

TALABALARARO FIKR ALMASHISHNING TARJIMONLARNI TAYYORLASHDAGI SAMARASI

Sayyoraxon Tuxtamurod qizi BOQIJONOVA

O'qituvchi

O'zbekiston davlat jahon tillari universiteti

Abstract. Mazkur maqolada tarjimon talabalarning yozma ko'nikmalarini rivojlantirish jarayonida peer review metodining ahamiyati keng qamrovda tahlil qilinadi. Ushbu metod orqali talabalar o'zaro yozma ishlarni baholash, tahrirlash, yangi g'oyalarni ishlab chiqish va xatolarni aniqlashda faol ishtirok etadilar. Peer review jarayoni ularda tanqidiy fikrlashni, ijodiy yondashuvni hamda hamkorlik kompetensiyalarini rivojlantirishga xizmat qiladi. Maqolada xorijiy olimlarning ilmiy qarashlari, mahalliy tajribalar va amaliy kuzatuvlarga tayangan holda peer review metodining samaradorligi asoslanadi.

Kalit so'zlar: peer review, tarjimon, yozma nutq, talabalararo fikr almashish, ta'lim metodlari, yozish ko'nikmasi, kooperativ ta'lim, tanqidiy fikrlash

Kirish

Tarjima ta'limi nafaqat lingvistik bilimlarni, balki talabaning nutqiy kompetensiyasini shakllantirishni ham ko'zda tutadi. Shu jihatdan yozma nutq ko'nikmalari tarjimonlik kasbining eng muhim jihatlaridan biri hisoblanadi. Tarjimon matn bilan ishlash jarayonida mazmunni saqlash, uslubni moslashtirish, madaniy ekvivalentlikni ta'minlash kabi murakkab vazifalarni bajaradi. Bunday jarayonda yozish ko'nikmasi yetarlicha rivojlanmagan bo'lsa, tarjima sifati pasayishi tabiiy.

Bugungi kunda oliy ta'lim tizimida talabalarning yozma nutqini rivojlantirish uchun turli metodlar qo'llanilmoqda. Ularning eng samaralilaridan biri peer review, ya'ni talabalararo yozma ishlarni o'zaro baholash metodidir. Ushbu metod talabalarning o'zaro hamkorlik qilishini, tanqidiy fikr bildirishini va ijodiy yondashuvni kuchaytirishini ta'minlaydi. Bundan tashqari, ushbu metod orqali talabalar o'zaro hamkorlikda ishlash ko'nikmasini shakllantiradi va bu ko'nikma orqali sifatli yozma ish va tarjima materiallari tayyorlay olishadi.

O'qituvchi J. Harmer (2007) shunday deydi: "Talabalar o'zaro ishlaganida, ular nafaqat bilim almashadilar, balki mustaqil o'rganish jarayonini ham davom ettiradilar". Demak, peer review metodida talabalar bir-birining yozma ishlarini ko'rib chiqib, fikr bildirganida o'zining ham bilimlarini mustahkamlab boradi. Bir qator olimlar, xususan Fallahi, Wood, Austad, and Fallahi (2006) larning tadqiqotlariga ko'ra, agar talabalar dars jarayonida o'zaro yozma ishlarini tahlil qilishsa va bu o'qituvchi tomonidan tekshiril, nazorat qilib borilsa ushbu jarayon o'quvchilarning yozma nutqini samarali darajada oshishida katta yordam beradi.

Asosiy qism

Peer review metodining nazariy asoslari

Peer review metodining nazariy ildizlari ta'lim psixologiyasi va kooperativ ta'lim konsepsiyasiga borib taqaladi. Vygotskiy (1978) o'zining mashhur "yaqin rivojlanish zonasi" nazariyasida shunday deydi: "Talaba mustaqil bajara olmaydigan vazifani o'z



tengdoshlari yordamida bajara oladi". Demak, peer review jarayoni talabaning yozma nutqda mustaqil yechim topa olmaydigan qiyinchiliklarini boshqa talabalar bilan fikr almashish orqali yengib o'tishini ta'minlaydi. Shuni ham ta'kidlab o'tish joizki, agar talaba o'zi yozayotgan yozma ishi yoki qilayotgan tarjimasini avval o'qituvchi emas, balki biror kursdoshi yoki do'sti tekshirishini bilsa, u berilgan yozma topshiriqni bajarishda uni chiroyli yozishdan ko'ra ma'noliroq bajarishga bor e'tiborini qaratadi va bu natijada yozma ishning sifatli bajarilishini ta'minlaydi.

