



Oliy ta'lim, fan va innovatsiyalar vazirligi

**O'zbekiston davlat jahon tillari
universiteti**

MEDIAMAKONDA TIL, TAHRIR VA TARJIMA MUAMMOLARI

respublika ilmiy-amaliy
konferensiyasi materiallari

Toshkent-2024



**O‘ZBEKISTON RESPUBLIKASI OLIY TA’LIM,
FAN VA INNOVATSIYALAR VAZIRLIGI**

**МИНИСТЕРСТВО ВЫСШЕГО ОБРАЗОВАНИЯ,
НАУКИ И ИННОВАЦИЙ РЕСПУБЛИКИ УЗБЕКИСТАН**

**MINISTRY OF HIGHER EDUCATION, SCIENCE AND
INNOVATIONS OF THE REPUBLIC OF UZBEKISTAN**

O‘ZBEKISTON DAVLAT JAHON TILLARI UNIVERSITETI

**УЗБЕКСКИЙ ГОСУДАРСТВЕННЫЙ
УНИВЕРСИТЕТ МИРОВЫХ ЯЗЫКОВ**

UZBEKISTAN STATE WORLD LANGUAGES UNIVERSITY

**MEDIAMAKONDA TIL, TAHRIR
VA TARJIMA MUAMMOLARI**

**Respublika ilmiy-amaliy
konferensiyasi materiallari
2024-yil 29-may**

**ПРОБЛЕМЫ ЯЗЫКА, РЕДАКТИРОВАНИЯ
И ПЕРЕВОДА В МЕДИАПРОСТРАНСТВЕ**

**Материалы республиканской
научно-практической конференции
29 мая 2024 года**

**PROBLEMS OF LANGUAGE, TEXT EDITING
AND TRANSLATION IN MEDIA SPACE**

**Materials of the Republican Scientific
and Practical Conference
May 29, 2024**

Toshkent – 2024

UDK: 2. 070.41;81'25

Mediamakonda til, tahrir va tarjima muammolari. Respublika ilmiy-amaliy konferensiyasi materiallari (29-may, 2024-yil). – Toshkent: O‘zDJTU, 2024. – 624 b.

Mualliflar maqola mazmuni uchun mas’uldirlar

Mas’ul muharrirlar:

f.f.d., dots. Amrullo KARIMOV

f.f.d., prof. Dilfuza TESHABAYEVA

f.f.n., prof. Mukaddas ISRAIL

f.f.d., dots. Dilfuza SAIDQODIROVA

Tahrir hay’ati:

Shaxnoza PARPIYEVA

Eldorjon ShERMATOV

Mazkur ilmiy to‘plam O‘zDJTU xalqaro jurnalistika fakulteti Kengashining 2024-yilning 17-mayidagi 10-sonli majlisi qarori bilan nashrga tavsiya etilgan.

TARMOG‘I SIFATIDA TAHLILI: TURLI YONDASHUVLAR

93. *Gulshoda ISMOILOVA* 421
TRANSLATION CHALLENGES OF MEDIA TEXTS:
A COMPREHENSIVE ANALYSIS
94. *Marjona ABABAKIROVA* 424
LITERARY TRANSLATION AND COMMUNICATION

IV ShO‘BA.

XORIJIY TILLARGA O‘QITISHNING YANGI ISTIQBOLLARI

95. *Dilnoza ALAUDINOVA* 430
INGLIZ TILIDA KOMMUNIKATIV KOMPETENSIYANI
RIVOJLANTIRISHNING PSIXOLOGIK-PEDAGOGIK VA
LINGVODIDAKTIK XUSUSIYATLARI
96. *Jamila ERMETOVA, Malika MATKARIMOVA* 434
PREFERANCY OF USING A DICTIONARY AT READING
COMPREHENSION CLASSES
97. *Fotima BOYSARIYEVA* 437
THEORETICAL PRINCIPLES OF TEACHING FOREIGN
LANGUAGES AS A SECOND FOREIGN LANGUAGE
98. *Habiba RAHMONQULOVA* 440
INTEGRATING HEMIS WITH LANGUAGE LEARNING
MANAGEMENT SYSTEMS FOR SEAMLESS DATA FLOW
99. *Eldorjon SHERMATOV* 443
EVALUATING THE IMPACT OF HEMIS IMPLEMENTATION ON
STUDENT OUTCOMES IN FOREIGN LANGUAGE LEARNING
100. *Zukhra KHAZRATOVA* 447
DEMONSTRATION OF LEXICAL COMPETENCE
101. *Umida MADAMINOVA* 451
TEACHING ENGLISH AS A FOREIGN LANGUAGE TO OLDER
ADULT LEARNERS
102. *Zebokhon MUSAEVA* 457
UNVEILING THE ESSENCE OF PRAGMATIC AND
COMMUNICATIVE COMPETENCE IN FOREIGN LANGUAGE
ACQUISITION
103. *Э.Ф. ГУЛИЕВА* 460
К ВОПРОСУ О МЕТОДИЧЕСКОЙ СИСТЕМЕ ОБУЧЕНИЯ
АКАДЕМИЧЕСКОЙ ИНОЯЗЫЧНОЙ ПИСЬМЕННОЙ РЕЧИ
СТУДЕНТОВ ЯЗЫКОВЫХ ВЫСШИХ УЧЕБНЫХ

