



**RAQAMLI TEXNOLOGIYALARNING
YANGI O‘ZBEKISTON
RIVOJIGA TA’SIRI**

Xalqaro ilmiy-amaliy
konferensiyasi to'plami

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RIVOJIGA TA'SIRI**

**ВЛИЯНИЕ ЦИФРОВЫХ ТЕХНОЛОГИЙ НА РАЗВИТИЕ
НОВОГО УЗБЕКИСТАНА**

**IMPACT OF DIGITAL TECHNOLOGIES ON THE DEVELOPMENT
OF NEW UZBEKISTAN**

Xalqaro ilmiy-amaliy konferensiyasi maqolalar to'plami



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MAS'UL MUHARRIR

Zahidov G'ofurjon Erkinovich – iqtisodiyot fanlari bo'yicha falsafa doktori, dotsent

TAHRIRIYAT HAY'ATI

G'ulomov Saidahrur Saidahmedovich – iqtisodiyot fanlari doktori, akademik;

Ahmedov Durbek Quدراتillayevich - iqtisodiyot fanlari doktori, professor;

Mahmudov Nosir Mahmudovich – iqtisodiyot fanlari doktori, professor;

Butaboyev Muhammadjon - iqtisodiyot fanlari doktori, professor;

Islamov Anvar Ashirkulovich - iqtisodiyot fanlari bo'yicha falsafa doktori, dotsent;

Ruziev Shohrusbek Ravshan o'g'li - iqtisodiyot fanlari bo'yicha falsafa doktori, dotsent

Mulaydinov Farxod Murotovich – Qo'qon universiteti, Raqamli texnologiyalar va matematika kafedrası mudiri

Texnik muharrir – Solidjonov Dilyorjon Zoirjon o'g'li



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No	MAQOLA SARLAVHASI VA MUALLIFLARI	SAHIFASI
1-SHO'BA. DAVLATNING IQTISODIY TARAQQIYOTIDA RAQAMLI TEXNOLOGIYALARDAN SAMARALI FOYDALANISHNING DOLZARB MUAMMOLARI		
1	FORECASTING GROSS DOMESTIC PRODUCT (GDP) AND GDP GROWTH: AN EXPLORATION OF IMPROVED PREDICTION USING MACHINE LEARNING ALGORITHMS - Azibaev Akhmadkhon Gulomjon ugli	9-14
2	ROLE AND PROBLEMS OF DIGITAL TECHNOLOGY IN SMALL BUSINESS AND ENTREPRENEURSHIP - Kosimov Sardor Dilmurodovich	15-17
3	O'ZBEKISTONDA RAQAMLI IQTISODIYOTNI TATBIQ QILISH ORQALI XUFYONA IQTISODIYOTNI YUMSHATISH - Usmonova Odinaxon Lazizbek qizi	18-19
4	ADMINISTRATIVE LEGAL REGIME OF THE EMERGENCY SITUATION - Jalilov Ahmadbek Ikromjon ugli	20-26
5	ЗНАЧЕНИЕ ЭПИДЕМИОЛОГИЧЕСКИХ ПРОЦЕССОВ В ЧРЕЗВЫЧАЙНЫХ СИТУАЦИЯ - Джалилов Ахмадбек Икромжон угли	27-31
6	DAVLATNING IQTISODIY O'SISHIDA INKLYUZIV VA EKSTRAKTIV INSTITUTLARNING O'RNI - Abdullajonov Davronjon Shokirjon o'g'li, Abdullajonova Gulmira Qaxramon qizi	32-35
7	КИЧИК БИЗНЕС ФАОЛИЯТИНИ РАҚАМЛАШТИРИШНИНГ ТАШКИЛИЙ ТИЗИМИ ВА ҲОЗИРГИ ҲОЛАТИ ТАҲЛИЛИ - Рахмонов Нодиржон Рахмонжон ўғли	36-43
8	FUNCTIONAL RELATIONS AND FUNCTIONAL MODELS OF THE PARTICIPANTS OF THE INFORMATION COMMUNICATION MARKET - Butayev Eldorbek Homitjonovich	44-49
9	RAQAMLI IQTISODIYOTDA OZIY-OVQAT XAVFSIZLIGI MUAMMOLARI VA YECHIMLARI - Mulyadinov Farhod Murotovich, Numonov Fayzulla Nurmuhammadjon o'g'li	50-53
2-SHO'BA. TA'LIM VA TARBIYA SAMARADORLIGINI OSHIRISHDA RAQAMLI TEXNOLOGIYALARNI QO'LLASHNING MUAMMO VA YECHIMLARI		
10	СКВОЗНЫЕ ЦИФРОВЫЕ ТЕХНОЛОГИИ В ОБУЧЕНИИ МАТЕМАТИКЕ - Агафонов Александр Алексеевич	55-58
11	IMPROVING ENGLISH LISTENING COMPREHENSION THROUGH COMPUTER TECHNOLOGIES TO PRIMARY SCHOOL CHILDREN - Abdullayeva Barno Umidullo qizi	59-60
12	WHY STEM LEARNING IS IMPORTANT IN ENGLISH LEARNING - Ahmadjonova Odina Anvarjon qizi	61-64
13	ZAMONAVIY MAKTAB TA'LIM JARAYONINDA SIMSIZ TARMOQLAR TEXNOLOGIYALARIDAN FOYDALANISH - Yokubjonov Sardorbek Sobitjon o'g'li	65-67
14	THE ROLE OF COMPUTER TECHNOLOGY IN STUDENTS' INDEPENDENT WORK - Nosirova Dilnurabonu Nodir qizi, Mahmudova Iroda Ismoilovna	68-72
15	POTENTIAL PROBLEMS WITH PEER RESPONDING IN EFL WRITING CLASSES - Dilyorjon Solidjonov	73-75
16	BUGUNGI KUNDA TA'LIM TIZIMI VA ZAMONAVIY AXBOROT TEXNOLOGIYALARI - Abdullajonov Davronjon Shokirjon o'g'li, Azimova Niginaxon	76-78
17	MAKTABGACHA TA'LIM TIZIMIDA AXBOROT-KOMMUNIKATSIYA TEXNALOGIYALARINING O'RNI - Abdullajonov Davronjon Shokirjon o'g'li, Murodjonova Ibodatxon Dexqonboy qizi	79-82

