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# Interpretation Of The Fantasy Genre In The Works Of Ursula Le Guin

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**Abstract.** The article examines the interpretation of the fantasy genre in the works of Ursula Le Guin. Ursula Le Guin's works are analyzed and compared in terms of changes in the system of images of literary sources. Fantasy, in particular, is characterized by such features as the transfer of internal conflict to the external plane, the shift of emphasis from the personal changes of the characters to their adventures, and the change of the hero's journey based on the story.
**Keywords:** Fantasy, Ursula Le Guin, interpretation, image system, linguistic and cultural comparative creativity, science fiction, virtual world

## Introduction

Science-fiction works that appeared in the 19th century, then fantastic novels that appeared as a subgenre at the beginning of the 20th century, became the object of literary-linguistic research only in the second half of the 20th century. The theoretical characteristics and unique artistic styles of this literary movement were determined. Currently, the relevance of research on this topic is undeniable, because the appearance of new works around the world and their adaptation to film indicates the increasing popularity of such literature.

Nevertheless, the question of the literary independence of the fantasy genre has not yet been fully resolved, which is undoubtedly due to the unclear boundaries of these two directions. Traditionally, science fiction prose describes the future scientific and technological progress of human civilization, while fantasy novels recreate the era of ancient magical civilizations, balanced at the intersection of historical chronicle, fairy tale, and heroic epic. At the same time, there are works that combine the characteristics of both genres, which does not allow them to be unconditionally connected to both directions.

Nevertheless, based on the etymology of the term's "fantasy" and "science fiction", it seems appropriate to distinguish these two literary trends.

Traditionally associated with "fantasy" - the cycle of the American writer Ursula K. Le Guin about the Earthsea: "The Wizard of the Earthsea" (1968), "The Tombs of Atuan" (1971), "At the Last Shore" ( 1972), "Texanu" (1992), "In Other Winds" (2002).

The writer Ursula Le Guin entered world literature as the author of works written in the genre of science fiction and fantasy. Ursula Le Guin, born in the family of a famous anthropologist and writer, and well-educated, created a unique literary style. In each work, he not only draws a storyline that reveals the personal characteristics of the characters, but also raises questions of a global universal nature. The writer talks about conflicts of cultural interests, philosophical ways of human development, and the place of women in society. All his works are divided into two main areas: science fiction and fantasy.

Another aspect of Ursula Le Guin's work is a series of novels written in the fantasy genre in the tradition of linguistic and cultural comparison of the fantasy genre, the development of which has become a unique phenomenon of the 20th century. In the minds of many readers and even writers, the term "fantasy" is associated with a popular form of storytelling, which is quite limited in scope, but is in great demand in the book market. At first glance, the novels fit this description perfectly and are extremely simple in plot, mostly following the formula of a fairy tale. But the simplicity of the world created by Ursula Le Guin is deceptive, the writer touches on important, complex and serious topics such as self-knowledge, personal development, life and death, good and evil.

The fantasy world created by Ursula Le Guin is so clearly established and unique that it is difficult to connect it with any specific spatio-temporal reality. The history, mythology and philosophy of the sea of the earth organically combines fantastic and elements belonging to various philosophical and mythological systems of

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the ancient peoples of the earth: the Scandinavians, the Celts, the ancient Chinese, the native Indians of North America.

The results of the research show that Ursula Le Guin's works are beyond any literary genre, be it science fiction, fantasy, etc. According to the writer, good literature, including science fiction, cannot be called genre prose in general. This approach to creative work distinguishes Ursula Le Guin from other fantasy writers.

When creating fantastic worlds, the writer takes responsibility for their existence, because despite all their strangeness and unusualness, these worlds are integral parts of the single world of people, and therefore they are real. In addition, by creating a cultural system, the writer realizes that the people's culture is alive, that there is a world, that all cultures and peoples, despite their differences, are connected to each other and form a whole. It is possible to preserve this unity, to prevent the disappearance of any culture, each of which is unique, with the help of communication- dialogue of cultures.

Another aspect of Ursula Le Guin's work is the linguistic and cultural comparison of the fantasy genre. This analysis concerns, first of all, the characteristics of the writer's construction of a "cultural myth" designed to return each person to the origin of the linguistic and cultural comparison based on certain universal values. In this regard, the following tasks are solved in the research:

- studying and summarizing materials on the theory of myth as a linguistic and cultural comparison;
- the study of the typology of myth and its separation as a separate type of literary myth, which is fully manifested in the works of writers of the cultural direction;
- to analyze the features of building a linguistic and cultural comparison in these works and the issues related to them;
- intercultural communication, the interaction of cultures and the problem of multiculturalism, their breakdown.

By solving these problems, it will be possible to determine the originality and originality of Ursula Le Guin's artistic world, as well as the features of her approach to solving a number of the most important cultural problems of the modern world.

The proposed linguistic and cultural comparison analysis of Ursula Le Guin's works cannot be considered complete. The creative path of the writer continues, along with novels, he continues to write stories that fill and expand the range of issues that interest him, deepening the topics he raised earlier. Plunging into the writer's ideological-artistic world raises many questions for the researcher, so further development of the topic is possible, as well as a number of related studies.

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# Methods of using modern pedagogical technologies to increase the effectiveness of music education

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**Annotation**
This article analyzes the issues of using modern pedagogical technologies to improve the effectiveness of music education. It also highlights the importance of interactive methods, information and communication technologies, and innovative approaches in the educational process. It is argued that the use of modern pedagogical technologies in music education serves to develop students' creative thinking, musical imagination, and practical skills.

**Keywords:** music education, pedagogical technology, innovative methods, interactive methods, music education, information technologies.

# Musiqa ta’limini samaradorligini oshirishda zamonaviy pedagogik texnologiyalarni qo‘llash uslublari

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**Annotatsiya**
Mazkur maqolada musiqa ta’limining samaradorligini oshirishda zamonaviy pedagogik texnologiyalardan foydalanish masalalari tahlil qilinadi. Shuningdek, interfaol metodlar, axborot-kommunikatsiya texnologiyalari hamda innovatsion yondashuvlarning o‘quv jarayonidagi ahamiyati yoritiladi. Musiqa ta’limida zamonaviy pedagogik texnologiyalarni qo‘llash o‘quvchilarning ijodiy fikrlashi, musiqiy tafakkuri va amaliy ko‘nikmalarini rivojlantirishga xizmat qilishi asoslab beriladi.

**Kalit so‘zlar:** musiqa ta’limi, pedagogik texnologiya, innovatsion metodlar, interfaol usullar, musiqiy tarbiya, axborot texnologiyalari.

Bugungi kunda ta’lim tizimida olib borilayotgan islohotlar o‘qitish jarayoniga zamonaviy pedagogik texnologiyalarni joriy etishni talab etmoqda. Ayniqsa, musiqa ta’limida innovatsion metodlardan foydalanish o‘quvchilarning musiqaga bo‘lgan qiziqishini oshirish hamda ularning ijodiy salohiyatini rivojlantirishda muhim ahamiyat kasb etadi.

