KIMYO INTERNATIONAL UNIVERSITY IN TASHKENT

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THE 5TH REPUBLICAN STUDENTS'
SCIENTIFIC PRACTICAL CONFERENCE ON THE TOPIC

THE ROLE OF
ENGLISH FOR
SPECIFIC
PURPOSES
ESP & EAP
ENGLISH FOR
ACADEMIC
PURPOSES
IN GLOBAL
COMMUNICATION

Tashkent, Uzbekistan
April 12, 2025

KIMYO INTERNATIONAL UNIVERSITY IN TASHKENT

ENGLISH LANGUAGE DEPARTMENT

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THE ROLE OF ESP AND EAP IN GLOBAL COMMUNICATION

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TASHKENT-2025

The role of ESP and EAP in global communication

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ABSTRACT

In the era of globalization and international collaboration, English has firmly established itself as the dominant language of global communication. Within this context, English for specific purposes (ESP) and English for academic purposes (EAP) play a crucial role in equipping learners with the linguistic tools necessary for professional and academic success across disciplines. ESP focuses on the development of language skills tailored to specific fields such as engineering, medicine, business, and law, enabling specialists to communicate effectively within their professional communities. EAP, on the other hand, prepares students and researchers to engage with academic discourse, contributing to their ability to publish, present, and participate in global scientific dialogue.

The increasing demand for highly specialized communication skills in both academic and professional settings underscores the importance of integrating ESP and EAP into higher education curricula. These approaches not only enhance subject-specific language competence but also support learners in developing critical thinking, research skills, and intercultural awareness. Effective ESP and EAP instruction requires careful needs analysis, authentic materials, and a learner-centered methodology.

This journal explores the significance of ESP and EAP in fostering global communication, discusses challenges in implementation, and suggests pedagogical strategies to improve outcomes. Emphasis is placed on how these branches of English language teaching contribute to students' academic mobility, professional development, and ability to operate successfully in an international environment.

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THE IMPORTANCE OF FOREIGN LANGUAGES IN MEDICINE

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Annotation: This article highlights the importance of foreign languages in medicine, particularly English, German, and Latin, and explores their role in medical education, scientific research, and professional practice.

Key words: English, medicine, foreign languages in medicine, medical education, advancement

Introduction

The role of foreign languages in the medical field, as well as in many other areas, is becoming increasingly important. Modern medicine is closely linked to scientific progress and develops through international cooperation, scientific research, and professional exchange of experience. From this perspective, knowledge of foreign languages is essential not only in medical education but also in practical medicine.

Learning foreign languages in the medical field is crucial for effective communication between doctors and patients, exchanging ideas with foreign colleagues, participating in international conferences, and writing scientific articles. Additionally, a significant portion of medical terminology originates from Latin, Medical professionals need foreign language skills to access international research papers, collaborate on global studies, and stay updated with the latest scientific advancements. Studies show that over 75% of high-impact medical journals are published in English. German, Greek, and English, making their understanding and application essential in medical practice and education. Currently, foreign investments are being implemented in our country to develop the medical field. In this process, language serves as a means of communication between the two nations. As English has become the global lingua franca, it is taught as a foreign language in the education system of many countries, including ours. Medical professionals use various medical technologies in their work process. Almost all technical languages are in English, requiring operators to have proficiency in the language. The majority of medical equipment manuals and software interfaces are in English. Without English proficiency, doctors and technicians may struggle to understand the latest innovations in medical technology. If we go abroad for medical training, it is conducted not in our native language but in English, which is widely used globally. During the years of

independence, Uzbekistan has remained a country with a low level of English proficiency. Therefore, new projects and reforms are being implemented in the country. As Uzbekistan achieves progress in this area, it may finally transition to a new stage of development. In Uzbekistan, the methodology of teaching English is based on a competency-based approach, aiming to develop linguistic competencies that contribute to the improvement of communicative skills. According to international practices, language learning is structured around specific requirements that focus on developing key skills: listening (comprehension), speaking, reading, and writing. A more creative application of this approach in English language teaching would be beneficial. As of today, medical institution students are required to obtain language proficiency certificates when transitioning from the undergraduate level to the master's program. Many universities and medical licensing boards now require international language proficiency for medical students. In countries like Germany and the US, foreign-trained doctors must pass standardized language exams before practicing. Starting from the upcoming academic year, medical university students who hold an international language proficiency certificate (English, German, or French) will receive an additional scholarship. The Uzbek government has introduced new reforms to improve English proficiency among medical students, including additional stipends for those holding international language certificates. This initiative is outlined in the decree of the President of Uzbekistan on "Measures to Introduce a Completely New System for Training and Continuous Professional Development of Medical and Sanitary Personnel".