**IMPROVING ENGLISH LISTENING COMPREHENSION THROUGH COMPUTER TECHNOLOGIES
TO PRIMARY SCHOOL CHILDREN****Abdullayeva Barno Umidullo qizi**

PhD student of Namangan state university

E-mail: abdullayevabarno789@gmail.com

Abstract: In this article presents improving English listening comprehension through computer technologies to primary school children. A pre-posttest design was used to investigate whether computer technology could improve listening comprehension in English as a Foreign Language

Keywords: effective techniques, strategies, educational process, method, interactive method, competence, communicative competence

Annotatsiya: Ushbu maqolada boshlang'ich maktab o'quvchilari uchun kompyuter texnologiyalari orqali ingliz tilini tinglab tushunishni yaxshilash taqdim etiladi. Kompyuter texnologiyalari orqali ingliz tilida xorijiy til sifatida tinglashni tushunishni yaxshilashi mumkinligini tekshirish uchun testdan oldingi dizayndan foydalanildi.

Kalit so'zlar: samarali metodlar, strategiyalar, o'quv jarayoni, metod, interfaol usul, kompetentsiya, kommunikativ kompetentsiya.

In the late 1970s, listening became widely acknowledged as a crucial aspect of language learning and teaching. Research at the time recommended deferring oral production until the learner was more comfortable with the new language and concentrating on the learner's listening comprehension in the early stages of learning.

Findings indicate that the experimental group outperformed the control group in the final test administered. These results raise interesting issues related to the use of technology in the context of foreign language learning. Future research which includes other age groups and digital materials and which explores other linguistic areas could further substantiate the link between Information and Communication Technology (ICT) rich environment and improved language learning.

English has become the most popular language in the world. It is needed to develop sciences, technology, art, and culture. In addition to, the science of technology and trade are conveyed using English.

Primary school children have different characteristics. The way they behave, the way they learn, and think really differ from what adults do. Consequently, they have to be treated differently according to their characteristics. To make it worse, many elementary schools do not have teachers majoring in English. The teachers teach English depend on what they think and do not depend on what the linguists suggest. In fact, teachers must be creative in selecting the teach English.

One pedagogy which interests many researchers is computer-assisted language learning (CALL). Many studies results showed that students taught foreign languages through CALL programs gave better results than those taught using traditional programs (Asoodeh, 1993; Kolich, 1985; Siribodhi, 1995). Moreover, CALL provides teachers with individualized instructions allowing students to work at their own pace. [1]

Accordingly, Graham Davis (2002) stated that CALL is perceived as an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element.

All of the aforementioned arguments lead us to the conclusion that interactive and communicative method-based activities should be considered a form of active learning. Efforts should be made to ensure that these activities can be taken to a higher level and achieve a modern developmental direction with the use of fresh ideas and motivating strategies.

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