

benefits, it is vital to address ethical issues such as data privacy, bias, and equitable access. A balanced and thoughtful implementation of AI, grounded in educational values and guided by ethical principles, will ensure that it becomes a powerful ally in shaping the future of global education.

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O'QITISHDA MULTI METOD VA MIXED METOD YONDASHUV

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Annotatsiya: Ushbu tezista ta'lim sifatida har hir metodlarning qollanilishi, asosan multi va mixed metodlarning qollanilishi, ularning bir biridan farqi haqida muhokama qilingan.

Kalit so'zlar: multi-metod, mixed-metod, keys tadqiqot, gipoteza, paradigma.

Miqdoriy va sifatli tadqiqot usullarini birlashtirish hozirgi kunda, ayniqsa, ijtimoiy fanlar tadqiqotida keng tarqalgan amaliyotdir. Ushbu ikki yondashuv mos keladigan kuchli tomonlarga ega va ulardan foydalanish tadqiqot munosabatlarini topishda tadqiqotning kuchli tomonlarini yaxshilaydi. Weller va Barns ta'kidlashicha, "miqdoriy va sifatli ishlarni birlashtirgan ikkita alohida yondashuv mavjud, ular multi-metod va mixed-metod tadqiqot deb ataladi". Multi-metod tadqiqotlar turli usullar ostida natijalarni birlashtirishga intiladigan triangulyatsiyaga asoslanadi. Mixed-metod tadqiqoti asosiy talqin qilish uchun mumkin bo'lgan natijalar yondashuviga tayanadi. Keys tadqiqotlari sabab-oqibat talqiniga erisha olishi shubhasizdir, lekin buning o'rniga, metodlar o'rtasida mehnat taqsimotini yaratishga intiladi, bunda katta ishlar asosiy munosabatlarni isbotlaydi, keys tadqiqotlar esa tadqiqotlar farazlari, ularning ko'lami va tadqiqot gipotezalarining to'g'riligini tanqidiy tasavvur qiladi [11]. Kroll va Neri fikrlariga ko'ra tadqiqot hodisa sifatida sifat va miqdoriy yondashuvlar bilan mashhur, ammo siz qaysi yondashuvni afzal ko'rishingizga qarab, ikkita paradigmani birlashtira oladigan va ularni mixed-metod va multi-metod usullarga joylashtirgan boshqa yondashuvlar paydo bo'ldi. Ba'zi tadqiqotlar shu paytgacha mixed-metod usullarni sifatli usul sifatida tan olishga muvaffaq bo'ldi, boshqalari esa uni mustaqil ravishda ajratib turadi. Boshqa tadqiqotchilar ham borki, ular faqat bitta tadqiqotda mixed-metod usulni sifat va miqdoriy yondashuvlarga metod shaklida joylashtirganlar, ammo mixed-metod usullar ham faqat miqdoriy bo'lishi mumkin, boshqalari esa sifatli [10]. Greene takidlashicha multimetod uchun u ilmiy

tadqiqotdagi juda ko'p yorqin masalalarning mumkin bo'lgan yechimi sifatida paydo bo'ldi va har qanday savol va mumkin bo'lgan javob sifatida paydo bo'ldi [7]. Denzin va Cook fikrlaricha multimetod odamlarning ijtimoiy hayotdagi xulq-atvorini tushunish uchun natijalarni olishdan boshlandi tadqiqotning turli darajalarida turli ma'lumotlarni aralashtirish orqali tadqiqot usullarini o'zgartirish bilan birga kelgan mixed metod usullar. Multimetod antropologiya va dasturni baholash sohasida boshlangan [5].

Giddings, Grant va Johnson larning takidlashicha mixed metodli tadqiqot hozirgi vaqtda tadqiqotning zamonaviy usulini belgilovchi asosiy tadqiqot yondashuvlaridan biri sifatida qaralmoqda [6]. Creswell mixed metod yondashuvining etakchi ta'rifini ishlab chiqdi va uni "tadqiqotchi ma'lumotlarni to'playdigan va tahlil qiladigan, topilmalarni birlashtiradigan va bitta tadqiqotda yoki so'rov dasturida sifat va miqdoriy yondashuvlar yoki usullardan foydalangan holda xulosalar chiqaradigan tadqiqot" deb atagan [2]. Bundan tashqari, mixed metod usullarni bajarishda sifat va miqdoriy usullarning ahamiyati va afzalliklarini tushunish juda muhim, chunki bajarilgan hamma narsa ikkita usul bilan bog'liq [1]. Creswell ta'kidlashicha, yondashuv ko'p yillar davomida, ayniqsa, turli ijtimoiy fanlar sohalarida rivojlanib bormoqda. Bundan tashqari, paradigma sifatida sifat va miqdoriy usullardan tashqari, mixed metod usullar, shuningdek, ba'zi metodologik muammolar bilan yuzaga kelgan bo'lsa-da, yanada yorqinroq tadqiqotni rivojlantirish uchun avvalgi ikkita yondashuvni tom ma'noda birlashtirgan uchinchi yondashuv sifatida tan olinadi [3]. Teddi va Tashakkori ham mixed metod usullarni "parallel yoki ketma-ket bosqichlarda sifatli va miqdoriy ma'lumotlarni to'plash va tahlil qilish usullaridan foydalangan holda tadqiqot loyihalari" deb ta'riflashda oldinga borishdi. Mixed metod usulning asosiy muammosi tadqiqot jarayonining boshidanoq takrorlanadigan va umumlashtirilishi mumkin bo'lgan xulosalar qilish uchun respondentlardan ma'lumotlarni olishda batafsilroq formula va ko'rsatmalar berishdir [12]. Johnson fikricha mixed metod yondashuvi jarayonga to'sqinlik qiladigan kamchiliklar bilan birga keladi, biroq bir nechta tadqiqotchilar sifat va miqdoriy usullarni birlashtirishning kamchiliklarini bitta mustahkam yondashuvga aylantirishga harakat qilishgan va shu bilan aralash usul tadqiqot paradigmasi deb ataladi[8].