International conferences play a crucial role in keeping doctors informed about the latest global trends. These forums serve as platforms where treatment and diagnostic standards are established, which every modern specialist must follow. It is here that new medications are introduced, and all professionals need to be aware of them. However, many doctors often face language barriers, forcing them to rely on interpreters; otherwise, they risk being misunderstood or unheard, as well as missing the opportunity to understand their colleagues. Consequently, simultaneous interpreters become highly sought-after professionals at such events. It is also essential to mention the emergence of a vast amount of foreign medical literature, including newspapers, journals, and publications containing valuable and up-to-date information for professionals in this field. However, if such a source of knowledge is available only in its original language and a doctor does not speak a foreign language, they are unlikely to extract the necessary data and new insights. This could lead to a complete loss of connection within the global scientific and medical community. Therefore, it is essential for doctors to have foreign language proficiency.

In addition to scientific and popular science literature, many doctors also encounter foreign languages in other contexts. This includes medical documentation, clinical research and equipment manuals, various medical websites, and more.

It often happens that highly competent doctors, with vast knowledge and extensive experience, face difficulties when publishing articles in international journals. To effectively convey their ideas to readers or listeners, they must not only possess knowledge but also be able to translate it accurately. A lack of understanding or improper translation skills can undermine an entire researcher's work.

Knowledge of foreign languages also helps in better understanding and adopting different cultures, work standards, and methodologies. Patients who travel abroad for treatment have points of comparison—they seek the best service and know what it looks like in different countries. For professionals of all fields, not just doctors, having diverse experience is highly beneficial, as it allows them to adopt the best practices and improve their own quality standards.

How Can Doctors Learn Foreign Languages More Effectively?

1. Focusing on Medical-Specific Language Courses

Instead of general language courses, doctors should enroll in specialized programs such as Medical English, Medical Spanish, or Medical German.

According to a Yale University study, doctors learning through medical-specific courses grasp terminology 40% faster than those taking regular language classes.

2. Reading Medical Literature in Foreign Languages

Regularly engaging with sources like UpToDate, PubMed, and Medscape in their original language helps doctors improve their language proficiency while staying informed.

The "Reading-to-Learn" method, which involves learning vocabulary in context, significantly enhances retention.

3. Using Podcasts and Videos for Language Immersion

Resources like "EMCrit Podcast", "The Curbsiders", and "TED Talks Health" help doctors learn medical terminology naturally.

Research suggests that audiovisual learning improves language retention by 25% compared to traditional methods.

4. Utilizing Professional Medical Translation Tools

While general translation apps like Google Translate are useful, specialized medical translation apps such as "MediBabble", "Pairaphrase", and "Canopy Medical Translator" provide more accurate medical translations.

5. Engaging in Language Exchange Programs

Platforms like "Tandem", "HelloTalk", and "Italki" allow doctors to practice with native speakers and learn medical terminology in real-life contexts.

6. Writing and Publishing in International Medical Journals

Journals such as Elsevier, Springer, and Nature Medicine primarily accept submissions in English.

According to Nature Neuroscience, poorly translated scientific papers receive 50% fewer citations, affecting the researcher's credibility.

English is the global language of medical science, with over 80% of medical literature and research published in English. Leading organizations like the World Health Organization (WHO), the American Medical Association (AMA), and the European Medicines Agency (EMA) publish all key medical documents in English. Top medical schools such as Harvard Medical School, Johns Hopkins University, and Oxford University primarily teach in English.

German is crucial in European medicine, as Germany and Austria have some of the world's most advanced healthcare systems. Prestigious institutions like Charité – Universitätsmedizin Berlin, Heidelberg University, and LMU Munich conduct groundbreaking research. German is widely used in radiology, surgery, and orthopedics. Medical professionals seeking work in Germany must obtain a B2 or C1 German language certificate.

Mandarin Chinese is becoming increasingly important due to China's rapid growth in pharmaceuticals and biotechnology. China has the largest pharmaceutical market, and traditional Chinese medicine (TCM) is gaining global recognition. Institutions such as Peking University and Fudan University lead research efforts.