Bundan tashqari, peer review metodining asoslari kommunikativ kompetensiya nazariyasiga ham borib taqaladi. Tarjima ta'limida kommunikativ kompetensiya yozma nutqda ham aniq ifodalanishi zarur. Talabalarning bir-biriga yozma mulohazalar berishi ularda muloqot, tahlil va ijodiy fikrlashni rivojlantiradi.

Metodning afzalliklari

Peer review metodining afzalliklari ko'p. Eng avvalo, u talabalarni faol ishtirokchira aylantiradi. An'anaviy darslarda talaba ko'pincha o'qituvchi tomonidan baholansa, peer review jarayonida u ham baholovchi, ham muallif rolini bajaradi.

- Xatolarni aniqlash. Berg (1999) shunday deydi: "Talabalar o'z yozma ishlarini o'zaro tahlil qilganda, ular o'z matnlariga tashqi ko'z bilan qarash imkoniyatini qo'lga kiritadilar". Demak, boshqa talabaning matnini o'qish orqali talaba o'zida ham shunga o'xshash xatolarni ko'ra boshlaydi.

- Ijodiy yondashuv. Peer review talabalarning bir-biriga turli uslubiy va semantik yechimlarni taklif qilishiga yordam beradi.

- Mas'uliyatni oshirish. Talaba o'z ishi guruhdoshlari tomonidan o'qilishini bilsa, unga jiddiyroq yondashadi.

- Hamkorlik va muloqot madaniyati. Peer review jarayoni talabalarni bahslashish, dalillar keltirish, tanqidni qabul qilish va konstruktiv taklif berishga o'rgatadi.

Bir qancha boshqa olimlar (masalan: King, 2000, Prose, 2006) o'rganishlari natijasida aniqlashganki talabalar bir birlarining yozma ishlarini o'qib tahlil qilishayotganda faqatgina o'zlari o'rnak olishlari mumkin bo'lgan qisimlargagina e'tibor berib qolmay, o'zlari ham xato qilishlari mumkin bo'lgan qisimlarga yaxshigina e'tibor qaratishadi va keyinchalik o'zlarining yozma ishlarida ushbu xatolarni oldini olishadi. Chunki ushbu usul ularni xotirasiga bunday xatolardan qochish kerakligini yaxshiroq saqlaydi va keyinchalik yozma ishlarini yuqori sifatda bajarish imkonini beradi.

Ushbu metodning tarjima ta'limidagi o'rnini

Tarjima jarayonida yozish ko'nikmasining ahamiyati beqiyosdir. Talaba yozma nutqda semantik aniqlikni saqlash, uslubiy to'g'rilikni ta'minlash va madaniy ekvivalentlikni yodda tutishi kerak. Peer review metodida talabalar bu masalalarni o'zaro muhokama qilib, tarjimaning kuchli va zaif tomonlarini ko'rsatadilar.

Liu va Hansen (2002) o'z tadqiqotlarida peer review metodini ikkinchi til yozuv mashg'ulotlarida qo'llash talabalarda tanqidiy fikrlash, ijtimoiy muloqot va mustaqil tahlil qilish ko'nikmalarini kuchaytirishini isbotlagan.

Bundan tashqari, tarjimon talabalarning yozma nutqi shu darajada mukammal bo'lishi lozimki, ular turli xil soxalarga, masalan yuridik sohaga oid rasmiy uslubda yozilgan matnlarni mahorat bilan tarjima qilishlari kerak bo'ladi. Bunday yuqori sifatli tarjima qilish qobiliyatini shakllantirishda o'zlari bilan bir sohada ta'lim olayotgan guruhdoshlari qilgan

tarjima ishlarini tanqidiy tahlil qilish usuli judayam foydali usul hisoblanadi. Tanqidiy tahlil mobaynida ular faqatgina sheriklari qilgan xatoni aniqlashmaydi, balki ular foydalangan tarjima usullari, ilmiy atamalar va hattoki rasmiy yoki boshqa suldagi matn yozish strukturasi ham o'rganishadi.

Raqamli muhitda peer review metodining imkoniyatlari

So'nggi yillarda raqamli ta'lim vositalarining keng joriy etilishi peer review metodining amaliy qo'llanilishini yanada qulaylashtirdi. An'anaviy shaklda talabalar bir-birining yozma ishlarini qog'ozda almashib ko'rib chiqqan bo'lsa, hozirda onlayn platformalar ushbu jarayonni interaktiv, tizimli va samarali yo'lga qo'yish imkonini bermoqda. Raqamli muhitda o'zaro baholash jarayonining afzalliklari ko'pligi tarjima ta'limi uchun ayniqsa muhimdir, chunki tarjimonlik faoliyatining o'zi ham bugungi kunda raqamlashtirilgan, matnlar elektron formatda almashiladi, tahrir qilinadi va qayta ishlanadi.