O‘zbekiston Respublikasining “Ta’lim to‘g‘risida”gi Qonuni, “Kadrlar tayyorlash milliy dasturi” talablari asosida, ta’lim tizimida ro‘y berayotgan o‘zgarishlar barcha fanlar qatori musiqa fanini o‘qitish ham tubdan yangilandi. Barcha fanlar kabi musiqa ta’limida yangi Davlat Ta’lim Standartlarini joriy etilishi, milliy musiqa merosimizdan, mumtoz asarlar, maqom, katta ashula, folklor, o‘zbek milliy cholg‘u sozlarimizdan, o‘zbek xalq qo‘shiqlari bilan birga Rus va yevropa xalqlari musiqalaridan to‘liq foydalanish imkoniyatini berdi. Musiqa san’atining bu kabi imkoniyatlari, yangi avlodni tarbiyalashda o‘ziga hos takrorlanmas manba bo‘lib hisoblanadi. SHu bilan birga, hozirgi kunda yangi zamonaviy texnologiyalardan dars jarayonida foydalanishga, qiziqish kundan-kunga ortib bormoqda. CHunki, pedagogik texnologiyalar va interfaol metodlar o‘quvchi talabalarni tez fikrlashga, nutqni o‘stirishga o‘z ustida ishlashga, izlanishga, oz kuch sarflab, kafolatlangan natijalarga erishishga yordam beradi.. pedagogik texnologiyalarni asosiy negizi,

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o‘quvchi yoshlarni mustaqil fikrlash, adabiyotlarni ko‘proq o‘qishga, o‘z ustida ishlashga, bir-birlarini fikrlarini hurmat qilishga, har qanday vaziyatda o‘zini tuta bilishga o‘rgatadi.

Zamonaviy pedagogik texnologiyalar, ta’lim tarbiya tizimini mazmunini yangilashda asosiy kuch ekanligi ilmiy va amaliy tarzda asoslab berilgan. Pedagogik texnologiyalarni o‘ziga hos hususiyatlaridan biri jonkuyarlik, tashabbuskorlik va yuksak madaniyat san’atiga asoslanadi. Pedagogik texnologiya so‘zi – san’at va mahorat degan ma’noni anglatadi. Pedagogik texnologiyalar bir necha bosqichlar asosida shakllanadi:

- dars mavzusi o‘quvchilar talabiga mos qilib tanlash;
- o‘quvchilarni bilim saviyasini nazorat qilish;
- o‘quvchilar o‘zlashtirgan bilimlar darajasini, o‘zlaridan qidirib topishga o‘rgatish;
- dars jarayonida olgan bilimlarini mustaxkamlash;
- erkin so‘zlashga, o‘z fikrini bildirishga, darsga tayyorlanib kelishga, jamoa bo‘lib ishlab, bir qarorga kelishga o‘rgatish;
- dars jarayonida mavzu bo‘yicha yuzaga kelgan muammolarni yechimini topishga o‘rgatish.

Zamonaviy pedagogik texnologiyalar bo‘yicha dars o‘tish uchun esa, har bir musiqa o‘qituvchisi oldiga quyidagi talablar qo‘yilgan:

- o‘qituvchi yangi texnologiyalarni musiqa darsida qo‘llashi uchun nazariy va amaliy bilimlarni puxta bilishi hamda takomillashtirishi lozim.
- Musiqiy asarlar yordamida musiqani hayot bilan bog‘lashi;
- O‘quvchilarni aqliy va ruhiy holatiga ta’sir ko‘rsatib ularda izlanish va fikrlash qobiliyatini o‘stirish;
- Har bir o‘qituvchi “jonli” ijro, tarqatma kartochkalar, komp’yuter, slayd, multimediya, SD-R disklar, magnitofon, magnit tasmalaridan va boshqa texnik vositalardan foydalana bilishi kerak.
- Musiqa darsi jarayonida o‘qituvchi o‘quvchilarga kartochkalarni tarqatib ularni guruhlarga bo‘lib o‘yin shartlari bilan o‘quvchilarni tanishtirishi kerak.

Guruhlar oldilaridagi kartochkalarga qarab, topshiriqlarni bajarishga kirishi lozim. Masalan: birinchi guruh qo‘shiq nomini topishga, ikkinchi guruh kompozitorini aniqlashga, uchinchi guruh esa qo‘shiqning mazmunini yoritishga harakat qiladilar. O‘quvchilar o‘qituvchi ijrosidagi qo‘shiqni tinglab bo‘lganlaridan so‘ng esa vazifalarni bajaradilar.

Bunda o‘qituvchi o‘z oldiga nimalarni o‘rgataman va qanday natijaga erishaman degan savolni qo‘yadi, o‘qituvchi o‘quvchilarga tayyor o‘quv materiallarni bermay, balki ularni o‘quv materialdagi muammolarni yechishga, izlanishga fikr yuritishga yo‘nalish beradi va ularni aqliy va ruhiy tomonlarini rivojlanishini o‘z oldiga maqsad qilib qo‘yadi.

YAngi pedagogik texnlologiyalar, ya’ni interaktiv metodlar quyidagicha bo‘rinadi:

1. “Klaster“, “Tarmoqlar” metodi:

Bu metod biron mavzuni chuqur o‘rganishda fikrlash faoliyatini jadallashtiradi. O‘quvchilarga biron bir mavzuni chuqur o‘rganishlariga yordam beradi. Mavzuga taalluqli fikrlarni uzviyligi va ketma-ketligini tarmoqlashlariga o‘rgatadi.

2. “Fikrlar hujumi” metodi.

Bu metod Donald Filips tomonidan ishlab chiqilgan. Bunda yangi g‘oyalar ishlab chiqish samaradorligini oshiradi. Har bir guruh ishlab chiqilgan g‘oya haqida axborot beradi va o‘qituvchi rahbarligida guruh ishlariga birgalikda baxo beradilar.

3. “Vesы” – “Tarozi” texnologiyasi.

4. Mazkur texnologiya munozarali turli mavzularni o‘rganishda qo‘l keladi. U tanqidli tafakkur, mantiq ijodni improvizatsiya, fikriy tajribalarni rivojlantirish, o‘zlari keltirgan dalillarni yozish va og‘zaki shaklda ishonchli va lo‘nda qilib ifodalaydilar va o‘z fikrlarini himoya qiladilar. Qaysi guruh ishonarli qilib ko‘proq dalillar keltirsa, o‘sha guruh g‘olib deb sanaladi. Bu texnologiya o‘quvchilarda o‘z bilimiga ishonch va munozara qilish madaniyatini rivojlantiradi.

Xulosa qilib aytganda, musiqa ta’limida zamonaviy pedagogik texnologiyalarni qo‘llash o‘quv jarayonining samaradorligini oshirishda muhim omil hisoblanadi. Interfaol metodlar, axborot-kommunikatsiya texnologiyalari hamda innovatsion yondashuvlar o‘quvchilarning musiqiy tafakkuri va ijodiy qobiliyatlarini rivojlantirishga xizmat qiladi. Shuning uchun musiqa o‘qituvchilari o‘z faoliyatida zamonaviy pedagogik texnologiyalardan keng foydalanishlari zarur.

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# The Significance of Activity in The Mental Development Of Preschool Children

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**Abstract.** This article examines the role of activity as a decisive factor in the mental development of preschool children. Early childhood is a sensitive period in which cognitive processes, speech, imagination, memory, attention, and elementary forms of reasoning develop intensively. In this stage, the child does not acquire knowledge passively; rather, mental growth occurs through purposeful interaction with objects, adults, peers, symbols, and the surrounding environment. The article substantiates the idea that activity-based experience serves as the psychological foundation of intellectual maturation in preschool age. Particular attention is paid to play, communication, productive work, exploratory behavior, and educationally organized tasks as leading forms of activity that stimulate perception, comparison, classification, generalization, and problem-solving. The paper also analyzes the pedagogical conditions necessary for strengthening mental development in preschool education: emotionally supportive communication, a rich developmental environment, age-appropriate tasks, integration of speech and action, and the active participation of adults in guiding children's independent efforts. It is argued that activity is not merely a background condition of development, but the core mechanism through which the child transforms external experience into internal mental structures. The article concludes that the effectiveness of preschool education depends largely on how consistently children are involved in meaningful, diverse, and developmentally appropriate activities.
**Keywords:** preschool child, mental development, activity, cognition, thinking, speech development, play, perception, memory, attention, preschool education.