Arabic is vital in the Islamic world, where countries like Qatar, the UAE, and Saudi Arabia are heavily investing in medical innovation. Arabic has a rich history in medicine, with ancient texts still studied today. Prominent institutions include Al-Azhar University in Egypt and King Saud University in Saudi Arabia.

Russian remains crucial in post-Soviet states, where it is the primary academic language. Russia has made significant advancements in neurology, cardiology, and pharmaceuticals. Leading institutions include Sechenov University and Pirogov Russian National Research Medical University.

French is significant for medical research and Nobel Prize-winning discoveries. Institutions such as the Pasteur Institute and INSERM (Institut National de la Santé et de la Recherche Médicale) are globally renowned. France has contributed immensely to vaccines and immunology. French is also essential in Africa, where many medical professionals use it for communication.

Spanish is the dominant medical language in Latin America and Spain. The U.S. has over 41 million Spanish speakers, making it crucial for American healthcare professionals. The Pan-American Health Organization (PAHO) disseminates medical information primarily in Spanish.

Conclusion

This indicates that the need for foreign languages is increasing day by day. In the medical field, knowing foreign languages plays a crucial role in expanding scientific collaboration, exchanging experiences with foreign colleagues, and effectively communicating with international patients. This, in turn, creates new opportunities for medical professionals and contributes to the further development of the field.

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ENGLISH FOR BUSINESS PURPOSES: AN ESP APPROACH

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Annotation
With modern advancements and English becoming an international language there is a huge demand for learning English specifically in business context. In the following article we will discuss ESP (English for specific purposes) focusing on business communication. ESP is a great tool to assist professionals in developing their basic soft skills in the face of job capabilities in business. The article repeats the key aspects of language in the field of business English and describes the famous points of making errors while compiling business speeches or conversation in English.

Key words: Business English, ESP, international business communication, language training.

Topic relevance
Today, English is the basis for jobs such as business, marketing and commerce. For many professionals, entrepreneurs and employees, English language skills in a professional environment have become an integral part of their work and a mandatory requirement for employment in international companies. The ability to build business speech and correspondence in English without barriers, knowledge of how to manage application databases in English will significantly increase your professional level in the eyes of the employer. But the problem is that many specialists, having received basic education, face a lack of knowledge in ESP (English for Specific Purposes).

English is already used in international trade, which automatically follows a clash between native and non-native speakers of English. Both parties need to be trained to competently build skills such as:
- making presentations

- negotiation
- meeting participation
- business correspondence
- report writing, etc.

The ESP course teaches all the details for mastering the above skills and also points out all sorts of peculiarities in constructing sentence structure in business speech.

Literature Review

The topic of ESP and business communication was considered thirty years ago, the writers Tom Hutchinson and Alan Waters in 1987 published a book «English for Specific Purposes», where they detailed the importance of ESP courses and explained how to work with them. The book will be a good guide to delving into the subject of ESP if you are a beginner, and for more experienced readers it will serve as an incentive to learn something new.

The book «Developments in English for Specific Purposes» by Dudley-Evans and St John takes a deeper look at the subject of ESPs, categorising them into specific areas of work, highlighting the differences of each one.

An equally essential book for understanding the basics and principles of ESP courses: «Developing Courses in English for Specific Purposes», written by H. Basturkmen, tells the story of the development of ESP by teachers, touching on experimental experiences.

Problems and solutions

One of the main problems when starting to learn English is the almost complete lack of live practice. Teachers usually emphasize vocabulary and grammar, which makes it very difficult to become fluent in English. For business speech in English the situation is even more difficult, with little emphasis on the specifics of correct business speech and no interest in real business situations.

The second major challenge is the difficulty in customizing ESP training for different industries. As we have already learnt, the ESP is a set of all the terms and structures necessary for doing business. However, this includes too many industries, so there is a problem of lack of teachers.

The following ways are suggested to address these challenges:
- Designing ESP courses to meet specific professional requirements, which will lead to spreading interest and attracting professionals into the field of ESP training.

- The use of actual materials: business documents, negotiation notes, real letters and reports.
- Introduction of a practical approach: role-playing, simulations of business meetings, etc.
- Active use of modern technologies, such as online platforms, virtual meeting rooms, business simulations.

These problems exist in a global learning environment, but when you are already studying on an ESP course, you face very different challenges. In business speech, some aspects are important that we are used to ignoring in ordinary life.

