nisbatan 13,7% ga yaxshilanganligini kuzatish mumkin.

XULOSALAR

Filologiya yo'nalishi talabalariga ingliz tilini o'qitishda diferensial ta'limdan foydalanish texnologiyasini takomillashtirish bo'yicha olingan natijalar asosida quyidagi xulosalarga kelindi:

1. Olib borilgan tadqiqot filologiya yo'nalishi talabalariga ingliz tilini o'qitishda differensial yondashuvdan foydalanish zarurligini ko'rsatdi. Chunki bir guruhdagi talabalar til darajasi, tayyorgarligi, o'rganish tezligi, qiziqishi va mustaqil ishlash imkoniyati jihatidan bir-biridan farq qiladi.

2. Ilmiy-metodik adabiyotlar tahlili differensial ta'limning pedagogik, psixologik va metodik asoslarini aniqlashtirishga yordam berdi. Ushbu yondashuv talabalarning

lingvistik kompetensiyasini, akademik o'qish va yozish ko'nikmalarini hamda mustaqil fikrlashini rivojlantirishda muhim ahamiyatga ega ekani asoslandi.

3. Tadqiqot jarayonida filologiya talabalarining ehtiyojlari, til darajasi va o'quv faoliyatidagi qiyinchiliklari o'rganildi. Natijalar shuni ko'rsatdiki, mavjud dars materiallari va topshiriqlar hamma talabaga bir xil tarzda berilganda, ularning individual imkoniyatlari yetarlicha hisobga olinmaydi.

4. Ingliz tilini filologiya talabalariga differensial o'qitishga mo'ljallangan konseptual asos ishlab chiqildi. Ushbu asosda maqsad, mazmun, jarayon va natija o'zaro bog'liq holda qaraldi hamda ta'lim jarayoni talabalar akademik va kasbiy ehtiyojlariga moslashtirildi.

5. Tadqiqotda differensial ingliz tili ta'limining yagona metodik modeli taklif etildi. Model talabalar akademik til darajasi, filologik ixtisoslashuvi va kognitiv o'rganish uslublarini hisobga oladi. Shu jihatdan u umumiy EFL modeli emas, balki aynan filologiya talabalari uchun moslashtirilgan yondashuv sifatida ahamiyatlidir.

6. Gapirish va yozish ko'nikmalarini rivojlantirish uchun turli darajadagi mashq va topshiriqlar tizimi ishlab chiqildi. Bu topshiriqlarda bosqichma-bosqich yordam berish, moslashuvchan guruhlash, turli murakkablik darajalari, mustaqil ishlash va ijodiy yondashuv elementlari uyg'unlashtirildi.

7. Differensial topshiriqlarni ishlab chiqishda Tomlinsonning differensial ta'lim nazariyasi, Vygotskiyning yaqin rivojlanish zonasi, Bloom taksonomiyasi va SCONUL modeli g'oyalari asos sifatida olindi. Bu nazariy yondashuvlar topshiriqlarni nafaqat til o'rganish, balki tahlil qilish, baholash va ijodiy fikrlash bilan bog'lash imkonini berdi.

8. Tadqiqotda differensial ta'lim samaradorligini baholash uchun mezon va ko'rsatkichlar tizimi ishlab chiqildi. Baholashda faqat grammatik aniqlik emas, balki akademik til kompetensiyasi, kasbiy filologik tayyorgarlik, kognitiv rivojlanish va motivatsion faollik ham hisobga olindi.

9. Pedagogik tajriba-sinov natijalari ishlab chiqilgan model va topshiriqlar tizimi samarali ekanini tasdiqladi. Talabalarda produktiv ko'nikmalar, muloqotga bo'lgan ishonch, tahliliy fikrlash, mustaqil akademik ishlash va darsdagi faollik bo'yicha ijobiy o'zgarishlar kuzatildi.

10. Tadqiqot natijalari asosida oliy filologik ta'limda ingliz tilini differensial yondashuv asosida o'qitish bo'yicha amaliy tavsiyalar ishlab chiqildi. Ushbu tavsiyalar diagnostik baholash, turli darajadagi topshiriqlar, moslashuvchan rubrikalar, raqamli vositalar va sun'iy intellektga asoslangan yordamchi resurslardan bosqichma-bosqich foydalanishga qaratilgan.

AMALIY TAVSIYALAR

1. Tadqiqot natijalari shuni ko'rsatdiki, oliy filologik ta'limda differensial ingliz tili ta'limini bosqichma-bosqich joriy etish maqsadga muvofiq. Buning uchun o'quv dasturini birdaniga to'liq o'zgartirish shart emas. Dastlab darsni rejalashtirish, baholash, topshiriqlar tayyorlash va o'qituvchilarni metodik qo'llab-quvvatlash jarayoniga kichik, ammo amaliy o'zgarishlar kiritish yetarli bo'ladi.

2. Differensial darsni tashkil etishdan oldin o'qituvchi guruhdagi talabalarni yaxshi o'rganishi kerak. Talabalarning til darajasi, o'rganishdagi qiyinchiliklari, qiziqishlari va turli topshiriqlarga tayyorgarligi diagnostik testlar, qisqa yozma ishlar, og'zaki savollar,

so'rovnomalar yoki dars jarayonidagi kuzatuv orqali aniqlanishi mumkin. Bunday ma'lumotlar o'qituvchiga darsni aniqroq rejalashtirishga va barcha talabaga bir xil topshiriq berishdan qochishga yordam beradi.

3. Dars jarayonida differensial yondashuv turli murakkablikdagi topshiriqlar, moslashuvchan guruhlash, sustroq o'zlashtirayotgan talabalar uchun qo'shimcha yordam va kuchliroq talabalar uchun murakkabroq vazifalar orqali amalga oshirilishi mumkin. Bu har bir talaba uchun alohida dars tayyorlash degani emas. Asosiysi, bitta mavzu doirasida talabalarga o'z darajasi va ehtiyojiga mos tarzda ishlash imkoniyatini berishdir.

4. Baholash ham moslashuvchan bo'lishi lozim. Faqat yakuniy testlar talabaning haqiqiy rivojlanishini to'liq ko'rsatib bera olmaydi. Qisqa testlar, darsdagi amaliy topshiriqlar, o'zini baholash, o'qituvchi fikr-mulohazasi, portfolio va CEFR asosidagi rubrikalar talabalarning o'sishini aniqroq ko'rsatadi. Bu usullar o'qituvchiga kimda ijobiy o'zgarish borligini va kimga qo'shimcha yordam kerakligini ko'rishga imkon beradi.

5. Differensial ta'limni muvaffaqiyatli joriy etishda o'qituvchilar malakasini oshirish ham muhimdir. Ko'plab o'qituvchilar differensial ta'lim g'oyasini tushunadi, lekin uni real darsda qo'llash uchun amaliy namunalar kerak bo'ladi. Shu sababli treninglarda talabalar profilini aniqlash, topshiriqlarni darajalash, bosqichma-bosqich yordam berish, moslashuvchan baholash, raqamli vositalar va sun'iy intellektga asoslangan resurslardan foydalanish kabi mavzular yoritilishi zarur. Bunday mashg'ulotlarda namunaviy dars ishlanmalari, topshiriqlar banki, rubrikalar va real dars vaziyatlari berilsa, ularning foydasi yanada ortadi.

6. Talabalarni ham differensial ta'limga tayyorlash kerak. Ular o'z o'quv maqsadlarini belgilash, o'ziga mos strategiyani tanlash, rivojlanishini kuzatish va o'z natijasi ustida fikr yuritishni o'rganishi lozim. Bu filologiya talabalari uchun ayniqsa muhim, chunki ular matn, lug'at, gapirish, yozish va akademik materiallar bilan mustaqil ishlashga tayyor bo'lishlari kerak. Onlayn platformalar, til o'rganish ilovalari va sun'iy intellekt yordamida yozma ishga fikr-mulohaza beruvchi vositalar darsdan tashqari mashq qilishda foydali bo'lishi mumkin. Biroq bunday vositalar o'qituvchi yo'riqnomasi bilan qo'llanganda samaraliroq natija beradi.

7. Universitet darajasida differensial ta'lim uchun zarur sharoit yaratish lozim. Mavjud ingliz tili dasturlariga ko'p darajali maqsadlar, differensial topshiriq variantlari, bosqichli yordam, loyiha ishlari va moslashuvchan baholash mezonlarini kiritish mumkin. LMS platformalari, raqamli resurslar va umumiy metodik materiallar o'qituvchilarga darsni yanada samarali tashkil etishda yordam beradi. Shuningdek, o'qituvchilarga material tayyorlash, tajriba almashish va hamkorlikda ishlash uchun vaqt ajratilishi ham muhim.

8. O'zbekiston sharoitida differensial ta'limni mavjud ingliz tili dasturlariga asta-sekin kiritish eng qulay yo'l hisoblanadi. Diagnostik baholash, turli darajadagi topshiriqlar, bosqichma-bosqich qo'llab-quvvatlash, moslashuvchan rubrikalar, o'qituvchilar uchun treninglar va raqamli yordamchi vositalarni dasturga kiritish uchun butun o'quv rejasini to'liq o'zgartirish talab etilmaydi. Bunday o'zgarishlar oliy ta'lim muassasalari uchun amaliy jihatdan qulay bo'lib, ingliz tili ta'limini talabalar darajasi, ehtiyoji va akademik maqsadlariga yaqinlashtiradi.

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UNDER UZBEKISTAN STATE WORLD LANGUAGES UNIVERSITY**

UZBEKISTAN STATE WORLD LANGUAGES UNIVERSITY

NURTDINOVA SAODAT GAYBULLAYEVNA

**IMPROVING THE TECHNOLOGY OF APPLYING
DIFFERENTIATED INSTRUCTION IN TEACHING ENGLISH TO
PHILOLOGY STUDENTS**

13.00.02 – Theory and methods of training and education (English language)

**DISSERTATION ABSTRACT OF THE DISSERTATION OF THE DOCTOR OF
PHILOSOPHY (PHD) ON PEDAGOGICAL SCIENCES**

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INTRODUCTION (abstract of the PhD thesis)

Topicality and necessity of the thesis. In English language classes at higher education institutions, students usually come with different levels of preparation. Some of them can read texts and express their ideas quite freely, while others still need support with vocabulary, grammar, speaking, or writing. Because of this, one common task or one common explanation does not always work equally well for the whole group.

This issue is especially important for philology students. For them, English is not only a subject to be learned, but also a future professional tool. They need to understand and analyze texts, compare ideas, write academic assignments, participate in discussions, and use language in their future professional activity. Therefore, teaching English to philology students should be more flexible and should take into account their different abilities, learning pace, interests, and difficulties.

Differentiated instruction can help solve this problem. It allows the teacher to adapt texts, tasks, classroom activities, support, and assessment according to students' readiness and language level. This does not mean preparing a completely separate lesson for every student. Rather, it means organizing the lesson in such a way that each learner can work at a suitable level and gradually move forward.