Preschool age occupies a special place in human development because it is during this period that the child's intellectual, emotional, social, and speech capacities begin to form as an integrated system. Mental development in early childhood does not emerge spontaneously and cannot be reduced to the simple accumulation of information. It unfolds in close connection with the child's participation in various forms of activity through which the surrounding world becomes understandable, meaningful, and personally significant. The problem of understanding the significance of activity in the mental development of preschool children has remained one of the central issues in psychology and pedagogy because the child's future learning success, school readiness, communication skills, and adaptive potential are rooted in the experiences acquired in this age period [2, 22]. The preschool child is naturally active by nature: he or she explores, compares, asks questions, imitates adults, manipulates objects, engages in fantasy, tests possibilities, and seeks emotional contact. Therefore, mental development must be considered not as a detached internal process but as a dynamic result of the child's active participation in the world of objects, social relations, and symbolic meanings [4, 19].

The concept of activity is especially important because it explains how the child moves from immediate sensory impressions to more complex forms of cognition. A young child first learns through direct action. Touching, moving, sorting, building, dismantling, drawing, listening, repeating, and role-playing all contribute to the formation of cognitive structures. In these actions, the child begins to distinguish essential and non-essential features of objects, recognize relationships between cause and effect, and form initial representations about quantity, shape, size, sequence, and function [1, 14]. When a child builds a tower from blocks, for example, this is not only a motor task; it is also an exercise in balance, comparison, prediction, correction of error, and persistence. Similarly, when children classify toys by color or shape, they are practicing operations of analysis and generalization. Such experiences gradually create the basis for visual-effective, visual-figurative, and later verbal-logical thinking [6, 20].

In preschool age, activity acts as the main bridge between external reality and internal mental development. Through repeated interactions with the environment, the child internalizes patterns of action, speech models, rules of behavior, and elementary intellectual strategies. This process has been widely

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interpreted in developmental psychology as a transformation of social and practical experience into internal mental functions [3, 12]. The child first performs many actions with the support of adults, then carries them out jointly, and later becomes capable of independent execution. This gradual shift from shared activity to self-regulated action is especially significant for the development of memory, attention, thinking, and self-control. For this reason, adult participation in preschool activity should not be authoritarian or mechanically instructive. Its real developmental power lies in guidance, modeling, emotional support, and the creation of situations in which the child can act independently while remaining within a zone of achievable challenge [5, 18].

Among the many forms of activity in preschool childhood, play occupies a central place. Play is not simply entertainment; it is the leading activity of preschool age because it combines imagination, speech, emotional expression, role behavior, and cognitive experimentation in a unified process [7, 16]. In role play, children reproduce observed social relations, imitate adults, negotiate with peers, establish rules, and construct imaginary situations. All of these elements contribute to mental development. During play, children learn to keep a role in mind, follow a sequence of actions, coordinate speech with intention, and distinguish between real and symbolic meanings. A stick may become a horse, a chair may become a bus, and a doll may represent a patient or a student. This capacity for symbolic substitution is of great significance because it strengthens imagination and creates the psychological prerequisites for abstract thinking [8, 21]. Moreover, play develops voluntary attention: the child remains engaged in an imagined situation, follows self-imposed rules, and sustains concentration longer than in ordinary routine conditions.

Speech development is also deeply connected with activity. The child's vocabulary, grammatical competence, communicative initiative, and coherent expression are not formed through memorization alone. They develop most effectively in meaningful contexts where speech serves real purposes: asking, explaining, negotiating, describing, comparing, retelling, and problem-solving [9, 23]. When children participate in construction games, storytelling, drawing, dramatization, or collaborative tasks, language becomes a tool of thought. In such settings, the child learns not only new words but also the mental operations expressed through language. Naming features, comparing objects, explaining causes, and planning actions all require the coordination of speech and thinking. Therefore, activity-based communication is one of the strongest conditions for intellectual development in preschool years. A quiet environment with minimal interaction may preserve order, but it cannot provide the rich linguistic and cognitive stimulation necessary for full mental growth [10, 24].

Another important dimension of activity is exploratory behavior. Preschool children are naturally curious, and curiosity is one of the earliest forms of cognitive motivation. They want to know how things work, why events happen, what changes when objects are mixed, moved, broken, or combined. This exploratory drive should not be suppressed by overly rigid instruction; rather, it should be directed into safe, pedagogically meaningful forms [11, 15]. Observation of plants, simple experiments with water and sand, comparison of natural objects, sensory games, and practical problem situations all encourage children to think actively. In such experiences, the child learns to observe carefully, notice differences, formulate assumptions, test them, and draw simple conclusions. This strengthens not only perception and memory but also the first forms of reasoning. The educational significance of such activity lies in the fact that knowledge gained through direct investigation is usually more stable, conscious, and transferable than information received in passive form [13, 17].

Productive activity, including drawing, modeling, cutting, constructing, and making simple objects, also has major importance in mental development. These forms of activity unite sensory experience, imagination, planning, and motor coordination. When a child draws a house, molds an animal from clay, or builds a road system from blocks, he or she is not merely creating a visual product. The child must imagine the result, select materials, sequence actions, correct mistakes, and evaluate the outcome. These actions develop constructive thinking and the ability to hold a mental image while transforming it into a material form [14, 22]. Productive activity also stimulates the development of fine motor skills, which are closely linked with speech and cognitive functions in early childhood. In addition, creative tasks promote independence and confidence, both of which indirectly support intellectual initiative.

The role of communication as a special form of activity should be emphasized separately. Preschool mental development is impossible without interaction with adults and peers. Through communication with

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adults, the child gains access to cultural meanings, language norms, moral evaluations, and methods of action that would not emerge from isolated experience alone [3, 25]. Adults interpret the world for the child, answer questions, model appropriate speech, and help organize attention. At the same time, peer interaction creates a different developmental field. In communication with other children, the preschooler must coordinate viewpoints, defend ideas, resolve conflicts, and follow common rules. Such situations stimulate perspective-taking, flexibility of thought, and social forms of reasoning. They also help children understand that one and the same situation can be interpreted in different ways. This ability is closely related to the growth of reflective thinking and communication competence [5, 20].

Mental development in preschool age includes the formation of several interrelated cognitive processes, each of which is strengthened by purposeful activity. Perception becomes more differentiated when children compare, sort, observe, and manipulate objects. Attention becomes more stable and voluntary when tasks are meaningful, emotionally engaging, and structured by clear goals [6, 18]. Memory develops more effectively when information is embedded in action, story, image, or practical necessity rather than isolated repetition. Thinking grows when the child faces problems that require choice, explanation, prediction, or transformation. Imagination expands when activity includes symbolic representation, creative variation, and emotional involvement. Thus, activity should be understood as a multidimensional mechanism that supports the development of all major psychological functions simultaneously [7, 21].

An important question in preschool pedagogy concerns the role of adult guidance. If adults dominate every task, the child may become dependent and passive. If adults withdraw completely, the activity may lose developmental direction. The most effective position is one of sensitive pedagogical mediation. This means that the adult organizes space, materials, and situations in such a way that the child's own mental effort becomes necessary and productive [8, 17]. For instance, instead of giving ready-made answers, the educator may ask questions that encourage comparison, inference, and explanation. Instead of correcting every mistake immediately, the adult may invite the child to notice the inconsistency and try a new strategy. Such an approach supports autonomy, persistence, and reflective thinking. It also respects the individuality of each child, since preschool mental development is influenced by temperament, previous experience, language environment, emotional security, and pace of maturation [11, 24].