References

1. Constructing an Indicator System or scorecard for Higher education, Michaela Martin/Claude Sauvageot, UNESCO 2011.
2. Frand J. L. (2000). The INFORMATION-AGE Mindset. Educause review, 35 (5), 14-20.
3. Freeman L. D, Anderson M. (2011) Techniques and Principles in Language Teaching. Oxford University Press 199-218.
4. Green K. C., Gilbert S. W. (1995). Great expectations: Content, communications, productivity, and the role of information technology in higher education. Change: The magazine of higher learning, 27(2), 8-18.
5. Eldorjon Y. Shermatov (2023). Principles of teaching a foreign language to journalism students using LMS. European International Journal of Multidisciplinary Research and Management Studies, 3(04), 7–12. Retrieved from <https://inlibrary.uz/index.php/eijmrms/article/view/23042>
5. Shermatov Eldor Yovmiddinovich. Specific training of professional vocabulary of the English language for students of journalism. Theoretical & Applied Science 9 (2020): 467-470.
6. Saidqodirova D. S. (2024). Kompyuter va internet juft terminlarining o'ziga hos yasalish xususiyatlari. Theoretical Aspects in The Formation of Pedagogical Sciences (T. 3, Выпуск 4, cc. 170–174). Zenodo. <https://doi.org/10.5281/zenodo.10776221>
7. Saidkodirova D. (2024). The role of ICT in scientific translation. B Academic Research in Modern Science (T. 3, Выпуск 8, cc. 126–134). Zenodo. <https://doi.org/10.5281/zenodo.10776233>

EVALUATING THE IMPACT OF HEMIS IMPLEMENTATION ON STUDENT OUTCOMES IN FOREIGN LANGUAGE LEARNING

Eldorjon SHERMATOV
UzSWLU, senior teacher

Abstract. *This article explores the impact of Higher Education Management Information Systems (HEMIS) on student outcomes in foreign language learning. It highlights the advantages of HEMIS in enabling data-driven decision-making, personalized learning, and cross-institutional collaboration to enhance language education. The article also discusses the key considerations surrounding data privacy, capacity building, and the effective integration of HEMIS in language programs to optimize student engagement and proficiency. By leveraging HEMIS-driven insights,*

educators can make more informed decisions, allocate resources efficiently, and foster a more inclusive and effective learning environment for language learners.

Key words: *Higher Education Management Information Systems (HEMIS), Foreign Language Learning, Student Outcomes, Data-Driven Decision-Making, Personalized Learning, Curriculum Development, Collaborative Learning, Data Privacy, Capacity Building, Educational Technology.*

Foreign language teaching and learning has undergone a remarkable digital transformation, driven by the integration of cutting-edge technologies¹⁷⁴. As Green and Gilbert¹⁷⁵ have noted, the traditional markers of educational resources, such as the number of science labs and library books, are giving way to a new paradigm focused on the information tools and resources available to students.

In this context, the role of Learning Management Systems (LMS) has rapidly evolved, becoming a ubiquitous presence in higher education around the world. The introduction of LMS dates back to the late 1990s, but the content and format of these platforms have undergone significant advancements in the past two decades, reshaping the way language learning is experienced and delivered.

However, the true value of these technological innovations cannot be fully realized unless the nature of educational relationships and experiences also undergoes a corresponding transformation. As the information-age learner demands more meaningful and engaging educational experiences, language educators must adapt their teaching approaches to leverage the capabilities of LMS effectively.

This shift towards a digital-centric language learning ecosystem has profound implications for both the institutional and classroom levels. At the institutional level, the abundance of information resources and tools available to students has become a new benchmark for distinguishing between educational institutions, as Green and Gilbert have observed.

¹⁷⁴ Frand, J. L. (2000). The Information-Age Mindset. *Educause review*, 35(5), 14-20. Freeman, L. D, Anderson M. (2011) *Techniques and Principles in Language Teaching*. Oxford University Press 199-218.

¹⁷⁵ Green, K. C., & Gilbert, S. W. (1995). Great expectations: Content, communications, productivity, and the role of information technology in higher education. *Change: The magazine of higher learning*, 27(2), 8-18.

In the language learning context, the integration of LMS has introduced a wealth of opportunities to enhance the development of various language skills. These platforms provide a versatile array of features and functionalities that can be strategically utilized to create personalized, interactive, and immersive learning experiences for students¹⁷⁶.

As the field of English Language Teaching (ELT) continues to evolve, the role of LMS has become increasingly prominent, with educators exploring innovative ways to leverage these technological tools to support language acquisition and proficiency. The digital transformation in education has challenged traditional teaching methods, compelling language instructors to rethink their pedagogical approaches and embrace the potential of LMS to create more meaningful, engaging, and effective learning experiences for their students.