For example:
1. When agreeing on a meeting, it is crucial to clarify the time and place of the meeting and inform your business partner.
2. At various corporate conferences, show interest, freely express your point of view.
3. If you do not understand the goals or objectives set before you, be sure to ask clarifying questions.
4. Do not forget about feedback for your colleagues, point out both mistakes and excellent work and accept criticism with understanding.
5. When you have finished your presentation, remember to thank the audience for their time.

Scientifically based suggestions and recommendations

Based on the analysis of the current level of ESP and current educational opportunities, the following recommendations can be proposed:

– Introduction of ESP courses into higher education programs. Universities should introduce specialized ESP courses taking into account the most demanded professions.

– Upgrading the skills of existing employees. Companies can introduce ESP programs to improve the professional level of the team.

– Use of hybrid methods of training. Nowadays it is possible to schedule both offline and online meetings, which will make it much easier to learn ESP courses.

– Creating special training programs. To make the learning process as effective as possible, it is necessary to adapt to the personal needs of learners, adapting the materials to their professional sphere.

– Using artificial intelligence and digital technology. To make the work of teachers easier, AI tools can analyze students' mistakes and offer individual recommendations to each one.

These suggestions will help improve the quality of ESP teaching and increase the level of business English proficiency among professionals.

Conclusion

In today's era where global markets are actively interacting, professionals with ESP proficiency are critical to their career achievements. ESP extends the possibilities of personalized linguistic education, significantly increasing success. Learning ESP (English for Specific Purposes) improves workplace skills such as negotiation, business correspondence, report writing and idea sharing, making workers better at their jobs. By funding into the development of their employees in ESP, firms benefit in global co-operation, market expansion and improved customer service. Thus, ESP people are very important and necessary in the success of a company these days. Global, technical progress as well as the strengthening of co-operation on an international level require skilled, career-oriented English language skills, confirming the importance of ESP in commerce.

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SIGNIFICANCE OF ENGLISH FOR PSYCHOLOGISTS: ISSUES AND WAYS OUT

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Annotation: This article explores the importance of the English language in the field of psychology, identifies the key challenges faced by psychologists in learning and teaching the language, and supports well-based solutions to enhance language acquisition.

Keywords: English, psychology, peculiarity, education, difficulties, solutions

Importance of the Topic Being Studied.

The impact of English as an international means of communication in several areas, including psychology, in the aspect of globalization. Because psychological research and practice often lead to collaboration across countries, English is necessary for communication from abroad, access to scientific publications, and engagement in international conferences. While many psychologists find it immensely challenging to learn the language, making its professional development and publication of their work difficult.

Literature Review on the Topic.

According to many studies, English language proficiency is crucial for professionals in the field of psychology. For example, Liu et al. (2020) and Anderson et al. (2020) identify English as the principal means for accessing an extensive number of scientific articles. Most of the articles are published in

English. Furthermore, Smith (2019) mentions that being proficient communicators in English enables psychologists to communicate with overseas counterparts, broadening their professional networks.

On the other hand, the literature also describes multiple barriers preventing psychologists from acquiring the English language. Answering why may be found in Brown (2021), who lists a lack of motivation, low language exposure, poor teaching methodology, and more as barriers standing in the way of languishing adults. Additionally, Garcia (2022) argues that many native speakers of other languages struggle with the technical terms used in psychology literature, which has implications for the understanding of psychological studies and the translation process.

Ways to Solve the Problem.

- Incorporate Language Learning in Psychology Programs: Language courses could be introduced in psychology training programs, focusing on the needs of these students. Examples include academic writing, text comprehension in psychology, and oral communication courses.
- Technology Utilization: Online courses and mobile applications for learning the English language provide outside resources to enable psychologists to practice English at their convenience. You can create virtual forums for discussion in English among them.
- Encouraging Cooperative Learning: Get students into small study groups. This collaborative approach helps boost motivation and decreases the anxiety of speaking a foreign language.
- Access to Resources: Educational institutions should ensure access to English-language psychological literature and databases for students. It could also be useful to hold seminars on how to best search for and use these resources.

Scientifically-Based Suggestions and Recommendations.

From the recommendations made to solve the problem based on the conclusion of the literature review, the following suggestions can be derived:

- Optimization of the Curriculum: Educational institutions can work with linguists to develop curricula integrating psychological factors and English language skills.