The modern preschool environment should therefore be designed as a developmental space rather than a place of routine supervision. A rich educational environment includes materials for sensory exploration, construction, role play, creativity, storytelling, observation, and collaborative problem-solving [9, 16]. However, the mere presence of toys and didactic materials is not enough. Their developmental value depends on how they are used in activity. A well-chosen object can remain cognitively empty if children manipulate it mechanically without guidance, meaning, or variation. Conversely, simple materials can become powerful instruments of development when they are integrated into tasks that require thinking, communication, and imagination. This is why pedagogical design must focus not only on resources but also on the structure of children's activity: what motivates the child, what problem must be solved, what speech accompanies the action, what emotional response is evoked, and what independent choice is allowed [12, 19].

The issue of school readiness also demonstrates the significance of activity in mental development. Children who have participated in diverse, meaningful, and developmentally appropriate activities usually enter school with better speech, stronger attention control, richer imagination, and more flexible thinking. They are more capable of listening to instructions, completing tasks, communicating with adults, and regulating their behavior in structured learning situations [10, 23]. By contrast, when preschool education is reduced either to passive care or to premature formal instruction detached from activity, important aspects of mental development may remain insufficiently formed. Early academic pressure without a proper activity base can lead to superficial knowledge, reduced curiosity, and emotional fatigue. Therefore, the goal of preschool education should not be the mechanical acceleration of school-type learning, but the cultivation of mental readiness through play, exploration, communication, creativity, and practical action [13, 25].

It is also necessary to consider the emotional side of activity. Mental development cannot be separated from emotional well-being because the child thinks most actively in situations of interest, trust, and psychological safety. Positive emotions increase engagement, persistence, and openness to new experience, while fear, shame, and excessive pressure narrow cognitive initiative [4, 15]. In preschool age, emotional tone is especially influential because the child's motivation remains closely tied to immediate experience. An

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educator who creates supportive, encouraging, and respectful interaction helps preserve the natural link between curiosity and mental effort. This makes activity not only effective but personally meaningful. In such conditions, children begin to experience intellectual success, which strengthens self-confidence and the desire to learn further.

From a pedagogical perspective, the development of children's thinking in activity should rely on several principles. First, tasks must correspond to age characteristics and individual abilities; overly easy tasks do not stimulate growth, while excessively difficult ones weaken motivation. Second, activity should move from direct manipulation to symbolic and verbal representation, allowing children to gradually transform concrete experience into conceptual understanding [2, 18]. Third, repetition should be varied; children need to return to similar operations in new forms so that mental actions become generalized rather than tied to one isolated situation. Fourth, speech should accompany activity because verbalization helps children become aware of what they are doing and why. Fifth, collective and individual forms of activity should be balanced, since some cognitive qualities are best developed in cooperation while others require independent effort [1, 20]. These principles make it possible to use everyday educational practice as a systematic means of strengthening children's intellectual potential.

In contemporary preschool education, the idea of activity-based mental development remains especially relevant because society increasingly values flexibility, creativity, communication competence, and problem-solving ability. These qualities cannot be formed through passive transmission of ready-made knowledge. They require children to act, explore, imagine, discuss, and make sense of their experience from the earliest years [6, 24]. Therefore, the mental development of preschool children should be viewed not as an isolated psychological phenomenon but as the result of a well-organized system of interactions in which activity plays the leading and structuring role. Through activity, the child discovers the world; through activity, he or she acquires language and concepts; through activity, thought becomes organized, purposeful, and increasingly independent [7, 22].

In conclusion, the significance of activity in the mental development of preschool children is fundamental and multidimensional. Activity is the primary mechanism through which perception, attention, memory, speech, imagination, and thinking develop in interconnected ways. Play, communication, exploration, and productive work each contribute specific developmental functions, but all of them are united by one common feature: they engage the child as an active participant in the construction of knowledge and experience. The most effective preschool education is therefore built not on passive instruction but on meaningful, emotionally rich, socially supported, and cognitively challenging activity. When children are given opportunities to act independently, communicate freely, explore purposefully, and create imaginatively, their mental development becomes deeper, more stable, and more harmonious. For this reason, activity should be recognized as both the condition and the inner engine of preschool intellectual growth.

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# Psychological Characteristics of Primary School Students' Adaptation to School

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Samarkand State University named after Sharof Rashidov

**Abstract.** This article analyzes the results of research on the adaptation of primary school students to school, the methodological foundations of the program, and the empirical level of effectiveness.
**Keywords.** Adaptation, motivation, social, psychological, emotional-volitional, ability, emotional component, adequate

Special attention is being paid worldwide to scientific research focused on improving children's ability to adapt to school, particularly through the development of their learning readiness and the realization of their individual capacities. In this regard, there is an increasing need to conduct studies aimed at ensuring the involvement of teachers, psychologists, educators, and parents by fostering the socio-psychological characteristics of primary school students' adaptation to school, as well as creating mechanisms that contribute to the holistic development of the child's personality.

Among Uzbek psychologists, scholars such as T.M. Adizova, Sh.R. Barotov, M.G. Davletshin, U.S. Jumayev, N.S. Jo'rayev, Sh.R. Samarova, N.M. Majidov, R.A. Mavlyanova, U. Masharipova, R. Safarova, M. Hamdamova, B. Xodjayev, Q. Husanboyeva, E.G'. G'ozyiev, and Sh. Yusupova have conducted scientific research on the development of thinking in students during school adaptation, learning motivation, and aspects related to speech development that enhance the academic activity of primary school pupils.

Researchers from the Commonwealth of Independent States, including I.N. Agafonova, M.M. Bezrukikh, L.I. Bozhovich, L.A. Venger, L.S. Vygotsky, V.V. Davydov, V.N. Druzhinin, I.V. Dubrovina, Y.Y. Kravtsova, L.M. Kovaleva, V.E. Kogon, A.N. Leontiev, I.L. Levina, V.S. Mukhina, T.A. Nezhnova, V.M. Safronova, A.G. Khripkova, J. Švancara, and D.B. Elkonin have explored the scientific aspects of social adaptation, the concept of school readiness, socio-psychological factors influencing primary school children's adaptation to school, socio-psychological characteristics of readiness for formal education, cognitive activity related to school readiness, children's intellectual potential, age-related crises, and the main causes of maladjustment to school.

The aim of our research is to identify the socio-psychological characteristics of primary school students' adaptation to school. In determining the socio-psychological characteristics of primary school students' adaptation to school, we also utilized assessment methods such as the Kern–Jirásek School Readiness Test, the Schulte Table, and the "10 Words" methodology.

Based on the analysis of group differences in the Kern–Jirásek School Readiness Test (Figure 1) using the Mann–Whitney U test, the following results were observed. In the "Draw-a-Person" task, the mean rank in the experimental group was 102.29, while in the control group it was 88.56 ($U = 3860.000$; $p < 0.05$). In the "He Ate the Soup" task, the mean rank in the experimental group was 94.17, compared to 96.86 in the control group ($U = 4384.500$; $p < 0.05$). In the "10 Dots" task, the mean rank in the experimental group was 90.85, whereas in the control group it was 98.31 ($U = 4065.500$; $p < 0.05$). In the "Verbal Test," the mean rank in the experimental group reached 106.01, while in the control group it was 85.56 ($U = 3519.000$; $p < 0.01$).

It can be observed that in the "Draw-a-Person" task, the mean rank of the experimental group (102.29) was higher than that of the control group (88.56). Similarly, in the "Verbal Test," the experimental group (106.01) demonstrated higher mean ranks compared to the control group (85.56), indicating statistically significant differences (see Figure 1).