Birinchidan, onlayn platformalar (Google Docs, Moodle, Turnitin Feedback Studio, Padlet va b.) real vaqt rejimida izoh qoldirish imkoniyatini yaratadi. Talaba biror so'z, ibora yoki jumlada xato ko'rsa, matnning aynan shu qismiga izoh qo'yishi mumkin. Bu esa an'anaviy og'zaki fikr bildirishdan farqli o'laroq, xatoning aniq joyini ko'rsatish, unga tegishli taklif berish va rivoyat yo'nalishini tushuntirishni osonlashtiradi. Tarjima ta'limida bu juda muhim: talaba noto'g'ri semantik yechimdan foydalanganda, stilistik moslik buzilganda yoki ekvivalent topishda qiynalganda raqamli izohlar jarayonni tezkor tahlil qilish imkonini beradi.

Ikkinchidan, raqamli peer review jarayoni talabalarga yozma fikr bildirish madaniyatini shakllantirishga xizmat qiladi. Ko'plab tadqiqotlarga ko'ra, talabalar og'zaki tanqiddan ko'ra yozma mulohaza bildirishda puxtaroq izoh berishga harakat qiladilar, chunki ular o'z fikrlari yozma ravishda saqlanib qolishini bilishadi. Bu holat nafaqat fikr bildirish sifatini oshiradi, balki jarayonni yanada mas'uliyatli qiladi. Tarjimonlikda yozma mulohaza madaniyati muhim ahamiyatga ega, chunki tarjima tahriri (editing) va korrektura (proofreading) jarayoni ko'p hollarda yozma shaklda amalga oshiriladi.

Uchinchidan, raqamli muhit peer review jarayonini arxivlash imkoniyatini beradi. Talaba o'z ishlari bo'yicha berilgan tavsiyalarni istalgan vaqtda qayta ko'rib chiqishi, xatolarini solishtirishi va o'z rivojlanish dinamikasini kuzatishi mumkin. Bu ayniqsa tarjimon talabalari uchun foydalidir: ular vaqt o'tishi bilan o'z tarjimalarida qanday xatolarni kamroq qilayotganini, qaysi sohalarda rivojlanayotganini va qayerda qo'shimcha mashq qilish kerakligini ko'rish imkoniga ega bo'ladilar.

Xulosa

Peer review metodining tarjimonlarni tayyorlashdagi samarasi quyidagilarda namoyon bo'ladi:

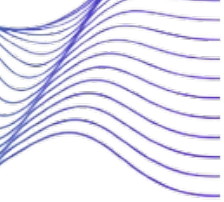
1. Talabalar yozma nutqda ko'proq xatolarni anglaydilar va ularni tezroq tuzatadilar.
2. Yozma mashg'ulotlarda ijodiy yondashuv kuchayadi, yangi ibora va strategiyalar o'zlashtiriladi.
3. Talabalarda mas'uliyat hissi va muloqot madaniyati shakllanadi.
4. Tarjima amaliyotida semantik, uslubiy va madaniy aniqlikni ta'minlash imkoniyati kengayadi.



Shu sababli, peer review metodini tarjimonlik ta'limida keng joriy etish nafaqat yozma nutqni rivojlantiradi, balki talabalarning kelgusida kasbiy faoliyatida yuqori sifatli tarjima yaratishga ham yordam beradi.

FOYDALANILGAN ADABIYOTLAR RO'YXATI

1. Berg, E. C. (1999). The Effects of Trained Peer Response on ESL Students' Revision Types and Writing Quality. *Journal of Second Language Writing*.
2. Harmer, J. (2007). *The Practice of English Language Teaching*. Pearson Longman.
3. King S. (2000) *On writing: A memoir of the craft*, New York: Simon & Schuster.
4. Liu, J., & Hansen, J. (2002). *Peer Response in Second Language Writing Classrooms*. University of Michigan Press.
5. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.



DEVELOPING CRITICAL LISTENING THROUGH CONTENT- AND TASK-BASED LANGUAGE TEACHING IN UZBEK HIGHER EDUCATION

Nargiza KHODJAKULOVA

PhD researcher,

Tashkent institute of irrigation and agricultural mechanization engineers National Research University, Tashkent, Uzbekistan, 100084