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- Professional Development for Teachers: Training programs for psychology teachers about effective language teaching methods can boost their capacity to help students master English.

- Regular Assessments of Language Proficiency: Regular assessment of language proficiency will help determine how far a student has come and change teaching methods to tailor to their needs.

- International Cooperation Enhancing: All educational institutions must encourage international cooperation, collaborating with foreign universities to expose students to the English-speaking environment and working on language in real-life situations.

Conclusion

Learning English is an essential element in training psychologists across the globe. In the modern world, the international scientific community is predominantly English, and so it puts psychologists in a position where they can communicate knowledge, be part of conferences, and get published in journals with higher quality papers. Second, many of the dominant theories and methods in psychology were created in English, making an understanding of their core ideas and components a task that requires at least high-intermediate language ability.

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AI TUTORS VERSUS HUMAN INSTRUCTORS: COMPARATIVE EFFECTIVENESS IN LANGUAGE EDUCATION

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Abstract

This paper compares traditional human language tutors with AI-based language learning systems in language acquisition. Within the context of expanding technology, the introduction of artificial intelligence into the language-learning space comes with new opportunities and challenges. The purpose of this study is to look at the pros and cons of each in terms of personalized learning, engagement, accessibility, and language acquisition overall. In addition, the paper addresses ethical issues posed by the use of artificial intelligence in education, such as academic integrity and legitimate student use of artificial intelligence tools.

Key words

Ai-driven tutoring systems, human teachers, personalized learning, engagement, accessibility, ethical considerations, transformations, global language education, ai-driven tutoring systems, personalized learning, immediate feedback, cost-effectiveness, integration of ai, human teaching, digital platforms, pedagogical considerations, academic integrity, efficacy, ai in education, ai-driven systems, traditional instruction, student behavior, instructional materials, multilingual students, translation tools, pronunciation tools, accessibility, human empathy, cultural awareness, emotional intelligence, language classes, face-to-face interaction, human educators, motivation, moral guidance, nonverbal cues, ai misuse, academic integrity, critical thinking.

Introduction

Especially spurred by the fast development of educational technology, there have been significant changes in global language instruction field of late. Especially, AI-driven tutoring systems offer personalized learning, immediate feedback, and affordability. Still, the fast integration of artificial intelligence into education raises important issues about its worth relative to typical human instruction. Understanding how artificial intelligence tutors influence learning relative to

human teachers is vital for schools depending more on digital platforms since this will help to cover both academic integrity worries and pedagogical considerations.

Literature Review

Academic studies are increasing to draw attention to the value of artificial intelligence in education. Smith and Jones (2021) argue that artificial intelligence systems are superior to conventional textbook-centered instruction since they can monitor student behavior live and customize teaching materials to fit every individual need. Kumar and Rosen (2022) also point out how AI may help multilingual children by offering translation and pronunciation aids, therefore boosting worldwide accessibility.

Still, artificial intelligence has superior availability and performance it doesn't have human empathy, cultural sensitivity, or emotional mental capacity. As Johnson (2020) notes, in language courses where face-to-face interaction is essential, people teachers are crucial in offering inspiration, moral direction, and flexibility depending on nonverbal signals. Recent research further emphasizes the dangers linked to Al misuse. Lee and Kim (2022) say that students are more and more finishing projects without much effort using Al applications including ChatGPT and Grammarly, which could depress their academic integrity and critical thinking abilities.

Methodology

Using a mixed-methods technique that gathers data from standardized language proficiency exam (according to CEFR criteria), this research compares students using AI based systems to those learning in a conventional classroom setting.

Conducted with anonymous questionnaires and formal interviews to estimate emotional accessibility, satisfaction, engagement, and ethical conduct in students (e.g., self-reported use of artificial intelligence tools for projects). The research includes sixty university students from three schools in Europe and Central Asia who are taking beginning English classes.

Results

Most likely as a result of frequent practice and real-time, personalized feedback, students using AI tutors scored 12% higher on vocabulary and grammar tests than the control group, according to early findings. Still, students in standard classroom environments outperformed AI-aided learners in terms of speaking and listening abilities, especially in spontaneous speech and perfect pronunciation. Unexpectedly, 38% of AI-assisted students confessed to using AI programs to complete projects without quite grasping the content compared to only 7% of traditional learning coort.