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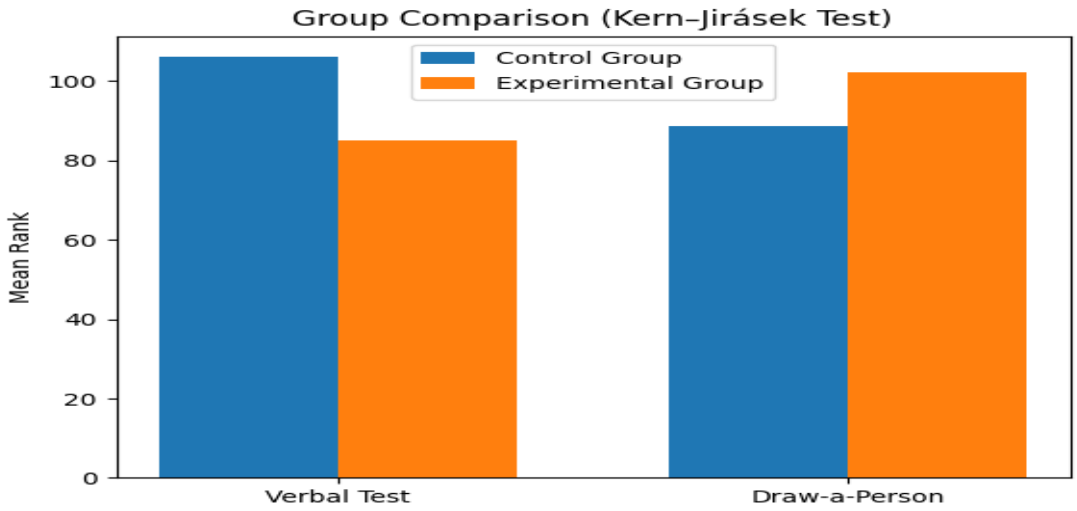



**Figure 1. Group differences in the Kern–Jirásek School Readiness Test (based on the Mann–Whitney U test).**

In the next stage of our research, age-related differences in primary school students' adaptation to school were examined using the Kruskal–Wallis test.

Differences were identified based on M.R. Bityanova's methodology, *"Assessment of a Child's Adaptation to School."* According to the "Adaptation" scale, the mean rank was 52.40 for children aged 6.7–7.0, 49.14 for those aged 7.1–7.4, and 44.78 for those aged 7.5–8.0 ($H = 1.074$; $p > 0.05$). On the "Moderate Adaptation" scale, the mean rank was 45.28 for ages 6.7–7.0, 46.62 for ages 7.1–7.4, and 53.78 for ages 7.5–8.0 ($H = 1.752$; $p > 0.05$). On the "Maladaptation" scale, the mean rank was 47.70 for ages 6.7–7.0, 47.59 for ages 7.1–7.4, and 55.40 for ages 7.5–8.0 ($H = 6.533$; $p < 0.05$).

The results obtained using the above methodology indicate that students aged 7.5–8.0 demonstrated relatively higher scores. This can be explained by the fact that successful adaptation to school depends not only on a child's chronological age and their cognitive and physical readiness, but also on their personal and socio-psychological preparedness. In other words, a child entering school must be ready to assume a new social role—that of a student—which involves specific rights, responsibilities, and expectations (see Table 1).

**Table1.**

**Age Group Differences in Assessing Children's School Adaptation (Based on the Kruskal–Wallis Test)**

| Scale | Age Groups | N | Mean Rank | H | p |
|---|---|---|---|---|---|
| Adaptation | 6,7-7,0 years | 20 | 52,40 | 1,074 | 0,584 |
| | 7,1-7,5 years | 47 | 49,14 | | |
| | 7,5-8,0 years | 29 | 44,78 | | |
| | Total | 96 | | | |
| Moderate Adaptation | 6,7-7,0 years | 20 | 45,28 | 1,752 | 0,416 |
| | 7,1-7,5 years | 47 | 46,62 | | |
| | 7,5-8,0 years | 29 | 53,78 | | |
| | Total | 96 | | | |
| Maladaptation | 6,7-7,0 years | 20 | 47,70 | 6,533 | 0,038* |
| | 7,1-7,5 years | 47 | 44,59 | | |
| | 7,5-8,0 years | 29 | 55,40 | | |
| | Total | 96 | | | |

Note: * r≤0,10; ** r≤0,05; *** r≤0,01

According to the results of the "Schulte Table" method, the mean rank was 41.60 for children aged 6.7–7.0, 45.88 for those aged 7.1–7.4, and 57.50 for those aged 7.5–8.0 ($H = 5.216$; $p < 0.05$). Based on the methodology used to study students' learning motivation, it was observed that students aged 7.1–7.5

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demonstrated higher results. At this age, the speed of attentional shifting, the ability to select relevant information in complex conditions, and overall task performance become more developed.

Among primary school students, age-related differences were identified in attention distribution and switching, which can be explained by the uneven development of attentional processes in accordance with the physiological maturation of the nervous system.

According to the "Schulte Table" results, the level of development of attention distribution in primary school students, along with the predominance of volitional control over the perception of visual imagery and the influence of the "novelty effect," contributed to the emergence of differential patterns in both intrinsic and extrinsic learning motivation.

Furthermore, the data obtained from the study were analyzed to determine the relationships between school adaptation methodologies using Spearman's rank correlation coefficient.

Initially, M.R. Ginzburg's methodology, *"Assessment of Students' Learning Motivation,"* was applied to determine the level of students' learning motivation. Based on this approach, the study focused on identifying students' learning motivation, their attitudes toward school, and their emotional responses to learning-related situations. This made it possible to detect certain motivational difficulties in children.

Using M.R. Ginzburg's methodology, significant correlations were identified between students' internal state ($r = 0.601$; $p \leq 0.01$), school anxiety ($r = 0.206$; $p \leq 0.01$), and performance in the "Draw-a-Person" task ($r = 0.273$; $p \leq 0.01$). These findings indicate that higher levels of learning motivation are associated with better internal psychological states, higher levels of school-related anxiety, and more developed drawing and fine motor skills.

Children who frequently experience anxiety and worry, as well as numerous fears, tend to differ from their peers. Such children are typically highly sensitive and emotionally responsive.

Moreover, the characteristics of students' learning motivation are directly related to the psychological climate within the classroom. In particular, the development of achievement motivation is strongly influenced by the emotional connection established by teachers with their students. Care, encouragement, and praise from teachers foster a sense of self-worth and respect for others in students. This can be explained by the fact that when students feel valued, their self-confidence increases, which in turn promotes independence and active engagement in learning (see Table 2).

**Table2.**
**Correlation Relationships Between School Adaptation Methodologies (Based on Spearman's Rank Correlation, n = 210)**

| Variables | Correlation Coefficient (r) |
|---|---|
| **M.R. Ginzburg's "Assessment of Students' Learning Motivation"** | 1.000 |
| N.I. Gutkina's "Assessment of Students' Internal Position" | 0.601** |
| School Adaptation (Lüscher Method) | 0.037 |
| A.M. Prikhozhan's "Assessment of School Anxiety" | 0.206** |
| Adaptation | 0.102 |
| Moderate Adaptation | -0.055 |
| Maladaptation | 0.104 |
| Draw-a-Person | 0.273** |
| "He Ate the Soup" | 0.128 |
| 10 Dots | -0.009 |
| Verbal Test | -0.094 |
| Schulte Table | -0.074 |
| 10 Words | 0.049 |

Note: * r≤0,10; ** r≤0,05; *** r≤0,01

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A child's successful learning at school largely depends on their level of motivational readiness for school. In primary education, learning motivation is characterized not only by the student's ability to engage in and regulate the learning process, but also by its role in fostering the holistic development of the student's personality. In particular, the formation of learning motivation in students is not limited to developing interest, curiosity, and engagement in academic subjects; it also encompasses the internalization of socially accepted norms and values within their consciousness.