The relevance of this research is also connected with current reforms in Uzbekistan. National educational documents pay attention to improving the quality of higher education, modernizing teaching methods, developing student-centered learning, and using digital technologies. However, in real classroom practice, differentiated instruction is still not used systematically enough. Teachers often work with large groups, fixed syllabi, limited time, and a lack of ready methodological materials for mixed-level students.

For this reason, the present thesis focuses on improving the technology of applying differentiated instruction in teaching English to philology students. The research studies existing teaching practice, identifies students' learning needs, develops a differentiated instructional model, and offers tasks and assessment tools that can be used in higher philological education. Thus, the necessity of the research is determined by the need to make English language teaching more flexible, practical, and closer to the real academic and professional needs of philology students.

A number of legal documents refer to educational legislation, including Law of the Republic of Uzbekistan No. LUz-637 "On Education" dated September 23, 2020, Decree of the President of the Republic of Uzbekistan No. PD-98 "On improving the system of training and certification of new generation scientific personnel" dated May 26, 2026, Decree No. PD-58 "On additional measures to improve the system of higher education, science and innovations" dated April 10, 2026, Decree No. PD-158 "On the Strategy "Uzbekistan - 2030" dated September 11, 2023, Resolution No. PR-5117 "On measures to bring the system of studying foreign languages in the republic to a new level", Resolution No. PR-5847 of October 8, 2019 "On approval of the Concept for the development of the higher education system of the Republic of

Uzbekistan until 2030”, Resolution No. PR-3775 of June 5, 2018 “On additional measures to ensure the quality of education in higher education institutions and their active participation in reforms”, Resolution No. PR-2909 of April 20, 2017 “On measures for the further development of the higher education system” all of which are aimed at improving and advancing foreign language learning and improvement of corporate governance as key national priorities in Uzbekistan. This dissertation is expected to contribute, to a certain extent, to the implementation of the objectives set out in these and other related regulatory documents.

Relevant research priority areas of science and developing technology of the Republic. The dissertation has been carried out within the priority direction of development of science and technology of the republic I. “Formation of system of innovative ideas and ways of their realization in social, legal, economic, cultural, spiritual, enlightenment development of the information society and democratic state.

The degree of study of the issue: In our country, issues related to foreign language teaching have been addressed in the works of such researchers as T.K.Sattarov, D.U.Khoshimova, G.Kh.Bakiyeva, J.J.Jalolov, L.T.Akhmedova, D.R.Djumanova, Kh.A.Mamatkulov, I.M.Tukhtasinov, F.Sh.Alimov, K.Sh.Muradkasimova M.Djusupov, D.A.Tadjibayeva, D.M. Isroilova and U.U.Jumanazarov⁷.

Among scholars of our republic working in the field in the field of differential education, M.Alimova, N.Rakhmonqulova, S.T.Akhmedova, S.Sh.Mamarajabov, D.A.Tadjibayeva, M.Sattorova, D.Jumaniyozova, G.K.Rasulova, N.Muratova, D.S.Gofurjonova⁸ have examined the methodological

⁷ Бакиева Г.Х. Узбекский язык для стран СНГ. – Москва: МГЛУ, 2012.– 120 с.; Ахмедова Л.Т. Теория и практика обучения профессиональной русской речи студентов-филологов. – Т.: Фан ва технология, 2013–200с.; Jalolov J. Chet til o‘qitish metodikasi. – Toshkent, 2012. – 430 b; Саттаров Т.К. Формирование профессиональных умений будущего учителя иностранного языка на практических занятиях по специальности (на материале английского языка): Автореф.дис...д-ра пед.наук. – Ташкент, 2000. 32 с.; Джусупов М. Социолингвистические и лингвистические проблемы языка как средства общения и предмета изучения. Электрон ресурс: http://bilingual-online.net/index.php?option=com_content&view=article&id=1967%3Abilingual-polilingual-russian-world (мурожаат санаси: 12.03.2025); Джуманова Д.Р. Фонологическая модель слова в условиях языкового контактирования.: Дис. докт. фил.наук. – Ташкент, 2016. – 266 с.; Хошимова Д.У. Лингводидактические основы изучения лакун в контексте современного функционирования русского языка и межъязыковых взаимодействий: Дис. ... докт. пед. наук. – Ташкент, 2007. – 209 с.; D.A.Tadjibayeva. Kichik maktab yoshidagi bolalarning chet tili kommunikativ kompetensiyasini shakllantirish. Avtoref. Diss. ... ped.fan.falsafa dok. – Toshkent, 2020; Alimov F.Sh. Ingliz tilida yozuv kompetensiyasini shakllantirish. Avtoref. Diss. ... ped.fan.falsafa dok. Toshkent, 2018; Mamatkulov X.A. Pedagoglarda xorijiy tillar bo‘yicha kasbiy kompetentlikni rivojlantirishning axborot-metodik ta’minotini takomillashtirish Avtoref. Diss. ... ped.fan.falsafa dok. – Toshkent, 2017. Muradkasimova K. Sh. Ingliz tilini o‘qitishda talabalar ko‘nikma va malakalarini baholash xususiyatlari. Avtoref. Diss. ... ped.fan.falsafa dok. – Toshkent, 2019.

⁸ Mamarajabov, S. Sh. (2022). Differensial ta’lim Yangi O‘zbekistonda shaxsni shakllantirish omili sifatida. Arxiv ilmiy tadqiqotlar, 1(1). <https://journal.tsue.uz/index.php/archive/article/view/2453>. (access date: 11.09.2024). G‘ofurjonova, D. S. (2022). *Inkluziv ta’lim va uni amalga oshirish bosqichlari*. Pedagogik mahorat, 2(6), 123–126. <https://cyberleninka.ru/article/n/inkluziv-ta-lim-va-uni-amalga-oshirish-bosqichlari>. (access date: 11.09.2024). Raxmonqulova, N. (2020). Differensial yondashuv asosida boshlang‘ich sinf

foundations, content and essence of differential learning and teaching in the education system.

The sphere of differentiated education has also been thoroughly investigated by pedagogical scholars of CIS countries such as S.A.Konyakhmetova, M.V.Shneiderman, M.V.Sinitsyna, E.I.Nikolaev, A.N.Nikolaeva⁹.

Scientific studies on pressing issues in the theory and methodology of differential education have likewise been conducted by foreign scholars such as Y.H.H.Chen, D.K.Welsh M.L.Langley, N.E.Mohd, K.Y.Davis, S.K.Gvawali, J.DiPirro, K.Litvinchuk¹⁰ and others.

With regard to differential education and its effectiveness, extensive information can be found in the scientific studies of P.Subban, K.M.Anderson,

o'quvchilarining o'zlashtirishini baholash usullari. Ilmiy izlanishlar jurnali, 4(3), 45–49. Jumaniyozova, D. (2021). Boshlang'ich ta'limda individual yondashuv asosida o'quvchilar faoliyatini tashkil etish. Ta'lim va rivojlanish tahlili, 3(2), 88–91. Alimova, M. (2019). Dars jarayonida differensial yondashuvdan foydalanishning samaradorligi. Pedagogik innovatsiyalar, 1(1), 65–68. Rasulova, G. K. (2021). Kasbiy ta'limda differensial yondashuvning o'rni va uni tashkil etish metodikasi. Andijon davlat universiteti ilmiy axborotnomasi, 3(4), 102–106. Sattorova, M. (2022). Ta'lim jarayonida o'quvchilarning individual xususiyatlarini hisobga olish muammolari. Ilm va taraqqiyot, 2(1), 55–58. Axmedova, S. T. (2020). Zamonaviy darsda differensial yondashuv: metodik tavsiyalar. O'qituvchi jurnali, 6(2), 47–50. Tadjibayeva, D. A. (2023). Oliy ta'limda differensial yondashuv asosida chet tilini o'rgatish metodikasi. Tashkent State Pedagogical University. Muratova, N. (2021). *Boshlang'ich sinf o'quvchilarining til ko'nikmalarini rivojlantirishda differensial yondashuvning o'rni*. Yangi O'zbekiston ta'limi, 5(3), 33–36.

⁹ Синицына, М. В. (2003). Предпрофессиональная дифференциация старшеклассников как условие повышения качества обучения иностранному языку (Кандидат педагогических наук). Екатеринбург. Николаев, Е. И. (2006). Дифференциация как педагогическая технология повышения интереса к знаниям: на примере обучения иностранным языкам в неязыковом вузе (Кандидат педагогических наук). Москва. Николаева, А. Н. (2005). Индивидуальный подход в обучении неродным языкам (Кандидат педагогических наук). Москва. Шнейдерман, М. В. (2003). Системная дифференциация знаний как средство индивидуализации обучения учащихся (Кандидат педагогических наук). Москва. Коняхметова, С. А. (1998). Дидактические условия дифференцированного обучения на старших ступенях обучения (Кандидат педагогических наук). Алматы.

¹⁰ Mohd Said, N. E. (2019). The effects of differentiated instruction on students' language attitude and critical thinking in an ESL context (PhD thesis). University of Sheffield ([ScholarWorks](#), [White Rose eTheses Online](#)). (access date: 11.09.2024). Langley, M. L. (2015). Secondary English teachers' perceptions of differentiated instruction for limited English proficient students. Walden University ([HKU Scholars Hub](#), [ScholarWorks](#)). (access date: 11.09.2024). Chen, Y. H. H. (2007). Exploring the assessment aspect of differentiated instruction: College EFL learners' perspectives on tiered performance tasks (PhD dissertation). University of New Orleans ([ScholarWorks](#)). (access date: 11.09.2024). Kupchyk, L. (2020). Differentiated instruction in English learning, teaching and assessment in non-language universities (PhD thesis). Ukraine ([Реддит](#)). Gyawali, S. K. (2023). Differentiated instruction in English language classroom: A narrative inquiry. Kathmandu University, Nepal ([Elibrary](#)). (access date: 11.09.2024). DiPirro, J. (2017). Implementation of differentiated instruction: An analysis (PhD thesis). Rivier University, USA ([OUCI](#)). (access date: 11.09.2024). Davis, K. Y. (2020). Teacher conceptualization and implementation of differentiated instruction in the elementary reading classroom (PhD dissertation). College of William & Mary ([Реддит](#)). Welsh, D. K. (2010). Effects of differentiated instruction and word attack strategies on struggling readers (PhD dissertation). Northcentral University ([DergiPark](#)). (access date: 11.09.2024).

H.M.Levy, D.Heacox, T.Huebner, C.A.Tomlinson, M.T.Chamberlin, R.Tobin, B. Logan, M.Beecher, C.A.Little, M.A.McCarthy¹¹.

Despite the availability of various studies devoted to the methodology of differential education and the improvement of its functioning, the development of a differential education methodology for foreign language teaching in the higher education system has not yet been specifically examined as an independent object of research.