Greene takidlashicha multimetod uchun, ijtimoiy fanlar bo'yicha murakkab tadqiqot savollariga javob berish maqsadida yondashuvni tushuntirishga harakat qilgan bir nechta tadqiqotlar mavjud [7]. Ushbu yondashuvdagi tadqiqotchilar bir xil turdagi yoki yondashuvning turli xil uslubiy tahlillarini tanlashlari mumkin. Bu bir nechta sifatli tadqiqot usullaridan foydalanish yoki ikki xil miqdoriy usullarni tanlash bo'lishi mumkin. Bunday metodologik yondashuvlardan foydalanish multi metodli tadqiqot deb ataladi [2]. Shuni ta'kidlash kerakki, ikki xil paradigmadan ikki xil usuldan foydalanish bir vaqtning o'zida bir paradigmadan ikki yoki undan ortiq tadqiqot usullarini qo'llashdan ko'ra avtomatik ravishda mixed metod ga tushadi. Shuning uchun multimetod bitta paradigma yoki yondashuvdan tanlash bilan ishlaydi, lekin tadqiqot loyihangizni tahlil qilish uchun turli usullardan foydalanishni tanlash bilan ishlaydi [9]. Multi metod, shuningdek, turli va keng qamrovli tadqiqot natijalarini olish imkoniyatini oshiradi. Multimetod haqidagi savolga javob berishning yana bir yo'li - bitta yondashuvdan barcha tadqiqot metodologiyalari ro'yxatini birlashtirish va keyin bir xil yondashuvdan ikki yoki undan ortiq usullardan foydalangan holda tadqiqot o'tkazish [3]. Bundan tashqari, Tashakkori va Teddli multi metodni "bir nechta usul yoki bir nechta dunyoqarash qo'llaniladigan tadqiqot" deb ta'riflaydilar. Bu erda uchta toifa ko'rinadi, ular; multimetodli tadqiqot, mixed metod tadqiqot va aralash model tadqiqoti. Xulosa qilish mumkinki, ushbu atamalar orasidagi farq "ta'rif, tadqiqot savollari, tadqiqot usullari, ma'lumotlarni to'plash va tahlil qilish va xulosa chiqarish jarayoni" orqali tadqiqotning tadqiqot bosqichi bilan bog'liq[11].

Xulosa qilib aytadigan bo'lsak, mixed metod va multimetodlar bir nechta tadqiqotchilar tomonidan o'z sohalariga qarab bir-birining o'rnida va turlicha qo'llaniladi. Yuqorida muhokama qilingan ikki masalaga turlicha yondashuvlardagi bu kelishmovchilik ikki usuldan birortasini qo'llashga intilgan kichik va yoki yosh tadqiqotchilarning ongida chalkashliklarni keltirib chiqarishda davom etishi mumkin. Shu sababli, bo'lajak tadqiqotchilar va akademik tadqiqotlarga qiziqishi bo'lgan

talabalarga rahbarlik qilishda yordam berish uchun aralash va ko'p metodli tadqiqotlar masalasini to'g'rilash va kuchaytirish zarurati mavjud.

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**FEATURES OF THE MODERN APPROACH TO THE FORMATION OF DISCURSIONAL
COMPETENCE IN STUDYING FOREIGN LANGUAGES**

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Currently, like all sciences, philology is facing unique challenges. In particular, the formation of discursive competence in the study of foreign languages is considered very important. Therefore, this problem requires comprehensive analysis and a deep scientific study of its connection with social processes. In general, an important goal of teaching a foreign language to schoolchildren and university students is the development of foreign language communicative competence. This, in turn, consists of a number of subcompetencies. Despite the fact that many scholars agree with the structure of foreign language communicative competence, they have not reached a consensus on the components and their content. In particular, one of the first works devoted to the development of models of communicative competence in a foreign language was written by M. Canale and M. Sven. [3] proposed three components of subcompetence: grammatical, sociolinguistic, and strategic. A few years later, M. Canale [4] improved this model and creates another, fourth, subcompetence - discursive competence. Analysis of the initial models allows us to emphasize that scientists put their conceptual content into some terms representing small competencies. In particular, "grammatical competence" in