Using N.I. Gutkina's methodology, *"Assessment of Students' Internal Position"* (see Table 3), significant correlations were identified with school anxiety ($r = 0.194$; $p \leq 0.01$) and performance in the "Draw-a-Person" task ($r = 0.269$; $p \leq 0.01$). These findings indicate that the higher the level of a student's internal position, the higher the levels of school anxiety and the more pronounced the characteristics observed in the "Draw-a-Person" task. Such students may become anxious even over minor issues. They often demonstrate low self-esteem and tend to stand out through passive behavior compared to their peers. Anxious children are highly sensitive to their failures and react strongly to them. Therefore, in the process of primary school students' adaptation to school, it is important that they successfully establish their role and place within the school environment.

**Table 3.**
**Correlation Relationships Between School Adaptation Methodologies (Spearman's Rank Correlation, n = 210)**

| **Variables** | **Correlation Coefficient (r)** |
|---|---|
| **N.I. Gutkina's "Assessment of Students' Internal Position"** | — |
| School Adaptation (Lüscher Method) | 0.001 |
| A.M. Prikhozhan's "Assessment of School Anxiety" | 0.194** |
| Adaptation | 0.174 |
| Moderate Adaptation | -0.099 |
| Maladaptation | 0.035 |
| Draw-a-Person | 0.269** |
| "He Ate the Soup" | 0.073 |
| 10 Dots | 0.039 |
| Verbal Test | 0.100 |
| Schulte Table | -0.035 |
| 10 Words | 0.047 |

**Note:** $r \leq 0.10$; ** $r \leq 0.05$; *** $r \leq 0.01$

Using A.M. Prikhozhan's methodology, *"Assessment of School Anxiety,"* significant correlations were identified with the "Draw-a-Person" task ($r = 0.424$; $p \leq 0.01$) and the "He Ate the Soup" task ($r = 0.153$; $p \leq 0.05$). These findings indicate that higher levels of school anxiety are associated with higher performance in the "Draw-a-Person" and "He Ate the Soup" tasks, reflecting the development of characteristics necessary for successful school learning (see Table 4).

**Table 4.**
**Correlation Relationships Between School Adaptation Methodologies (Based on Spearman's Rank Correlation, n = 210)**

| **Variables** | **Correlation Coefficient (r)** |
|---|---|
| **A.M. Prikhozhan's "Assessment of School Anxiety"** | — |
| Adaptation | -0.017 |
| Moderate Adaptation | 0.071 |
| Maladaptation | 0.125 |

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| | |
|---|---|
| Draw-a-Person | 0.424** |
| “He Ate the Soup” | 0.153* |
| 10 Dots | -0.047 |
| Verbal Test | 0.019 |
| Schulte Table | 0.055 |
| 10 Words | -0.064 |

Note: r ≤ 0.10; ** r ≤ 0.05; *** r ≤ 0.01

` School anxiety is a relatively mild form of emotional instability, which manifests as heightened excitement, excessive restlessness in learning situations and in the classroom, negative self-perception, and the expectation of negative evaluation from teachers and peers. The range of manifestations of school-related neuroses is quite broad, which makes it difficult to establish clear diagnostic criteria.

**Table 5.**

**Correlation Relationships Between School Adaptation Methodologies (Spearman’s Rank Correlation, n = 210)**

| Variables | Draw-a-Person | “He Ate the Soup” | 10 Dots | Verbal Test | Schulte Table | 10 Words |
|---|---|---|---|---|---|---|
| **Draw-a-Person** | 1 | 0.161* | 0.060 | 0.022 | 0.106 | 0.191** |
| **“He Ate the Soup”** | | 1 | 0.082 | 0.046 | 0.127 | -0.009 |
| **10 Dots** | | | 1 | 0.248** | 0.287** | 0.202** |
| **Verbal Test** | | | | 1 | 0.275** | -0.055 |
| **Schulte Table** | | | | | 1 | 0.352** |
| **10 Words** | | | | | | 1 |

Based on the obtained empirical data, certain correlation relationships were identified between the “Draw-a-Person” method and other assessment methodologies using Spearman’s rank correlation coefficient. In particular, during the process of students’ adaptation to school, significant correlations were found between the “Draw-a-Person” task and the “He Ate the Soup” task (r = 0.161; p ≤ 0.05), as well as the “10 Words” task (r = 0.191; p ≤ 0.01). These findings indicate that logical thinking and memory processes play an important role in school adaptation (see Table 5).

In tasks involving the copying of dot patterns (“10 Dots”), significant relationships were identified with the Verbal Test (r = 0.248; p ≤ 0.01), the Schulte Table (r = 0.287; p ≤ 0.01), and the “10 Words” task (r = 0.202; p ≤ 0.01). This suggests that the development of the sensorimotor domain—particularly fine motor skills and visual-motor coordination—is closely related to students’ adaptation to learning activities. Furthermore, cognitive processes such as sensation, perception, speech, attention, memory, and thinking, which support overall cognitive functioning, demonstrate a relatively high level of interrelation.

During the Verbal Test, a significant correlation was observed with the Schulte Table (r = 0.275; p ≤ 0.01), indicating a close relationship between these variables. In primary school students, the speed of attentional switching and the stability of attention—along with familiarity with symbols and numbers (e.g., counting from 1 to 15)—play a crucial role in the learning process. Additionally, fundamental skills such as letter recognition, syllable formation, word reading, and the ability to read short sentences are essential personal characteristics for successful learning. These abilities also have a social dimension, enhancing interpersonal interaction and engagement in various classroom activities.

A strong correlation was also identified between the Schulte Table and the “10 Words” task (r = 0.352; p ≤ 0.01). This indicates that attentional switching and stability are closely linked to the development of memory processes in primary school students. The ability to listen attentively and recall words is particularly important for school adaptation. Moreover, the number of correctly recalled words reflects the level of

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development of mnemonic processes and enhances students' capacity to engage effectively in different types of learning activities.

Thus, based on the conducted empirical research, it was determined that developing a structured program to support primary school students' adaptation to school is both necessary and appropriate. The effectiveness of the adaptation program developed by us has been empirically confirmed, demonstrating its practical value and justifying its implementation in educational practice.

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# Exploring Reading–Writing Connections: A Comrehensive Study For Second Language Learners

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**Abstract**
The interrelationship between reading and writing plays a significant role in second language acquisition. These two productive and receptive skills are closely connected and mutually supportive in the process of language learning. Reading provides learners with linguistic input such as vocabulary, grammatical structures, sentence patterns, and discourse organization, while writing enables them to practice, internalize, and reproduce these language elements meaningfully. This article explores the strong connection between reading and writing for second language learners, emphasizing how reading comprehension enhances writing proficiency and how writing activities improve reading awareness. The study highlights the importance of integrated instruction, where both skills are taught simultaneously to improve academic performance and communicative competence. Furthermore, the article discusses practical classroom strategies that can strengthen reading-writing connections and foster learner autonomy.
**Keywords:** reading skills, writing skills, second language learning, language acquisition, integrated instruction, academic literacy, communicative competence
**Annotation**
This article examines the close relationship between reading and writing in second language learning. It explains how reading supports writing development through vocabulary acquisition, grammatical awareness, and text organization. The paper also discusses how writing reinforces reading comprehension and critical thinking. Special attention is given to integrated teaching methods that help learners improve both skills simultaneously.
**Key words:** reading, writing, second language learners, literacy, language development, integrated skills
**Annotatsiya**
Ushbu maqolada ikkinchi tilni o‘rganishda o‘qish va yozish ko‘nikmalari o‘rtasidagi uzviy bog‘liqlik tahlil qilinadi. O‘qish jarayoni lug‘at boyligini oshirish, grammatik tuzilmalarni o‘zlashtirish va matn tuzilishini tushunishda yozishga qanday yordam berishi yoritiladi. Shuningdek, yozish faoliyatining o‘qib tushunish va tanqidiy fikrlashni rivojlantirishdagi ahamiyati ko‘rib chiqiladi. Maqolada integrallashgan o‘qitish usullariga alohida e’tibor qaratilgan.
**Kalit so‘zlar:** o‘qish, yozish, ikkinchi til o‘rganuvchilar, savodxonlik, til rivoji, integrallashgan ko‘nikmalar
**Аннотация**
В данной статье рассматривается тесная взаимосвязь между чтением и письмом в процессе изучения второго языка. Объясняется, как чтение способствует развитию письменной речи через расширение словарного запаса, усвоение грамматических структур и понимание организации текста. Также анализируется роль письма в развитии понимания прочитанного и критического мышления. Особое внимание уделяется интегрированным методам обучения.
**Ключевые слова:** чтение, письмо, изучение второго языка, грамотность, развитие языка, интегрированные навыки