Relevance of the research to the scientific research plans of the higher education institution where the dissertation was carried out. The research was undertaken within the framework of the theme “New Trends in Foreign Language Teaching Methodology” of the Department of English Language Teaching Methodology No. 1 at Uzbek State University of World Languages.

The aim of the research is to design, theoretically substantiate, and empirically test a comprehensive technology of differentiated instruction in teaching English to philology students in order to improve their linguistic competence.

The tasks of the research work:

to develop a conceptual framework for differentiated instruction in English language education for philology students through analysis of existing curricula, programs, and textbooks and to identify the key structural elements required for its optimal use;

to develop and justify a unified model of differentiated foreign language instruction incorporating theoretical frameworks through comparative research on traditional and differentiated teaching methods;

to devise a system employing specific criteria and indicators for assessing the effectiveness of differentiated instruction, including the establishment of measurable levels of academic language proficiency, linguistic competence, cognitive capacities, and student motivation;

¹¹ Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd ed.). ASCD. Heacox, D. (2012). *Differentiating instruction in the regular classroom: How to reach and teach all learners* (Updated ed.). Free Spirit Publishing. Anderson, K. M. (2007). *Differentiated instruction for the middle school language arts teacher*. Routledge. Levy, H. M. (2008). *Meeting the needs of all students through differentiated instruction: Helping every child reach and exceed standards*. Routledge. Subban, P. (2006). *Differentiated instruction: A research basis*. *International Education Journal*, 7(7), 935–947. Huebner, T. (2010). *What research says about differentiated learning*. *Educational Leadership*, 67(5), 79–81. Chamberlin, M. T. (2011). *Differentiated instruction for the middle school classroom: A study of teacher perception and practice* (Doctoral dissertation). University of Tennessee. Tobin, R. (2014). *Differentiated instruction: Implementation and challenges in elementary classrooms* (Doctoral dissertation). University of Toronto. Logan, B. (2011). *Examining differentiated instruction: Teachers respond* (Doctoral dissertation). University of Missouri-Columbia. Beecher, M. (2010). *Differentiated instruction and enrichment opportunities: An action research study* (Doctoral dissertation). University of Connecticut. Little, C. A. (2012). *Teachers' beliefs about differentiation and its implementation in the classroom* (Doctoral dissertation). University of Virginia. McCarthy, M. A. (2014). *The effects of differentiated instruction on the motivation of gifted and talented students in mixed-ability classrooms* (Doctoral dissertation). University of Houston.

to explore an AI-driven methodological model of differentiated instruction taking into account learner profiles, proficiency levels aligned with the CEFR, automated task differentiation, feedback systems, and assessment rubrics for philology students;

to formulate methodological recommendations on the basis of organizing and implementing a pedagogical experimental group;

The object of the research work is the improvement of the teaching and learning process for first-year philology students through the implementation of differentiated instruction.

The subject of the research work is the forms, methods and means of improving the teaching of foreign languages to philology students through the methodology of differential education.

Methods of the research work. During the research, the following methods were applied: targeted observation of the educational process, review and analysis of relevant literature, questionnaires, experimental testing, comparative analysis of the experimental results, generalization, and methods of mathematical-statistical analysis.

Scientific novelty of the research work is the following:

the technology of differentiated instruction in teaching English to philology students has been improved by prioritizing the procedural structural component aimed at enhancing linguistic competence through adaptation of educational goals to the student's individual and academic characteristics among the target, content, and result components that define the conceptual model;

the educational process implemented through differentiated learning technology has been improved on the basis of Tomlinson's differential model, Vygotsky's socio-cultural theory, Gardner's theory of multiple intelligences, and CEFR descriptors, as well as through ensuring consistency in the level of difficulty and the assessment methods of receptive, scaffolding, cognitive, and reflective exercises;

a conceptual model has been developed on the basis of specific criteria for evaluating the effectiveness of differentiated learning, including components of scientific linguistic competence, professional philological competence, cognition and learning, and motivational-affective activity, making possible an objective comparative assessment of traditional and differentiated teaching methods;

the criteria for assessing students' productive competences were developed on the basis of the descriptors presented in the CEFR, as well as the components of differentiated educational technology, including learner profiles, qualification descriptors, automated task differentiation, feedback, and rubric-based assessment, through horizontal integration with artificial intelligence features;

Practical results of the research work:

development of differentiated lesson models that take into account students' language proficiency, learning styles, and individual needs, resulting in more effective and personalized language instruction;

improved student engagement and performance through the application of targeted instructional strategies such as tiered tasks, flexible grouping, and scaffolded activities adapted to different learner levels;

creation of diagnostic tools for identifying students' strengths and weaknesses in language competencies, enabling instructors to adjust content, pace, and methods accordingly;

implementation of differentiated assessment methods, including formative assessments, project-based tasks, and portfolio evaluations, which more accurately reflect individual progress and learning outcomes;

development of an artificial intelligence-supported method for differentiated instruction that facilitates automated task differentiation, immediate feedback, progress monitoring, and assessment through a CEFR aligned rubric.

Authenticity of the research results is determined by the fact that the applied pedagogical technologies, methods, and theoretical data were obtained from original sources, by the thorough analysis of the results of the series of exercises and experimental-test work, by their determination on the basis of mathematical-statistical techniques, and by the introduction of conclusions, proposals, and recommendations into practice.

Scientific and practical value of the research work. The scientific value of this research is connected with a deeper understanding of differentiated instruction in foreign language teaching. The study shows how this approach can be used to respond to students' different levels, learning needs, abilities, and preferences. It also clarifies the main concepts, strategies, and diagnostic procedures related to differentiated instruction in higher education. In this way, the research contributes to the methodology of English language teaching by showing how individualized learning can be organized more systematically and effectively.

The practical value of the research is reflected in the materials and methods that can be used by English language teachers. These include adaptable lesson plans, diagnostic tasks, differentiated exercises, and assessment criteria. They can help teachers plan lessons according to students' readiness and language level, support learners during the learning process, and evaluate their progress more fairly. As a result, the proposed materials may increase students' engagement, motivation, and achievement, and improve the quality of English language teaching in higher education.

Implementation of the research results: Based on the results of scientific research aimed at improving the educational process through the implementation of differentiated instruction in English language classes within the higher education system:

the conclusions theoretically substantiating that foreign language teaching in higher education, based on a differentiated approach and taking into account CEFR competence levels, through the use of tiered tasks, individual learning trajectories, and the provision of personalized education, enhances students' cognitive activity, linguistic autonomy, and interactive participation, were utilized within the innovative project entitled "Formation of a System of Psychological Diagnostics for the

Professional Selection of Academic Staff in Higher Education Institutions” (No. IL-21091378), which was implemented in 2022–2023 within the framework of state scientific and technical programs at the Uzbekistan State World Languages University (certificate dated December 13, 2025, No. 11-25/254). As a result, these findings contributed to enriching the content of the project and increasing students’ cognitive activity, linguistic autonomy, and interactive engagement;

the conclusions that a comprehensive methodological framework for foreign language teaching was developed on the basis of integrating the key theories of differentiated instruction (C. Tomlinson, L. S. Vygotsky, H. Gardner’s theory of multiple intelligences) and CEFR descriptors, within which adaptive curricula and lesson plans suitable for higher education were proposed, were applied at the Uzbekistan State World Languages University within the framework of the international project “English Access Microscholarship Program” (No. SUZ80021GR3106), which was implemented in 2022–2024 with financial support from the U.S. Embassy in Tashkent and the U.S. Department of State (certificate dated December 13, 2025, No. 11-25/253). As a result, the methodological preparedness of higher education faculty members was significantly improved;

based on empirical observations, learning difficulties within differentiated education were cognitively and analytically classified according to linguistic, extralinguistic, and psychological factors. Corresponding diagnostic tools and a system of corrective instructional exercises were developed on the basis of an individualized approach. These results were used within the innovative project “Development of the ‘Comparativistics’ Electronic Platform for the Course ‘Comparative Literature Studies’” (No. IL-27-4722022423), implemented in 2023–2025 under state scientific and technical programs at the Uzbekistan State World Languages University (certificate dated December 24, 2025, No. 11-25/295). As a result, the evaluation outcomes concerning the effectiveness of tiered tasks and individual learning trajectories, that is, personalized learning pathways ensuring transparency, efficiency, and fairness of the educational process and promoting students’ self-development and the professional advancement of teachers, were used in shaping the project’s electronic content;

the conclusions demonstrating that modern artificial intelligence tools assist in analyzing students’ individual knowledge and skills, generating personalized tasks aimed at developing competencies, and optimizing the differentiated learning process were applied within the framework of the project “Establishment of an Experimental Phonetic Laboratory (Based on a Foreign Language)” (No. IL-662204405) (certificate dated December 17, 2025, No. 11-25/265). As a result, the cognitively analytical classification of learning barriers encountered in differentiated instruction, developed on the basis of empirical research observations, was broadly implemented within the project. The classification of difficulties into linguistic, extralinguistic, and psychological factors served as a foundation for increasing the effectiveness of the research.

Approbation of the research results. The results of this research have been discussed at 2 international and 2 national scientific and practical conferences.

Publication of the research results. A total of 15 scientific works have been published on the topic of the dissertation, including 3 scientific articles published in academic journals recommended by the Higher Attestation Commission of the Republic of Uzbekistan for the publication of the main scientific results of doctoral dissertations, 3 articles were published in the international scientific journals.

The outline of the thesis: The dissertation consists of introduction, three chapters, conclusions, bibliography and appendixes. The volume of the dissertation contains 142 printed pages.

MAIN CONTENTS OF THE DISSERTATION

In the introduction, the relevance of the dissertation topic is substantiated, the correspondence of the research to the priority areas for the development of science and technology in the Republic of Uzbekistan is demonstrated, the degree of investigation of the problem is analyzed, and the connection of the research with the scientific research plans of the educational institution where the dissertation was carried out is described. Furthermore, the aim and objectives of the study, as well as its object and subject, are defined. The scientific and practical significance of the research, the reliability of the results, their implementation into practice, approbation, publication, structure, and volume are also presented.

The first chapter of the dissertation titled **“Theoretical foundations of differentiated instruction in the development of linguistic competence of students”** depicts the key aspects of differentiated learning and challenges in developing linguistic competence in philology students as well as the principles of approaches in the organization of differentiated education. The scientific definition of differentiated learning is often attributed to Carol Ann Tomlinson, one of the leading experts in this field. In her book “The Differentiated Classroom: Responding to the Needs of All Learners”, Tomlinson writes: “Differentiated learning is a teaching philosophy in which teachers recognize that students vary in their readiness for learning, interests and learning styles and adapt the content, processes and products to promote the success of each student”. The teacher’s goal is to engage students in the learning process, rather than merely conveying information to them. For example, if a student has gaps in their knowledge, it is the teacher’s role to help them bridge these gaps. Similarly, if a student has already mastered the material, the teacher’s task is to ensure their continued growth. Furthermore, if a learner is unable to comprehend with a single approach or sort of content, the instructor should discover an alternative way or switch to new topic to promote the student's learning. It is a teaching approach that considers the unique characteristics of each student and adjusts the learning process accordingly to attain ideal outcomes (see the table 1):

Table 1.