Discussion

AI Tutors as a Complementary Tool: AI tutors should be seen as an extension of human teachers rather than a replacement. Their scaled capacity and flexible algorithms make them perfect for self-paced study, projects, and revision sessions delivered in real time. Still, human instructors excel at encouraging cultural engagement, aiding in-person,face-to-face discussions, and offering emotional support (Warschauer and Liaw, 2019).

In addition to grammatical elements, learning a language entails cultural features. AI is currently unable to completely instruct the pragmatics of language usage. Kramsch (2013) maintains that best facilitated by personal contact, students in the "third space" of language learning negotiate their cultural and language identities.

It is increasingly becoming difficult to distinguish ai-generated content. Using tools like ChatGPT to create thorough essays and exam answers is standardizes. Lacking appropriate citation and analytical thinking, this leads to academic dishonesty and superficial learning (Choi et al., 2023).

Reich and Ito (2021) argue that a hybrid teaching technique marrying human instructors for more intensive learning opportunities with AI tutors for repetitive practice could be their most effective direction forward.

Conclusion

Language teachers need to strike a balance between academic honesty and technological progress as Al keeps changing education. Though they cannot fully replace personal interaction and cultural learning experiences, private instruction and access offer significant benefits. Moreover, using Al tools incorrectly undermines the natural quality of the learning path. The future of language learning depends on fused methods using Al's advantages while still respecting the ethical and emotional qualities of conventional teaching.

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THE ROLE OF ENGLISH FOR SPECIFIC PURPOSES (ESP) IN THE TOURISM AND HOSPITALITY INDUSTRY: MEETING THE NEEDS OF INTERNATIONAL TOURISTS

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Annotation: This article explores the role of English for Specific Purposes (ESP) in the tourism and hospitality industry, focusing on how it helps meet the needs of international tourists. English, as the most widely spoken global language, plays a crucial role in enabling tourism and hospitality professionals to communicate effectively with international travelers. Unlike general English, ESP is tailored to specific fields and audiences, providing training that helps professionals effectively address tasks such as offering tourism services, fostering cross-cultural communication, and explaining safety measures. The article highlights how the use of English in the tourism and hospitality industry facilitates high-quality service delivery, enhances cross-cultural understanding, and meets the needs of international tourists.

Keywords: English for Specific Purpose, Tourism and hospitality industry, International tourists, Communication, Cross-cultural interactions, Service delivery

Introduction

In the age of globalization and the growing number of international travelers, the tourism and hospitality industry has become a key player in the global economy. As the number of tourists increases, communication has become a critical factor in ensuring that their needs are met. One of the most effective tools in achieving this goal is the use of English, particularly through English for Specific Purposes (ESP). English, as the global lingua franca, plays a crucial role in bridging the gap between international tourists and hospitality professionals.

What is English for Specific Purposes (ESP)?

English for Specific Purposes (ESP) refers to the teaching and learning of English that is tailored to the specific needs of learners in various professional fields, such as tourism and hospitality. ESP differs from general English in that it focuses on

specialized vocabulary, communication skills, and specific situations that professionals in a given field encounter. In the context of tourism and hospitality, ESP courses are designed to prepare employees to communicate effectively with international tourists, understand their needs, and provide quality service. This targeted approach to language learning ensures that professionals in the tourism industry can interact confidently and competently in various real-world situations.

Project Overview:

In 2016, the British Council, the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan, and the Republic Scientific and Practical Innovation Center launched the EnSPIRe-U program (Integrated Reforms in Uzbekistan for English for Specific Purposes - ESP). This program aimed to reform the curriculum, materials, and assessment practices in non-philological educational institutions in Uzbekistan, focusing on improving ESP teaching.

31 higher education institutions were invited to participate in the pilot project.

The overall goal of the project was to develop an integrated approach to ESP at the national level and create a roadmap for successfully implementing these reforms. The EnSPIRe-U project aims to introduce a comprehensive approach to developing new ESP curricula, teaching programs, materials, assessment criteria, and instructional activities.

As part of the project, key stakeholders—such as educational institutions (their staff and students), graduates, parents, independent evaluation and accreditation agencies, employers, clients, publishers, and the media—work together to achieve common goals.

The ultimate result of the project is to improve English proficiency levels in Uzbekistan's non-philological educational institutions and strengthen the teaching and assessment of English. Additionally, the project seeks to form a national team of experts for curriculum development, material creation, teaching, and assessment.