## Introduction

Language learning is a complex and multidimensional process that requires the development of four essential skills: listening, speaking, reading, and writing. Among these, reading and writing are often considered the foundation of academic success, particularly for second language learners. These two skills are not isolated; rather, they are interconnected in ways that significantly influence learners’ language competence.

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Reading is a receptive skill through which learners receive information, absorb vocabulary, and observe language structures. Writing, on the other hand, is a productive skill that requires learners to organize ideas and express them using appropriate linguistic forms. The relationship between reading and writing is reciprocal: strong reading habits improve writing quality, and regular writing enhances reading comprehension.

For second language learners, the integration of reading and writing is especially important because it supports vocabulary growth, grammatical accuracy, and critical thinking. Through exposure to various texts, learners gain models for effective writing, while writing tasks help them process and apply what they have read.

This article aims to explore the reading-writing connection in second language learning, explain its pedagogical significance, and suggest practical methods for teachers to integrate these skills in the classroom.

**The Relationship Between Reading and Writing**

Reading and writing are often described as two sides of the same coin. Reading exposes learners to language input, while writing transforms that input into meaningful output. Through reading, students encounter authentic examples of sentence structures, paragraph development, cohesion, and style. These elements later appear in their own writing.

When learners read regularly, they unconsciously absorb language patterns and rhetorical structures. For example, reading academic texts helps students understand how introductions, arguments, and conclusions are organized. This understanding directly improves their writing performance.

Similarly, writing strengthens reading because it encourages deeper engagement with texts. When students summarize, respond to, or analyze readings in writing, they process information more critically and retain it more effectively.

**Reading as a Source of Writing Development**

Reading provides rich linguistic input essential for writing development. Vocabulary acquisition is one of the most obvious benefits. Students who read extensively are exposed to a wider range of words and expressions, which they can later use in their writing.

Grammar is another important aspect. Through reading, learners observe how grammar functions naturally in context rather than as isolated rules. This contextual learning improves grammatical accuracy in writing.

Reading also teaches learners about text organization. They become familiar with paragraph structure, coherence, transitions, and genre conventions. This helps them write more logically and effectively.

**Writing as Reinforcement of Reading Skills**

Writing is not only the result of reading but also a tool for improving reading comprehension. Writing activities such as note-taking, summarizing, reflective journals, and response essays require learners to interact actively with texts.

These tasks promote critical thinking because students must analyze ideas, evaluate arguments, and express personal interpretations. Writing also helps learners identify gaps in understanding and encourages them to reread texts more carefully.

In academic settings, writing based on reading materials prepares students for research tasks and professional communication.

**Integrated Instruction in the Classroom**

Modern language teaching emphasizes integrated skills instruction rather than teaching reading and writing separately. Teachers can design tasks where reading naturally leads to writing.

For example:

- Reading an article followed by writing a summary
- Analyzing a story and writing a personal response
- Reading argumentative texts and writing an opinion essay
- Studying model paragraphs before writing similar texts

Such activities make learning more meaningful and realistic because they reflect authentic language use.

Teachers should also provide feedback that connects reading and writing. For instance, they can encourage students to notice useful vocabulary from readings and apply it in their compositions.

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**Challenges for Second Language Learners**

Despite the benefits, second language learners often face difficulties in developing reading-writing connections. Limited vocabulary, weak grammar knowledge, lack of motivation, and insufficient reading habits can negatively affect both skills.

Some students also struggle with transferring ideas from reading into writing due to fear of making mistakes or lack of confidence. Teachers must create supportive environments where learners feel comfortable experimenting with language.

Scaffolded instruction, guided reading tasks, vocabulary support, and peer collaboration can help overcome these challenges.

**Conclusion**

The connection between reading and writing is fundamental in second language learning. These two skills work together to strengthen language development, academic literacy, and communicative competence. Reading provides the input necessary for writing, while writing reinforces understanding and promotes deeper engagement with texts.

For second language learners, integrating reading and writing is not simply beneficial—it is essential. Teachers who use combined instructional approaches help students become more confident, independent, and effective language users.

Developing strong reading-writing connections leads not only to better classroom performance but also to lifelong learning skills. Therefore, language educators should continue to emphasize the integration of these two essential components in all stages of language instruction.

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# Pedagogical software tools as a methodological basis for improving the acting competence of teachers

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**Abstract:** This article examines pedagogical software tools as a methodological basis for developing teachers' ICT competencies. It provides a scientific analysis of the processes of digital transformation in education and the possibilities of innovative pedagogical technologies.
**Key words**: pedagogical software tools, ICT competence, digital transformation, innovative technologies, methodological framework, educational effectiveness, professional skills.

**Introduction.** The current fundamental changes in education, in particular, the widespread use of digital technologies, are raising the quality of this system to a higher level. The development of information and communication technologies is having an impact on the form, methods and content of the education system. Electronic textbooks, interactive presentations, distance learning platforms (Zoom, Moodle, Google Classroom, etc.) and educational programs based on artificial intelligence make the learning process more effective, interesting and personalized. This, in turn, strengthens students' independent thinking, self-management and develops their creative research.

**Pedagogical software tools in the educational process**— Learning Management System (LMS), multimedia platforms, simulation systems, interactive testing environments are widely used. However, to effectively use these tools, a teacher must have not only technical knowledge, but also comprehensive ICT competence. This competence combines technical, methodological and communicative skills.
The main problem is that many teachers are unable to fully and effectively use existing pedagogical software tools. One of the main reasons for this is the lack of specialized professional training and the conflict between traditional teaching methodologies and the modern digital environment.

**Main Part**
**Pedagogical software tools**- is a set of programs designed to support, manage, and develop the learning and teaching process. These tools not only facilitate knowledge exchange, but also ensure effective interaction between students and teachers, and monitor results in real time.

**Modern pedagogical software tools are functionally divided into the following types:**
**Table 1. Types and functions of pedagogical software tools**

| | You have | Examples | Role in education |
|---|---|---|---|
| 1 | Learning Management Systems (LMS) | Moodle, Google Classroom, Canvas | Course management, assignment and assessment |
| 2 | Multimedia educational tools | Camtasia, Articulate Storyline, iSpring | Creating video tutorials, animations, and interactive content |

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| | | | |
|---|---|---|---|
| 3 | Simulation and virtual laboratories | PhET, Labster, Odysseyware | Conduct experiments safely in a virtual environment |
| 4 | Online testing and assessment systems | Kahoot, Quizlet, Google Forms | Organizing formative and summative assessment |
| 5 | Collaboration platforms | Microsoft Teams, Slack, Padlet | Group projects, discussions, and team presentations |
| 6 | Digital library and resources | JSTOR, Ziyonet, Khan Academy | Access to scientific and educational materials |

**Structural model of ICT competence for teachers**

ICT competence is the ability to effectively and creatively use information and communication technologies in professional activities. This competence consists of several components, which are interrelated and complementary.