Key Principles of Differentiated Learning

Principle	Description
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Consideration of individual differences	Adapting content, methods and forms of teaching to students' levels of readiness, interests and learning styles ¹² .
Zone of Proximal Development (ZPD)	Supporting students in mastering material beyond their current knowledge with gradually reduced assistance.
Flexibility and adaptability	Utilizing various forms of work and assessment methods to improve learning outcomes.
Inclusiveness and UDL	Creating an accessible educational environment for students with diverse abilities and readiness levels.
Feedback and assessment	Regular evaluation and feedback to adapt the learning process and address difficulties ¹³ .

In addition, regular feedback and assessment are essential components of the learning process. This helps teachers to adapt their teaching, identify areas where students are struggling and provide the appropriate resources to help them overcome these challenges. Assessment methods include formal tools such as tests and exams, as well as informal methods like observation and reflection. This allows for a comprehensive evaluation of student progress (see the table 2):

Table 2.

Practical Strategies for Differentiated Learning

Strategy	Application
Flexible grouping	Forming temporary groups for specific tasks, e.g., grammar exercises.
Diverse materials	Using textbooks, multimedia and interactive platforms to cater to different learning needs.
Differentiated assessment	Projects, essays and presentations instead of standard tests to showcase students' strengths.

Differentiated instruction presents several challenges for educators. Teachers may not have sufficient time or materials to create customized lessons. One solution is to utilize pre-existing online resources, such as interactive learning platforms. Teacher preparation: many educators may lack the necessary training to implement differentiated instruction effectively. A potential solution is the provision of specialized training programs. Group management: managing diverse student groups can be challenging. Effective strategies include the use of technology, such as interactive white boards and collaborative learning tools (see the table 3):

Table 3.

The role of technology in differentiated learning

Technology	Role
Twee.com	Customizing assignments based on students' proficiency levels.
EdcafeAI	Tailoring lesson plans to various groups and learning objectives
AI chatbots	Creating chat assistant for practicing, Q&A and topic explanation catered to varying levels of proficiency
Google classroom	Managing diverse tasks and tracking progress effectively
Edpuzzle+AI prompts	Turning videos into interactive lessons with questions and immediate feedback
Padlet	Collaborating and contributing in diverse formats supporting differentiation

¹² Группа_Б_Эльчян_Светлана_Вруйровна_21_тема_Дифференциация_обучения

¹³ Система дифференцированного обучения в начальной школе: пути реализации и примеры из практики

Kahoot	Creating interactive assignments and engaging students in the learning process
Ai rubrics and chatbot feedback	Ideal for formative feedback on writing and speaking
SwiftScore	AI-powered assessment and feedback system minimizing workload and pinpointing areas where individual students require assistance

The concept of "linguistic competence" was introduced by American linguist N. Chomsky in the mid-20th century, defining it as the ability to understand and produce an unlimited number of sentences using acquired language skills (see the table 4):

Table 4.

Challenges in Developing Linguistic Competence

Challenge	Description
Cultural Barriers	Differences in cultural norms affecting language understanding.
Resource Limitations	Insufficient teaching materials and tools for effective instruction.
Motivation Deficiency	Challenges in maintaining consistent student engagement.
Diverse Learning Styles	Difficulty in adapting teaching methods to varied learner preferences.

Differentiated learning is a powerful tool for developing linguistic competence, enabling the adaptation of the educational process to meet students' individual needs. However, implementing this approach involves several challenges, such as a lack of resources, assessment difficulties and the need for professional teacher training. For successful differentiation, it is essential to consider students' cultural and linguistic backgrounds and to support the development of teachers' pedagogical skills (see the table 5):

Table 5.

Approaches to Enhance Linguistic Competence

Approach	Implementation
Role-playing Activities	Simulated scenarios to practice conversational skills.
Interactive Multimedia	Use of videos, apps and presentations to enhance engagement.
Group Projects	Collaboration to promote active language use in real-world contexts.
Feedback Mechanisms	Regular constructive feedback on speaking and writing tasks

The second chapter titled “**Methods of development of differential education in the teaching of English at the philological faculty of a university**” analyses the content, program and textbooks to determine the application of DI and illustrates the comparative study of traditional and differentiated methods of teaching English to philology students. Moreover, it highlights the pedagogical shift from uniform to product focused learning exercises. The analysis of the curriculum shows that each component course plays a distinct role in building students' overall proficiency. However, it is also important to ensure that these courses interconnect to support the principles of differential education. From the perspective of a

philological curriculum, each of the chosen textbooks fulfills a distinct role: the first two cater to academic reading and writing skills (with an exam orientation), while third addresses general language competency development (see the table 6):

Table 6.

Language competency development.			
Criteria for evaluation	Improve Your Skills: Reading (IELTS)	Improve Your Skills: Writing (IELTS)	All Clear 1
Content adaptability	Limited (fixed exam-oriented texts)	Limited	Moderate
Scaffolding	Present (step by step exam tasks)	Present	Strong
Differentiated difficulty levels	Minimal	Minimal	Partial
Diverse task categories	Moderate	Moderate	High
Assistance for varied learner requirements	Low	Low	Moderate
Instructor flexibility (content, process, product)	Low	Low	Moderate

It can be stated that an examination of English language teaching content, curricula and textbooks in philological universities revealed a divergence between professional and academic standards and the uniformity of course materials. The first novelty in this study introduces a differentiated instruction framework for teaching English to philology students, targeting the disparity between articulated objectives and the differentiation of materials, tasks, and learning trajectories in existing programs and textbooks.

Figure 1. Conceptual Framework of Differentiated English Instruction for Philology Students:

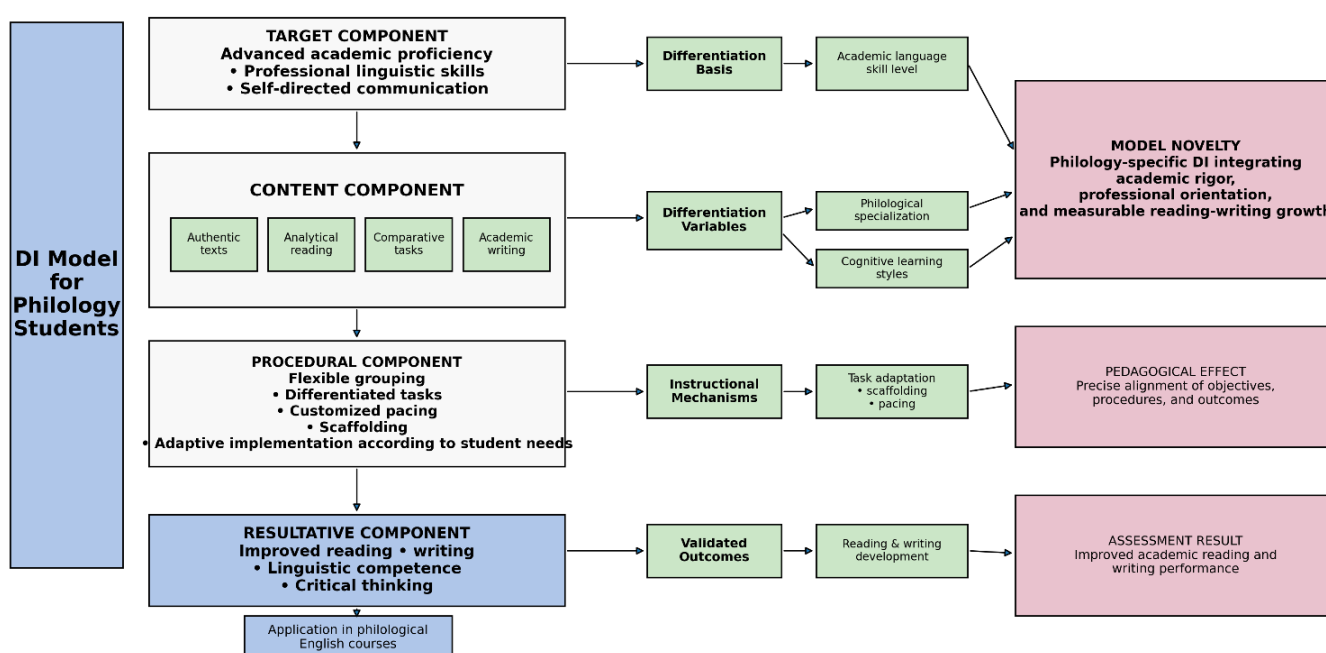


Figure 1. Conceptual Framework of Differentiated English Instruction for Philology Students.

Figure 1 presents the conceptual framework for differentiated English instruction for philology undergraduates developed in this study. The framework arranges the internal structure of the proposed teaching model and demonstrates how it can be implemented step by step in higher philological education. It consists of four main components: target, content, procedural, and resultative. These components are connected with one another and follow a clear sequence: goals → materials → classroom process → learning outcomes.

Table 7.

Main content of the framework.

Component	Main meaning in the framework
Target	Defines the main aims of the instruction, such as developing academic language, professional language skills, and independent academic communication.
Content	Includes authentic texts, analytical reading, comparative tasks, and academic writing selected according to the needs of philology students.
Procedural	Shows how instruction is organized through flexible grouping, differentiated tasks, individual learning pace, scaffolding, adaptive support, and technology.
Resultative	Presents the expected outcomes, including improvement in reading, writing, linguistic competence and critical thinking.

The framework is based on the idea that teaching goals should guide the choice of materials and classroom activities. For this reason, the target component stands at the beginning of the model. After the goals are defined, the teacher selects appropriate content and organizes the learning process through differentiated methods. A specific feature of this framework is its focus on philology students. Unlike general models of differentiated instruction, this framework takes into account students' academic language proficiency, philological specialization, and cognitive learning styles. These factors help teachers choose suitable texts, adjust task difficulty, and provide appropriate support.

The right side of the figure highlights the novelty of the framework. It shows that the model is designed not for general English learning only, but for philological education. Therefore, it pays special attention to academic reading, academic writing, language analysis, and professional preparation. In this way, the framework connects differentiated instruction with the real academic and professional needs of philology students. Thus, the framework can be used both as a theoretical basis and as a practical guide. It explains what should be taught, how it should be adapted, and what results are expected. Its originality lies in applying differentiated instruction to the linguistic, academic, and professional development of philology students.

The analytical dimension of this research served as the foundation for the DI innovation. This analysis encompassed an examination of curriculum and the core subjects within the English philology program. Employing structural, content-related,

methodological, differentiation-oriented and technology-based criteria, the study assessed 3 core subjects, curriculum and 3 principal textbooks.