As higher education institutions increasingly adopt Higher Education Management Information Systems (HEMIS), it is crucial to understand the impact of these systems on student outcomes, particularly in the context of foreign language learning. HEMIS, which integrates and manages various administrative and academic data, has the potential to transform the way language education is delivered and evaluated.

One of the key advantages of HEMIS in foreign language teaching is the ability to collect and analyze comprehensive student data. By tracking student enrollment, course completion rates, language proficiency assessments, and learning outcomes, HEMIS can provide valuable insights that inform curriculum development, teaching strategies, and resource allocation.

For instance, HEMIS data can help identify patterns and trends in student performance, allowing educators to tailor their approach to meet the unique needs of diverse language learners. This data-driven approach can lead to the implementation of personalized learning paths, targeted interventions, and adaptive assessment methods, ultimately improving student engagement and language proficiency.

Furthermore, HEMIS can facilitate the coordination and collaboration among language departments and across institutions. By sharing data and best practices,

¹⁷⁶ Chapelle, C. (2001). *Computer Applications in Second Language Acquisition*. Cambridge University Press, Cambridge.

educators can learn from each other's successes and challenges, leading to the development of more effective language programs and the implementation of innovative teaching methodologies.

However, the integration of HEMIS in foreign language education also raises important considerations. Ensuring the privacy and security of student data is paramount, as language learners may share sensitive information related to their linguistic and cultural backgrounds. Robust data governance policies and ethical data usage guidelines must be established to protect student rights and build trust in the HEMIS system.

Additionally, the effective implementation of HEMIS requires significant institutional investment in training, technical support, and change management. Faculty members must be equipped with the necessary skills to navigate and interpret HEMIS data, as well as to integrate these insights into their teaching practices. Failure to address these capacity-building needs can hinder the successful adoption of HEMIS and limit its impact on student outcomes.

As higher education institutions continue to grapple with the challenges of language education in an increasingly globalized world, the strategic implementation of HEMIS can be a powerful tool in enhancing student learning and outcomes. By leveraging the data-driven insights from HEMIS, language educators can make more informed decisions, optimize resource allocation, and ultimately foster a more inclusive and effective learning environment for their students.

References

1. Chapelle, C. (2001). *Computer Applications in Second Language Acquisition*. Cambridge University Press, Cambridge.
2. Frand, J. L. (2000). The INFORMATION-AGE Mindset. *Educause review*, 35(5), 14-20.
3. Freeman, L. D, Anderson M. (2011) *Techniques and Principles in Language Teaching*. Oxford University Press 199-218.
3. Green K. C., Gilbert S. W. (1995). Great expectations: Content, communications, productivity, and the role of information technology in higher education. *Change: The magazine of higher learning*, 27(2), 8-18.
4. Eldorjon Y. Shermatov (2023). Principles of teaching a foreign language to journalism students using LMS. *European International Journal of Multidisciplinary*

Research and Management Studies, 3(04), 7–12. Retrieved from <https://inlibrary.uz/index.php/eijmrms/article/view/23042>

5. Shermatov Eldor Yovmiddinovich. Specific Training of Professional Vocabulary of the English Language for Students of Journalism. Theoretical & Applied Science 9 (2020): 467-470.

6. Saidqodirova D. S. (2024). Kompyuter va internet juft terminlarining o'ziga hos yasalish xususiyatlari. Theoretical Aspects in the Formation of Pedagogical Sciences (T. 3, Выпуск 4, cc. 170–174). Zenodo. <https://doi.org/10.5281/zenodo.10776221>

7. Saidkodirova D. (2024). The Role of ICT in Scientific Translation. Academic Research in Modern Science (T. 3, Выпуск 8, cc. 126–134). Zenodo. <https://doi.org/10.5281/zenodo.10776233>

8. Madaminova Umida Rustamovna. Integrated and communicative approaches in teaching and learning English. ACADEMICIA: An International Multidisciplinary Research Journal 11.2 (2021): 92-97.

9. Tolibova G. R. (2024). Issues of Intensive Teaching of Foreign Languages. Galaxy International Interdisciplinary Research Journal, 12(3), 488–490. Retrieved from <https://www.giirj.com/index.php/giirj/article/view/6499>

DEMONSTRATION OF LEXICAL COMPETENCE

Zukhra KHAZRATOVA

*UzSWLU, International Journalism Faculty,
Senior Teacher*

Annotation. *Language and language development are fundamentally based on lexis. EFL learners may become frustrated and demotivated because of limited lexical knowledge. Learners should possess a foundation of lexis that enables them to advance to a higher level of development in the four fundamental communication skills. It is discussed the systematic teaching of lexis is one of the things that is preventing communicative competence from continuing to develop. This current condition is mostly the result of teachers' ignorance of the lexical field.*

Key words: *lexical competence, meaning, collocations, vocabulary.*

Lexical competence is that aspect of communicative competence that is concerned with knowledge of lexical or vocabulary items and their meanings, and the ability to use them appropriately. It is common knowledge that without grammatical accuracy a statement can be understood, but without accurate vocabulary, it is really difficult. Vocabulary refers to the level of language that deals with lexical items or content words