nargiza.khodjaqulova.tuit@gmail.com

<https://orcid.org/0000-0003-2216-6661>

Abstract. This study explores how the integration of Content-Based Language Teaching (CBLT) and Task-Based Language Teaching (TBLT) can develop critical listening skills among philology students in Uzbek higher education. Conducted at the Namangan State Institute of Foreign Languages (NSIFL) from February to September 2025, the research involved three groups of second-year philology students ($n = 42$) and ten instructors who participated in a 10-week, 40-hour intervention. Students engaged in authentic listening activities hosted on the MoodleCloud-based platform listen2me.moodlecloud.com, featuring ten content-driven treatments and five reflective tasks for independent development. Pre- and post-tests measured learners' analytical comprehension, evaluative reasoning, and metacognitive awareness. Results revealed a significant improvement in the treatment group (gain of +12 percentage points, Cohen's $d = 0.8$), demonstrating that the CBLT–TBLT model fosters critical listening competence and reflective learning habits. The findings emphasize the potential of content- and task-based frameworks to transform traditional listening instruction into cognitively engaging and learner-centered pedagogy, contributing to ongoing innovations in Uzbekistan's higher education reforms.

Keywords: Critical Listening, Content-Based Language Teaching, Task-Based Learning, EFL, Metacognition, Uzbekistan

Introduction

Listening comprehension in foreign language learning has traditionally been perceived as a receptive skill focused on understanding surface meaning. However, modern language education increasingly requires learners to engage with spoken input critically – to analyze, evaluate, and reflect on messages beyond literal comprehension. In Uzbekistan's higher education context, listening instruction remains largely test-oriented, with limited emphasis on critical thinking and metacognitive awareness. Consequently, many students struggle to evaluate argument quality, detect bias, or infer speaker intent. Addressing these challenges, this study proposes an integrated approach combining **Content-Based Language Teaching (CBLT)** and **Task-Based Language Teaching (TBLT)** to enhance critical listening competence among philology students.

CBLT provides intellectually stimulating contexts by embedding language instruction in meaningful academic and professional content, while TBLT organizes learning around purposeful, problem-solving tasks. Together, they align with constructivist and learner-centered paradigms that promote higher-order thinking and reflection. This framework not only supports linguistic growth but also cultivates analytical reasoning and self-



regulated learning – skills essential for 21st-century communication and global citizenship.

The present study was conducted at the **Namangan State Institute of Foreign Languages (NSIFL)**, with additional validation across collaborating institutions, including TIAME National Research University, Gulistan State University, and Bukhara State Pedagogical Institute. Over ten weeks, learners participated in authentic listening tasks integrated into a Moodle-based digital environment (*listen2me.moodlecloud.com*), designed to foster engagement with real-world audio materials. By linking linguistic input to content knowledge and reflective practice, the study aimed to determine how CBLT–TBLT synergy can transform passive listening into an active, critical, and reflective learning process suitable for Uzbekistan’s ongoing educational modernization.

Literature Review

Critical listening involves analyzing the structure, logic, and credibility of spoken discourse, requiring learners to assess argument quality and identify bias (Rost, 2016). Scholars such as Vandergrift and Goh (2012) emphasize that listening must progress from decoding sounds to interpreting meaning and evaluating ideas. Yet, in many EFL contexts, including Uzbekistan, instruction continues to rely on mechanical comprehension exercises that neglect deeper processing (Field, 2008).

Content-Based Language Teaching (CBLT) has emerged as a response to such limitations, grounding language learning in intellectually engaging content. Brinton, Snow, and Wesche (2017) argue that CBLT enhances cognitive depth and contextual understanding, encouraging learners to interact with authentic materials across disciplines. By linking linguistic form with academic content, students build both language proficiency and disciplinary literacy (Larsen-Freeman & Anderson, 2013). In the listening domain, CBLT enables exposure to complex ideas and diverse perspectives – a prerequisite for critical comprehension.

Task-Based Language Teaching (TBLT), as described by Nunan (2004) and Ellis (2018), prioritizes communication through real-world tasks requiring collaboration, negotiation of meaning, and reflection. Each task functions as a communicative event where learners apply comprehension to achieve an outcome. This experiential process promotes cognitive engagement, self-monitoring, and the development of metacognitive awareness (Goh & Taib, 2006).

Recent research underscores the synergy between CBLT and TBLT for promoting critical listening. Liu and Chen (2023) found that task-supported content-based lessons improved students’ inferential comprehension and bias recognition. Rahimi and Abednia (2021) similarly demonstrated that CBLT–TBLT integration fosters higher-order thinking and motivation. When coupled with digital tools, such as AI-supported learning platforms, these frameworks create personalized, feedback-rich environments conducive to analytical listening (Zawacki-Richter et al., 2019).

In Uzbekistan, few studies have systematically examined listening as a critical skill. Khodjakulova (2024) highlighted that while learners exhibit moderate comprehension ability, they struggle with reasoning and evaluation. Incorporating reflective listening and digital media can bridge this gap by engaging learners in authentic communicative contexts. Therefore, combining CBLT–TBLT with technology represents a necessary