The investigation revealed that 60-65% of the content was theoretical in nature, while 35-40% was practical, and fewer than 30% of the instructional activities were explicitly differentiated by competency or learning pace. Furthermore, standardized assessment systems constrained the development of customized learning pathways. These observations indicated a disparity between the curriculum's competency-based objectives and the practical application of differentiation, thereby validating the study's scientific contribution: a conceptual framework of differentiated teaching.

Our experimental study's specific objective is to compare the effects of traditional and differentiated (innovative) approaches on English language learning outcomes for students, especially in a philological faculty setting, and identify the elements of these approaches that work best for enhancing language proficiency, communication skills and student engagement.

In the control group, Teaching Methodology (Traditional) was characterized by a conventional approach to course delivery. The instruction included: *A lecture-practice system; Dependency on printed materials and textbooks; Limited interactive or creative activities; Traditional evaluation methods.*

In contrast, the experimental group was taught using an adaptive and differentiated methodology designed specifically for their English skills courses. Key features of the experimental group's approach included: *Adaptive lesson planning; Integration of cultural context; Assignments were varied in complexity; Use of technological tools; Student-centered and interactive activities; Continuous formative assessment.*

We have recommended Unified Model of Differentiated Foreign Language Instruction in Higher Education. Below you can know about the whole components of this model (see figure 2).

The proposed model is based on the idea that differentiated instruction should not be applied randomly. It needs a clear theoretical basis, a step-by-step procedure, and measurable results. For this reason, the model brings together four important pedagogical foundations: Tomlinson's theory of differentiated instruction, Vygotsky's Zone of Proximal Development, Gardner's theory of Multiple Intelligences, and the Common European Framework of Reference for Languages.

Tomlinson's theory is important because it explains the main areas where differentiation can take place: content, process, product, and learning environment. In other words, the teacher may adapt what students learn, how they learn it, how they show their results, and what kind of classroom conditions support their learning. This idea is especially useful in English classes, where students often differ in language level, interests, readiness, and learning preferences.

Vygotsky's Zone of Proximal Development adds another important idea to the model. According to this theory, students learn better when tasks are not too easy and not too difficult, but slightly above their current level and supported by the teacher or peers. In this model, this principle is used through scaffolding, guided practice,

sentence starters, vocabulary support, peer work, and gradual movement from supported tasks to independent performance.

Gardner's theory of Multiple Intelligences helps explain why students may respond differently to the same task. Some learners understand better through words, some through logic, visuals, movement, cooperation, or individual reflection. Therefore, the model allows the teacher to use different types of tasks, such as discussions, written work, visual products, role-plays, presentations, and reflective activities. This makes the lesson more inclusive and gives students more than one way to demonstrate understanding.

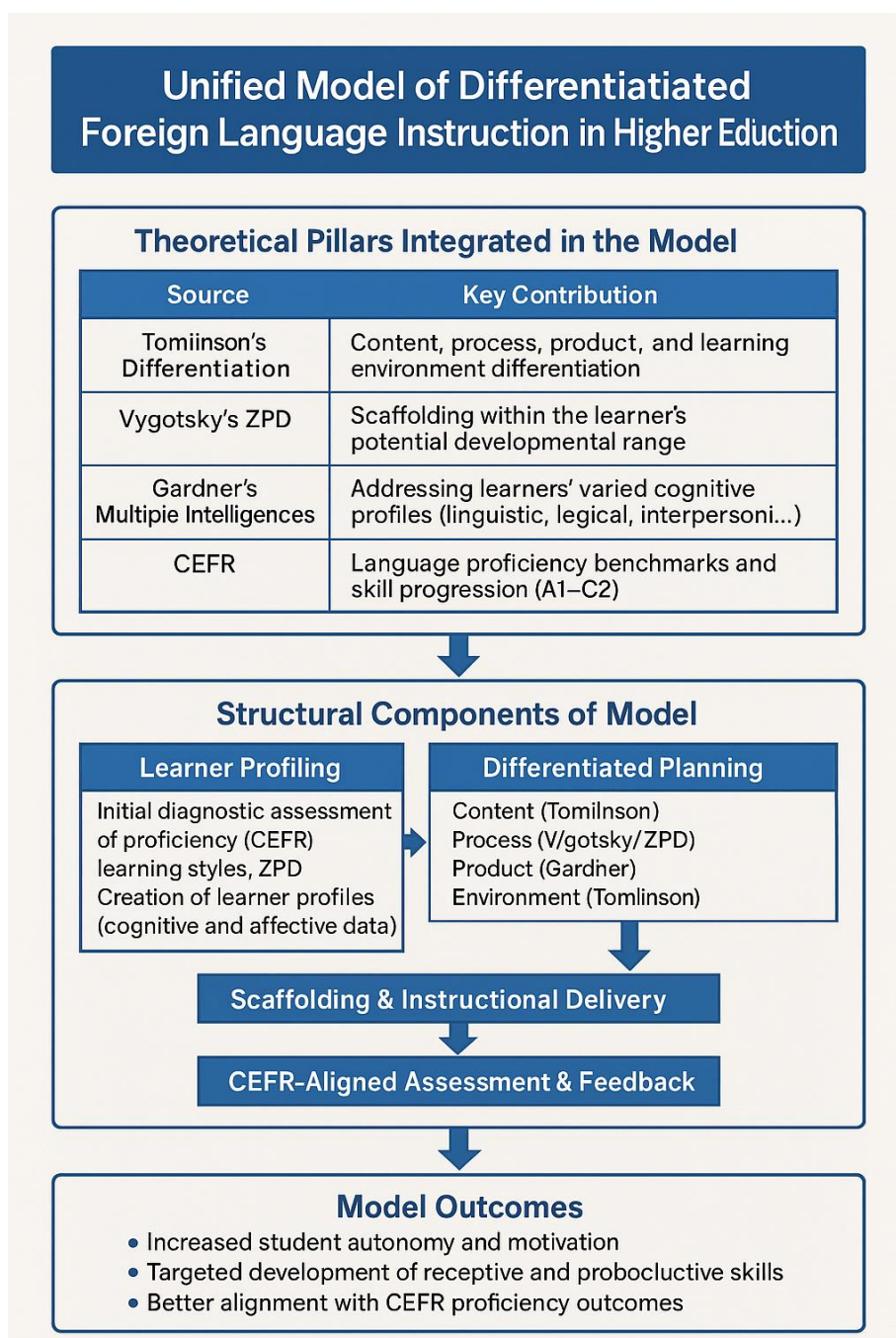


Figure 2. Unified Model of differentiated Foreign Language Instruction in Higher Education.

The CEFR is used in the model as a practical tool for setting goals, choosing tasks, and assessing results. Its level-based system and “can-do” descriptors help the teacher understand what learners are able to do at a particular stage of language development. In this research, CEFR descriptors are especially useful for planning and evaluating students’ progress in listening, speaking, reading, and writing.

The model is organized through several connected stages. The first stage is learner profiling. At this stage, the teacher collects information about students’ language level, learning needs, motivation, and preferred ways of learning. This may include CEFR-based placement tests, short diagnostic tasks, questionnaires, observation, and reflective notes. The purpose of this stage is not only to divide students by level, but to understand what kind of support each learner may need during the learning process.

The second stage is differentiated planning. After learner profiles are identified, the teacher adapts the lesson content, tasks, methods, and expected outcomes. For example, students may work with texts of different difficulty levels, choose topics connected with their interests, or complete tasks in different formats. Some students may prepare oral responses, while others may write essays, create visual summaries, or take part in role-plays. At this stage, differentiation is also reflected in classroom organization through flexible grouping, pair work, group rotation, and the use of digital or blended learning tools.

The third stage is scaffolding and instructional delivery. In this stage, the teacher provides the necessary support before students work independently. This support may include model answers, guiding questions, vocabulary banks, sentence frames, examples, and step-by-step instructions. Tasks are organized from simpler to more complex ones so that students can gradually build confidence and competence. The teacher also observes how students respond to the tasks and changes the level of support when necessary. Flexible grouping is important here, because students may sometimes work with stronger peers, sometimes with learners of a similar level, and sometimes individually.

The fourth stage is assessment and feedback. Assessment in this model is not limited to final tests. It includes formative, summative, and reflective assessment. Students’ progress is checked through classroom tasks, written work, oral performance, portfolios, self-assessment, and teacher feedback. The assessment is connected with CEFR descriptors, so the expected outcomes are clearer for both the teacher and the students. Feedback is also differentiated: students receive comments on their strengths, mistakes, and next steps for improvement.

The implementation of this model can bring several pedagogical benefits. First, it helps increase students’ motivation and autonomy, because learners feel that their level, needs, and interests are taken into account. Second, it supports the targeted development of language skills, especially when reading, writing, speaking, and listening tasks are planned according to students’ actual proficiency. Third, the use of CEFR makes the model more transparent and connected with international language standards. Fourth, the model supports inclusion, because it gives students with different learning profiles and backgrounds more opportunities to participate.

Finally, the model can be adapted to different educational contexts, as it is based on widely recognized pedagogical theories and can be modified according to the needs of a particular group, institution, or language course.

Thus, the proposed model presents differentiated instruction as a systematic process. It begins with understanding the learner, continues with adapted planning and supported classroom practice, and ends with assessment and feedback. Its main value lies in combining theoretical principles with practical classroom procedures. In the context of teaching English to philology students, the model helps organize instruction in a more flexible, fair, and competence-oriented way.

During the experiment which we have made, we have used different exercises with various types of lesson plans, here's a practical, complete lesson plan that integrates speaking and writing, uses Bloom's Taxonomy to scaffold higher-order thinking and includes differentiated learning (by content, process and product) (See the tables 8-9-10):

Context: Advanced English learners (upper-intermediate to advanced).

Topic: Contemporary controversial issues (students choose).

Skills: Academic writing + persuasive speaking.

Table 8.

Lesson Plan: Speaking and Writing through Bloom's Taxonomy

Time	Stage	Bloom's Level	Activity	Differentiation
10 min	Warm-up and topic choice	<i>Remember / Understand</i>	Brainstorm controversial topics (e.g., AI, cancel culture, climate action). Each student writes one they care about.	Students choose topic of personal interest (content).
15 min	Analyze and plan	<i>Analyze</i>	In pairs: analyze topic → list pros/cons, stakeholders, ethical angles. Teacher provides graphic organizer for those who need structure.	Some students use organizer; others do free brainstorming.
20 min	Writing task	<i>Apply / Evaluate</i>	Write a persuasive paragraph (150–200 words): present stance and justify with at least two reasons.	Choose style: formal editorial or blog post; scaffold: sentence starters for those who need.
15 min	Speaking preparation	<i>Apply</i>	Prepare a 2-minute talk based on written paragraph. Teacher models an example.	Some students draft full text; others use bullet points.
20 min	Speaking activity	<i>Create / Evaluate</i>	Deliver talk to small group; group gives peer feedback (use rubric).	Students can choose to record video, speak live, or create audio.
10 min	Reflection	<i>Evaluate / Create</i>	Whole-class discussion: "What argument changed your view? Why?" Each writes one idea to refine.	Reflection can be written or spoken.