The TPACK (Technological Pedagogical Content Knowledge) model, developed by researchers Mishra and Koehler, clearly defines the knowledge and skills required by a teacher to use pedagogical software tools. This model assumes a holistic competence that is formed by the intersection of three main components: technological knowledge, pedagogical knowledge, and content knowledge. In general, teachers' ICT competence should cover the following eight areas:

1. Technical literacy - skills in working with devices and programs;
2. Digital content creation - development and editing of electronic materials;
3. Information and media literacy - searching for and critically evaluating online information;
4. Security and ethics - cybersecurity, personal data protection;
5. Communication and collaboration - effective communication on digital platforms;
6. Problem solving - independent resolution of technological problems;
7. Pedagogical integration - the didactically correct application of ICT in the lesson;
8. Constant self-development - a desire to learn new technologies.

**The role of pedagogical software in improving ICT competence**

Pedagogical software tools have an impact on increasing teachers' ICT competence in two ways: first, the teacher strengthens his technical skills by using these tools; second, his methodological competence develops as a result of effectively organizing the educational process with the help of these tools.

**Competency development through LMS platforms**

Learning Management System (LMS) is the most common pedagogical software tool in modern educational institutions. LMS platforms such as Moodle, Google Classroom, Canvas provide teachers with the following capabilities:

-Structuring courses and systematically organizing content;
-Monitoring students' learning levels in real time;
-Automated assessment and instant feedback;

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-Group and individual project management;
-Organizing online discussions and collaborative learning.
Multimedia and interactive tools: are effective teaching mechanisms. Multimedia educational tools - digital content that combines video, audio, animation and interactive elements - fundamentally change the methodology of teacher preparation. Through programs such as Camtasia, Articulate Storyline, Adobe Captivate, the teacher does not just lecture to a passive audience, but creates an active learning environment.
In the process of preparing and using these tools, the teacher's ICT competence develops significantly, as he or she simultaneously acts as a scriptwriter, director, and technical specialist.

**Virtual labs and simulation technologies**

In modern education, the use of interactive platforms such as the PhET Interactive Simulations project of the University of Colorado is important in developing teachers' ICT competencies. This system provides interactivity between students and teachers through the visualization of specific subjects. "Working with these tools for the teacher develops the following ICT competencies: the ability to select digital resources according to pedagogical goals, the ability to design interactive environments didactically, and the skills to manage students' activities in a digital environment.

**A model for developing teachers' ICT competence**

Summarizing modern pedagogical research and existing experiences, it is advisable to implement the following four-stage model for developing teachers' ICT competence through pedagogical software tools:
**Stage 1: Diagnostics and motivation**At this stage, the teacher's level of digital literacy is determined, positive motivation towards the use of modern technologies is instilled, and a personal development plan is created.
**Stage 2: Theoretical and methodological preparation**. Educators are trained to work with LMS (e.g. Moodle, Google Classroom), interactive multimedia tools, and online assessment systems. At this stage, theoretical knowledge is integrated with practical exercises.
**Phase 3: Implementation and Integration**. The teacher begins to directly use digital technologies in teaching his subject. In this case, lessons are enriched with simulations (for example, PhET), video lessons, and interactive tasks.
**Stage 4: Monitoring and professional development**The results achieved are analyzed, the level of ICT competence is assessed based on international and national standards, and a system of continuous self-improvement of the teacher is formed.
This model was developed taking into account the specifics of the national education system, the workload of teachers, and the technical infrastructure of institutions. The flexibility of the model also allows it to be adapted to the needs of any educational institution:

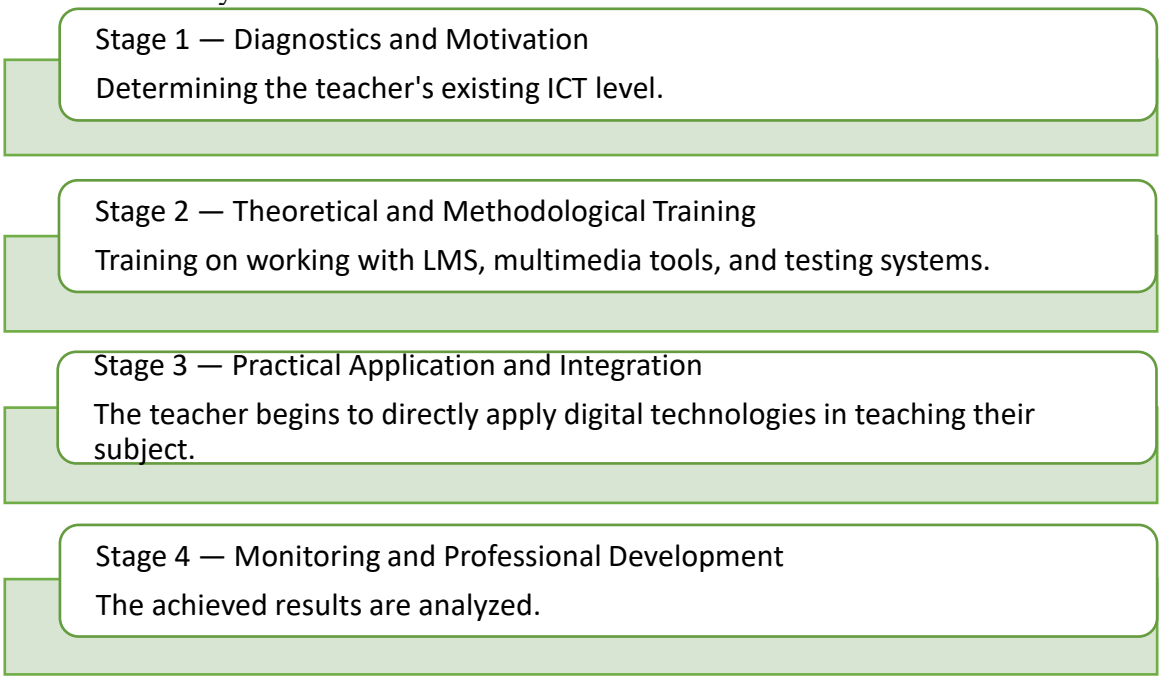



**Figure 2.O‘A step-by-step model for improving students' ICT competence**

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**Results And Discussion**

1. First, it has been proven that pedagogical software tools have a direct and indirect impact on improving teachers' ICT competence. Direct impact - the development of teachers' technical skills in the process of working with these tools; indirect impact - updating methodological approaches and increasing pedagogical creativity.
2. Secondly, LMS platforms, multimedia tools, simulation systems and online assessment platforms each have a special role in developing a specific component of ICT competence. These tools are effective when used together.
3. Third, the proposed four-stage model (diagnostics - theoretical and methodological preparation - practical application and integration - monitoring and professional development) provides a practical mechanism that can be used in educational institutions.

**Conclusion And Recommendations**

1. Pedagogical software tools serve as a methodological basis for improving teachers' ICT competence in modern education. They should be considered not only as a technological opportunity, but also as an effective way of professional development. Based on this study, the following conclusions and recommendations were formulated:
2. Recommendations for teachers:
3. Stay up-to-date and regularly use at least one digital tool in your classroom.
4. The LMS platform should be used not only for sending assignments, but also for active communication and exchange of ideas with students.
5. Sharing experiences with colleagues builds a digital pedagogical community.
6. In conclusion, it is worth noting that pedagogical software tools do not just arm teachers with technological weapons - they expand the teacher's professional consciousness, renew their worldview, and prepare them for the formation of competitive educators in the modern digital world.

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