Differentiation in detail: by content: choice of topic based on interests. By process: use of scaffolds (organizer, sentence starters, outlines) or open task, by product: write editorial, blog, or letter; speak live or record; length and style

Table 9.

**Simple Rubrics (Bloom's-aligned)
Writing (10 pts)**

Criteria	2 pts	1 pt	0 pts
Clear stance	Clear and focused	Somewhat clear	Unclear
Supporting reasons	Two or more, relevant	One, limited	None or irrelevant
Organization	Logical and cohesive	Somewhat organized	Disorganized
Language	Advanced and accurate	Some errors	Frequent errors
Style and voice	Appropriate and engaging	Adequate	Inappropriate or dull

Table 10.

Speaking (10 pts)

Criteria	2 pts	1 pt	0 pts
Content	Clear stance and reasons	Limited clarity	Unclear
Fluency	Confident and smooth	Some hesitation	Frequent pauses
Pronunciation	Clear and accurate	Minor issues	Hard to understand
Engagement	Expressive and persuasive	Somewhat engaging	Monotone
Structure	Clear opening and closing	Some structure	None

The proposed differentiated exercises aim to develop students' language skills together with their communication, thinking, and independent learning abilities. Since the tasks are offered at different levels of difficulty, students can work according to their readiness and proficiency. This helps them move beyond simple task completion and gradually improve their knowledge, skills, and independent thinking.

The proposed technique also provides a broader form of assessment. It does not evaluate only language accuracy, but also academic language competence, philological knowledge, cognitive development, and learner motivation. Therefore, it better reflects the goals of philological higher education.

The efficacy of DI is evaluated using four interconnected criteria:

1. Scholarly linguistic competence
 - cultivation of receptive and productive abilities in academic English
2. Professional philological competence
 - capacity to evaluate, interpret and generate philology-focused texts
3. Cognitive and learning skills:
 - critical thinking, analytical abilities, independence
4. Motivational and affective engagement:
 - learning motivation, engagement, accountability for learning

There are measurable indications for each criteria including:

- Test scores based on CEFR

- Academic and analytical task quality
- Degree of autonomous task completion
- Classroom involvement and participation

3. *Achievement Levels*

The efficacy is assessed at three tiers:

Table 11.

The efficacy of Assessment.

Classification	Explanation
Elevated (Advanced)	Consistent proficiency in academic language, considerable independence and robust motivation
Acceptable (Intermediate)	Satisfactory performance with limited teacher assistance
Elementary, incomplete understanding:	Little autonomy

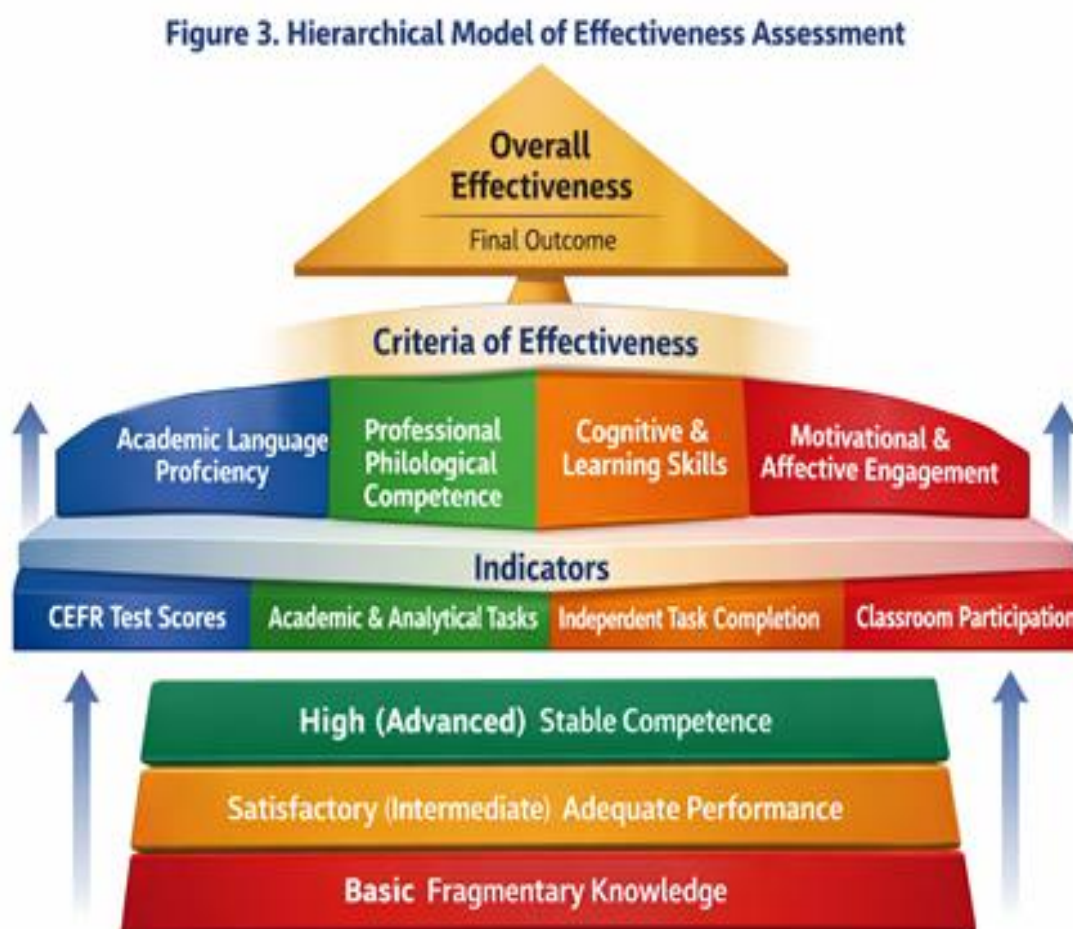


Figure 3. Hierarchical Model of Effectiveness Assessment.

Figure 3 illustrates a hierarchical model of effectiveness evaluation in which indicators form the foundation, criteria constitute the central dimension of assessment, and overall effectiveness represents the final outcome. This framework

ensures the internal validity of the evaluation and allows comparative analysis between conventional and differentiated instructional strategies.

The final scientific innovation develops logically from the preceding ones by putting differentiated instructional concepts, diagnostic tools, and evaluation criteria into practice. This is achieved through AI-based task differentiation and feedback, making it a key practical component of the overall research framework.

Higher education's differentiated instruction traditionally necessitates that educators manually modify learning tasks, resources and assessment techniques. While this approach acknowledges learner diversity, it presents scalability challenges and demands considerable instructional resources, particularly within heterogeneous philology classes characterized by varying CEFR levels, cognitive learning preferences, and professional specializations. Recent advancements in educational technology and AI offer the potential to automate task adaption, feedback provision and progress monitoring, thereby enhancing the efficacy of DI.

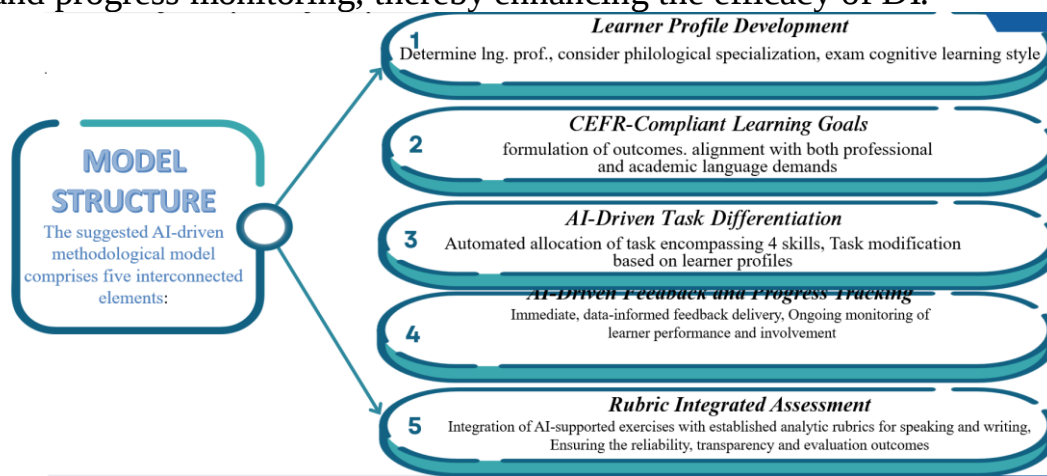


Figure 4. The chronological order of the five interconnected elements aforementioned above.

Current studies often present AI in language teaching as a new tool or innovation, but they do not always show how it can be used as part of everyday instruction. This study addresses this gap by developing and testing an AI-supported model for differentiated English teaching. The model connects AI tools with CEFR levels, learner profiles, task adaptation, and assessment, and is designed specifically for the academic needs of philology students.

Model Structure

The proposed AI-driven methodological model includes five interconnected elements:

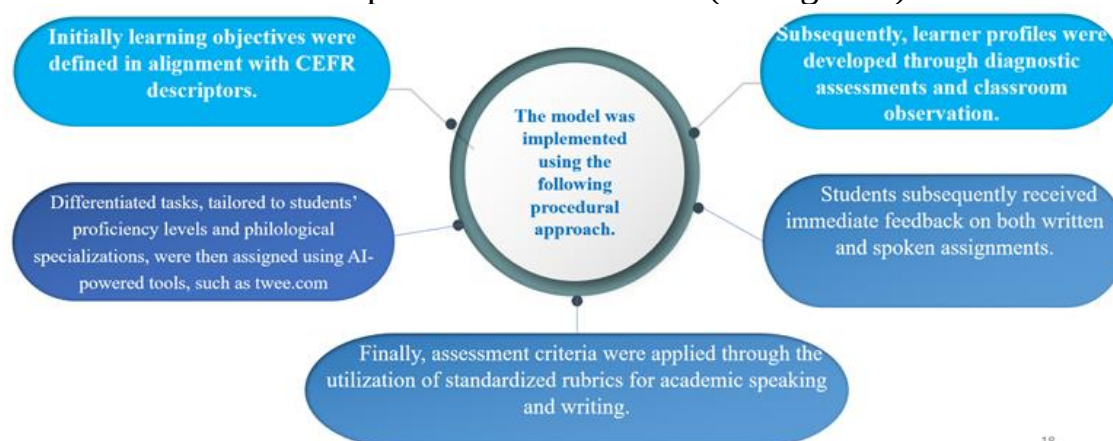
- 1. Learner Profile Development**
 - determination of students' language proficiency in accordance with the Common European Framework of Reference;
 - consideration of philological specialization
 - examination of cognitive and learning attributes
 -
- 2. CEFR-Compliant Learning Goals**
 - formulation of outcomes for receptive and productive language skills;

- alignment with both professional and academic language demands
 -
3. AI-Enhanced Task Differentiation
 - Automated allocation of task encompassing reading, writing, listening and speaking;
 - Task modification based on learner profiles and proficiency levels
 4. AI-Driven Feedback and Progress Tracking
 - Immediate, data-informed feedback delivery;
 - Ongoing monitoring of learner performance and involvement;
 5. Rubric-Integrated Assessment
 - Integration of AI-supported exercises with established analytic rubrics for speaking and writing;
 - Ensuring the reliability, transparency and evaluation outcomes

As can be seen, this framework differs from conventional DI models by incorporating AI tools as a methodological instrument rather than merely as supplementary digital resources.

The model was implemented using the following procedural approach.

The AI-driven implementation in English language instruction for philology students followed a structured procedural framework (see figure 5):



18

Figure 5. The procedural approach of the model.

Unlike traditional differentiation methods, which tend to be characterized by episodic task adaptation and teacher dependency, the proposed model enabled continuous and dynamic instructional adaptation, thereby operationalizing the methodological principles established in the earlier phases of the research.

Evaluation Criteria and Measures

The effectiveness of the AI-driven differentiated instructional model was assessed through the following interconnected pedagogical dimensions:

1. Academic Language Proficiency
 - Enhancement of receptive and productive skills as defined by CEFR descriptors
 - Advancement in writing and speaking performance assessed via rubrics
2. Professional Philological Competence
 - Caliber of text analysis and interpretation;

- Precision and coherence of discipline-specific academic output

3. Cognitive and Learning Skills

- Learner autonomy
- Strategic application of feedback
- Self-correction and reflective learning practices

4. Motivational and affective engagement

- Task involvement and perseverance
- Diminished anxiety stemming from immediate feedback
- Greater learning motivation

Taken together, these criteria allowed for a comprehensive assessment of both instructional methodologies and learning outcomes.

The assessment process was organized in four main steps. First, students' initial language level and learning preferences were identified through CEFR-based diagnostic tasks and rubric assessment. This helped establish the starting point of the study.

During the teaching process, students' progress was monitored regularly. AI-supported tools helped collect information about task completion, common errors, feedback use, and learner engagement. This made it easier to see how students were working and where they needed more support.

After the model was implemented, students' speaking and writing skills were assessed again using the same rubrics and CEFR descriptors. This allowed the pre- and post-results to be compared more clearly. The final analysis showed improvement in academic language proficiency, learner autonomy, and motivation.

The model was also checked through classroom observation, comparison of assessment results, analysis of students' interaction with feedback, and observation of teacher workload. These findings showed that the AI-supported model helped apply differentiated instruction more effectively in practice.

The third chapter titled “**Methodology, organization and conduct of experimental training**” showcases the framework of the educational experiment, stages of experimental testing alongside with the statistical and data analysis of the experimental results too.

The research was grounded in empirical evidence and utilized both experimental and quantitative research methodologies to ensure methodological rigor, reliability and validity of results. The training experiment was structured across four main stages, each serving a distinct purpose:

Diagnostic (Prognostic) Stage (2024–2025 academic year). At this stage, a comprehensive review of relevant scientific literature was conducted and students' baseline language and speech competences were measured. A preliminary diagnostic assessment was administered through questionnaires and targeted tasks to evaluate students' existing knowledge and skills related to differentiated learning. Furthermore, during this phase, a pedagogical methodology for fostering language and speech competencies via differentiated instruction was conceptualized and developed. Organizational and Preparatory Stage (second half of 2024). This phase focused on the selection of experimental groups, formulation

of assessment criteria and determination of procedures for measuring experimental outcomes. Preparatory activities ensured standardization and control across the participating institutions. Practical Implementation Stage (2024–2025 academic year). During this period, the experimental methodology and the system of tasks developed in the previous stages were piloted among first-year students at three higher education institutions. The differentiated learning model was systematically integrated into classroom instruction to assess its impact on learners’ communicative competences. Final Stage (2025 academic year). In the concluding phase, a final assessment was carried out to measure post-intervention outcomes. The resulting data were statistically analyzed and evidence-based methodological recommendations were formulated based on the observed learning improvements and effectiveness of the differentiated instructional approach. To enhance the credibility and applicability of findings, the experimental study was implemented in three major higher education institutions of Uzbekistan specializing in language instruction:

- Samarkand State Institute of Foreign Languages
- Namangan State Institute of Foreign Languages
- Uzbekistan State World Languages University

Through this multi-institutional design, the study ensured broader generalizability of results and provided a robust foundation for evaluating the integration of differentiated learning in language education at the tertiary level (See the table 11):

Table 12.

Distribution of Participants in the Pre-Test Phase of the Research Across Selected Institutions Sample Institutions.

N	Educational institutions	Total number of EG students
1	Uzbekistan state world languages university	62
2	Namangan state foreign languages university	62
3	Samarkand state foreign languages university	61
	Total	185

Within the framework of this pedagogical experiment, a differentiated learning approach was applied with the aim of enhancing the speaking and writing competencies of first-year undergraduate philology students. During the implementation of this strategy, a range of challenges related to students’ development of oral communication skills was identified. These included methodological difficulties, structural limitations and specific speech-related and pedagogical obstacles encountered during instruction. A more comprehensive analysis of these issues is presented in the subsequent sections covering the experimental sessions. For instance, the second instructional text contains useful vocabulary that could aid language development, yet it lacks lexical highlighting or emphasis, thereby limiting its effectiveness as a learning resource. In contrast, the third text demonstrates strong lexical potential for enriching students’

vocabulary and speech output; however, its informational density and conceptual complexity present significant comprehension barriers for learners at this stage. Furthermore, data collected from a structured survey involving 30 English language faculty members and instructors from various higher education institutions provided valuable insights into existing teaching practices and highlighted shared concerns regarding student engagement and resource accessibility.

The dissertation conducted pedagogical experiments at Samarkand state institute of foreign languages, Namangan state institute of foreign languages and Uzbekistan state world languages university, at three higher education institutions of the Republic. The creating step took place in test locations. 361 students in all took part in the experiment. 185 of them took part in the experiment, whereas 176 took part in the control group.

To evaluate students' speaking and writing abilities, tests, practical tasks and the experiment were designed.

The students in the experimental and control groups' mastery indices are listed in Table 2 for each group. The table 2 displays its geometric representation (see the table 12):

Table 13.

Degree of students

№	Names of higher education institutions	Control group $m_j=176$			Experimental group $n_i = 185$		
		High	Medium	Low	High	Medium	Low
1	Uzbekistan State World Languages University	10	23	27	19	32	11
2	Namangan State institute of foreign languages	9	23	26	19	33	11
3	Samarkand State institute of foreign languages	9	23	26	18	32	10
Results for all universities		28	69	79	56	97	32

Based on the experiment's findings, we examined the average mastery of the experimental findings in the experimental and control groups to ascertain the efficacy of enhancing students' speaking and writing abilities by introducing more differentiated learning and teaching using the mathematical-statistical method developed by the Student-Fisher. According to Table 3, Hypothesis N1, which shows the effectiveness of assimilation in the experimental and control groups and hypothesis N0, which contradicts it, are selected (see the table 13):

Table 14.

Levels of mastery

Groups	Number of students	Levels of mastery
--------	--------------------	-------------------

		High	Medium	Low
Experimental group	185	56	97	32
Control group	176	28	70	78

We produce the following statistically grouped variance series, as well as a high score of 3 points, a medium score of 2 points and a low score of 1 point, by determining the students' numbers in the control group and the number of mastery indicators in the experimental group, respectively we define.

Based on the above results, we calculate the quality indicators of experimental work.

As we know based on $\bar{X}=2,13$; $\bar{Y}=1,72$; $\Delta_x = 0,1$; $\Delta_y = 0,11$;

More quality indicators:

$$K_{yc\delta} = \frac{(\bar{X} - \Delta_x)}{(\bar{Y} + \Delta_y)} = \frac{2,13 - 0,1}{1,72 + 0,11} = \frac{2,03}{1,83} = 1,109 > 1;$$

$$K_{\delta\delta\delta} = (\bar{X} - \Delta_x) - (\bar{Y} - \Delta_y) = (2,13 - 0,1) - (1,72 - 0,11) = 2,03 - 1,61 = 0,42 > 0;$$

The results show that a sudden size is the criterion for measuring instructional efficacy and a value larger than zero is the criterion for measuring knowledge level. The instruction in the experimental group and at experiment's conclusion is greater than in the control group and at experiment's commencement. From this, it can be observed that the experimental group's performance improved by 13.7% when compared to the control group.

CONCLUSIONS

1. The research showed that differentiated instruction is needed in teaching English to philology students. Students in one group usually differ in their language level, previous knowledge, learning speed, interests, and ability to work independently. For this reason, the same task cannot always give the same result for all learners.

2. The study of scientific and methodological literature helped clarify the main pedagogical, psychological, and methodological ideas related to differentiated instruction. It was shown that this approach can support students' linguistic competence, academic reading and writing skills, and independent thinking.

3. During the research, attention was given to the needs, language levels, and learning difficulties of philology students. The results showed that existing materials and classroom tasks do not always take students' individual abilities into account when they are used in the same way for the whole group.

4. A conceptual framework for differentiated English language teaching was developed for philology students. In this framework, the target, content, process, and result components were considered together. The teaching process was planned in connection with students' academic and professional needs.

5. The research proposed a unified methodological model of differentiated English language teaching. The model considers students' academic language level,

philological specialization, and cognitive learning styles. Therefore, it is not a general model for all EFL learners, but a model adapted to the needs of philology students.

6. A system of differentiated exercises and tasks was designed to improve students' speaking and writing skills. The tasks included step-by-step support, flexible grouping, different levels of difficulty, independent work, and creative elements.

7. The development of the differentiated tasks was based on the ideas of Tomlinson, Vygotsky, Bloom, and the SCONUL model. These theoretical foundations helped connect language learning with analysis, evaluation, information literacy, and creative thinking.

8. The research also developed criteria and indicators for assessing the effectiveness of differentiated instruction. The assessment did not focus only on grammar accuracy. It also included academic language competence, professional philological preparation, cognitive development, and students' motivation.

9. The results of the pedagogical experiment showed that the proposed model and task system had a positive effect on students' learning. Improvement was observed in productive skills, communicative confidence, analytical thinking, independent academic work, and classroom participation.

10. Based on the results of the study, practical recommendations were prepared for using differentiated instruction in higher philological education. These recommendations include diagnostic assessment, tasks at different levels, flexible rubrics, digital tools, and AI-supported learning resources, which can be introduced gradually into English language teaching.

Practical recommendations for introducing differentiated instruction

The results of the research show that differentiated English teaching should be introduced into higher philological education gradually. A complete change of the curriculum is not necessary at once. It would be more realistic to begin with small changes in lesson planning, assessment, classroom tasks, and teacher support.

Before planning differentiated lessons, teachers need to understand the students in the group. Their language level, learning difficulties, interests, and readiness for different tasks should be identified through diagnostic tests, short written assignments, oral questions, questionnaires, or classroom observation. This information helps the teacher plan lessons more carefully and avoid using the same task for all students without considering their real needs.

During the lesson, differentiation can be organized through tasks of different difficulty, flexible grouping, additional support for weaker students, and more challenging activities for stronger learners. This does not mean that the teacher must prepare a separate lesson for every student. It means that one lesson should include different routes for learning the same topic.

Assessment should also become more flexible. Final tests alone do not always show students' real progress. Short quizzes, classroom tasks, self-assessment, teacher feedback, portfolios, and CEFR-based rubrics can give a clearer picture of students'

development. These forms of assessment help teachers notice both students' achievements and the areas where they still need support.

Teacher training is very important for successful implementation. Many teachers may understand the general idea of differentiated instruction, but they need practical examples of how to use it in real classrooms. Training courses should include learner profiling, task differentiation, scaffolding, flexible assessment, digital tools, and AI-supported learning resources. It would be useful if such training also provided sample lesson plans, task banks, rubrics, and classroom cases.

Students should also be prepared for this approach. They need to learn how to set personal goals, choose suitable learning strategies, check their progress, and reflect on their results. This is especially important for philology students, because they are expected to work independently with texts, vocabulary, speaking, writing, and academic materials. Online platforms, language applications, and AI-supported writing feedback may help them practise beyond the classroom, but these tools should be used with teacher guidance.

At the university level, differentiated instruction requires supportive conditions. Existing English syllabi can be improved by adding multi-level objectives, differentiated task options, scaffolded activities, project work, and flexible assessment criteria. LMS platforms, digital resources, and shared teaching materials can also help teachers organize differentiated learning more effectively. It is also important to give teachers time to prepare materials together and exchange classroom experience.

For Uzbekistan, the most practical way is to include differentiated instruction step by step into existing English language programs. Diagnostic assessment, tiered tasks, scaffolded learning, flexible rubrics, teacher training, and digital support can be added without changing the whole curriculum. Such changes are realistic for higher education institutions and can make English language teaching more responsive to students' actual levels, needs, and academic goals.

**НАУЧНОМ СОВЕТ DSs.03/2026.31.01.Ped.45.02
ПО ПРИСУЖДЕНИЮ УЧЕНЫХ СТЕПЕНЕЙ ПРИ
УЗБЕКСКОМ ГОСУДАРСТВЕННОМ УНИВЕРСИТЕТЕ
МИРОВЫХ ЯЗЫКОВ**

**УЗБЕКСКОМ ГОСУДАРСТВЕННОМ УНИВЕРСИТЕТЕ
МИРОВЫХ ЯЗЫКОВ**

НУРТДИНОВА САОДАТ ГАЙБУЛЛАЕВНА

**СОВЕРШЕНСТВОВАНИЯ ТЕХНОЛОГИИ ПРИМЕНЕНИЯ
ДИФФЕРЕНЦИРОВАННОГО ОБУЧЕНИЯ ПРИ ПРЕПОДАВАНИИ
АНГЛИЙСКОГО ЯЗЫКА СТУДЕНТАМ ФИЛОЛОГИЧЕСКОГО
НАПРАВЛЕНИЯ**

13.00.02 – Теория и методика образования и воспитания (английский язык)

**АВТОРЕФЕРАТ
диссертации доктора философии (PhD) по педагогическим наукам**

Ташкент – 2026

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ВВЕДЕНИЕ (резюме диссертации доктора философии (PhD))

Целью данного исследования является разработка, теоретическое обоснование и эмпирическая проверка комплексной технологии дифференцированного обучения английскому языку студентов-филологов с целью повышения их лингвистической компетенции.

Задачи исследования:

разработать концептуальную модель дифференцированного обучения английскому языку студентов-филологов на основе анализа существующих учебных планов, программ и учебников, а также определить ключевые структурные элементы, необходимые для её эффективного применения;

разработать и теоретически обосновать единую модель дифференцированного обучения иностранному языку на основе сравнительного анализа традиционных и дифференцированных методов обучения;

разработать систему критериев и показателей оценки эффективности дифференцированного обучения, включающую определение измеряемых уровней академической языковой подготовки, лингвистической компетенции, когнитивных способностей и учебной мотивации студентов;

исследовать методическую модель дифференцированного обучения на основе искусственного интеллекта с учётом профилей обучающихся, уровней владения языком в соответствии с CEFR, автоматизированной дифференциации заданий, системы обратной связи и оценивания для студентов-филологов.

Объект исследования процесс совершенствования обучения и преподавания иностранного языка у студентов первого курса филологических специальностей на основе внедрения дифференцированного обучения.

Предмет исследования формы, методы и средства совершенствования обучения иностранным языкам студентов-филологов посредством методологии дифференцированного обучения.

Научная новизна исследования заключается в следующем:

на основе теоретического анализа педагогических, психологических и методических исследований была разработана концептуальная модель дифференцированного обучения английскому языку студентов-филологов, направленная на целенаправленное и системное формирование лингвистической компетенции путём адаптации учебного материала, педагогических подходов и целей обучения к индивидуальным и академическим особенностям обучающихся;

на основе интеграции модели дифференциации К. Томлинсона, социокультурной теории Л. С. Виготского, теории множественного интеллекта Г. Гарднера и дескрипторов CEFR была разработана комплексная методическая модель обучения иностранному языку, а также предложены гибкие учебные программы и планы занятий, адаптированные к условиям высшего образования;

разработана система оценки эффективности дифференцированного обучения английскому языку студентов-филологов, включающая чётко определённые критерии, показатели и уровни достижения, что обеспечивает объективное сравнительное оценивание традиционных и дифференцированных методов обучения;

разработана инновационная методическая модель дифференцированного обучения на основе искусственного интеллекта, ориентированная на студентов-филологов и включающая профили обучающихся, уровни владения языком в соответствии с CEFR, автоматизированную дифференциацию заданий, систему обратной связи и оценивание на основе рубрик.

Внедрение результатов исследования. На основе результатов научных исследований по совершенствованию образовательного процесса посредством внедрения дифференцированного обучения на занятиях по английскому языку в системе высшего образования:

теоретически обоснованные выводы о том, что на основе теоретического анализа педагогических, психологических и методических исследований была разработана концептуальная модель дифференцированного обучения английскому языку студентов-филологов, направленная на целенаправленное и системное формирование лингвистической компетенции путём адаптации учебного материала, педагогических подходов и целей обучения к индивидуальным и академическим особенностям обучающихся были использованы в инновационном проекте на тему «Формирование системы психологической диагностики профессионального отбора профессорско-преподавательского состава в высших образовательных учреждениях», выполненном в 2022–2023 годах в рамках государственных научно-технических программ под номером IL-21091378 в Узбекском государственном университете мировых языков (Справка Узбекского государственного университета мировых языков от 13 декабря 2025 года № 11-25/254). В результате это способствовало обогащению контента проекта и повышению когнитивной активности, лингвистической автономности и интерактивного участия студентов;

выводы о том, что на основе интеграции модели дифференциации К. Томлинсона, социокультурной теории Л. С. Выготского, теории множественного интеллекта Г. Гарднера и дескрипторов CEFR была разработана комплексная методическая модель обучения иностранному языку, а также предложены гибкие учебные программы и планы занятий, адаптированные к условиям высшего образования были использованы в Узбекском государственном университете мировых языков в рамках международного проекта «English Access Microscholarship Program» (номер SUZ80021GR3106), реализованного в 2022–2024 годах при финансовой поддержке Посольства США в Ташкенте и Государственного департамента США (Справка Узбекского государственного университета мировых языков от 13 декабря 2025 года № 11-25/253). В результате была повышена методическая

подготовленность профессорско-преподавательского состава организаций высшего образования;

выводы о том, что разработана система оценки эффективности дифференцированного обучения английскому языку студентов-филологов, включающая чётко определённые критерии, показатели и уровни достижения, что обеспечивает объективное сравнительное оценивание традиционных и дифференцированных методов обучения были использованы в рамках инновационного проекта «Создание электронной платформы “Компаративистика” по дисциплине “Сравнительное литературоведение”» (№ IL-27-4722022423), выполненного в 2023–2025 годах в рамках государственных научно-технических программ в Узбекском государственном университете мировых языков (Справка от 24 декабря 2025 года № 11-25/295). В результате при формировании электронного контента проекта были использованы результаты оценки эффективности поэтапных (tiered) заданий и индивидуальных образовательных траекторий, то есть персонализированных образовательных маршрутов, обеспечивающих прозрачность, результативность и справедливость образовательного процесса, а также способствующих саморазвитию обучающихся и совершенствованию профессиональной деятельности преподавателей на основе научно-теоретических исследований;

выводы о том, что инновационная методическая модель дифференцированного обучения на основе искусственного интеллекта, ориентированная на студентов-филологов и включающая профили обучающихся, уровни владения языком в соответствии с CEFR, автоматизированную дифференциацию заданий, систему обратной связи и оценивание на основе рубрик были использованы в рамках проекта «Создание экспериментальной фонетической лаборатории (на примере иностранного языка)» (№ IL-662204405) (Справка Узбекского государственного университета мировых языков от 17 декабря 2025 года № 11-25/265). В результате когнитивно-аналитическая классификация учебных барьеров, возникающих в процессе дифференцированного обучения и разработанная на основе эмпирических наблюдений исследования, получила широкое применение в рамках проекта. Классификация трудностей по лингвистическим, экстралингвистическим и психологическим факторам послужила основанием для повышения эффективности исследования. Разработанный по данным категориям диагностический инструментарий и система коррекционно-дидактических упражнений, адаптированные для применения на основе индивидуального подхода, обеспечили эффективное использование всех научных результатов и выводов исследования в масштабах проекта.

Структура и объем диссертации. Диссертация состоит из введения, трех глав, заключения, списка использованной литературы и приложений. Основной объем диссертации составляет 142 страниц.

E'LON QILINGAN ISHLAR RO'YXATI
LIST OF PUBLISHED WORKS
СПИСОК ОПУБЛИКОВАННЫХ РАБОТ

I bo'lim (I part; I часть)

1. Nuriddinova S.G. An examination of the correlation between note-taking techniques and academic performance in higher education institutions in Uzbekistan // Filologiya masalalari 2025. – B. 161-175. (13.00.00.)

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2. Nuriddinova S.G. Differentiated instruction as a tool for enhancing english language learning among philology students // ilmiy jurnal. - №9/3 (130), Xorazm Ma'mun akademiyasi, 2025. – B. 161-166 (13.00.00.)

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10. Nuriddinova S.G. Efficiency of Differentiated Instruction in Teaching English // "ISFT" Ilmiy-uslubiy jurnal 1/1-2024. – B. 215-218. (13.00.00.)

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11. S.G. Scaffolding in education: strategies, applications, and implications // ISFT Ilmiy-uslubiy jurnal 1/2-2024. – B. 8-10. (13.00.00.)

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