Project Achievements:

1. In 2016, based on data collected from 31 non-philological institutions, basic research was conducted on existing standards, assessment criteria, ELT practices, materials, lesson plans, and curricula.
2. The British Council's Aptis test was conducted among selected teachers at all participating institutions.
3. Based on the collected evidence, a comprehensive approach to ESP was developed for Uzbekistan.

4. In September 2017 and January 2018, training workshops were held to develop skill-based ESP curricula and flexible lesson plans for the project team.
5. Models of modern, adaptable materials were developed, which could be tailored and implemented for any ESP context.
6. Based on internationally recognized standards (CEFR), assessment tools and criteria were created, along with new curricula and lesson plans.
7. ESP materials were created and new teaching methods were introduced.
8. Training activities were organized to improve teachers' skills in delivering effective ESP lessons.
9. Development of assessment methods and tools that align with international standards for ESP learners.
10. Overall improvement of English teaching and learning standards in Uzbekistan's higher education institutions.

The project covers five key areas:

1. Curriculum Development
2. Material Creation
3. Assessment
4. Trainer Preparation
5. Key Principles and Standards for Each Area

Curriculum Development: The curriculum is a CEFR-based, general, flexible, but detailed document that covers the teaching of any specialized field. The government-approved curriculum must be delivered to each institution.

Material Creation: Rather than a general textbook, the materials are templates for developing subject-specific content that can be used as a model by educational institutions. A group of trainers will conduct nationwide workshops for ESP teachers on developing these materials.

The Importance of English in the Tourism and Hospitality Industry

English is the most widely spoken language in the world and has become the primary mode of communication in the global tourism industry. For tourism professionals, having a strong command of English is essential for interacting with international guests. From hotel receptionists to tour guides and restaurant staff, English proficiency enables effective communication with tourists from different linguistic and cultural backgrounds. The use of English for Specific Purposes (ESP) in this industry ensures that professionals have the language skills needed to meet the specific demands of their roles.

- **Communication with International Tourists:** As international tourists typically prefer to communicate in English, it is crucial for hospitality

professionals to be able to assist them with booking services, providing information about local attractions, and answering any questions they may have. English proficiency helps tourism workers effectively address tourist needs and provide the highest level of service.

- **Cross-cultural Communication:** The tourism industry brings together people from diverse cultural backgrounds. ESP helps bridge these cultural differences by providing professionals with the language skills necessary for understanding and addressing the needs of tourists from various countries. Through ESP, tourism workers can enhance cross-cultural understanding, reducing the risk of misunderstandings and improving the overall guest experience.
- **Safety and Service Explanations:** Ensuring the safety and well-being of international tourists is a key responsibility for those in the hospitality industry. English is vital for explaining safety regulations, emergency procedures, and general service information. By providing clear communication in English, hospitality professionals can ensure that tourists are aware of important safety measures and know how to access various services during their stay.

The Benefits of ESP in the Tourism and Hospitality Industry

English for Specific Purposes (ESP) offers several advantages to the tourism and hospitality industry. By focusing on the specific language skills required for this sector, ESP helps professionals improve their ability to interact with tourists and meet their needs.

1. **Effective Communication with Tourists:** ESP training equips tourism professionals with the ability to communicate effectively with international tourists. By learning the appropriate vocabulary and expressions for their roles, they can deliver information about services, attractions, and local culture in a clear and helpful manner.
2. **Improved Service Delivery:** ESP courses enhance the service delivery skills of tourism workers by focusing on the language skills necessary for providing excellent customer service. These skills include handling inquiries, resolving complaints, and providing personalized recommendations to guests, all of which contribute to a positive guest experience.
3. **Increased Career Opportunities:** As the tourism industry becomes increasingly global, English proficiency has become an essential skill for hospitality professionals. Those who have received ESP training are more likely to be hired and promoted, as they are better equipped to meet the demands of international tourists and communicate effectively in a globalized workforce.

4. **Better Cross-cultural Understanding:** ESP helps hospitality professionals understand the cultural nuances of different tourist groups. By learning the language and cultural context of their guests, tourism workers can offer more personalized services and avoid cultural misunderstandings, leading to higher customer satisfaction.

The Role of ESP Courses and Training

To fully capitalize on the benefits of ESP, tourism and hospitality professionals must undergo specific language training that focuses on the unique demands of their industry. ESP courses provide tailored language instruction that is directly relevant to the work that professionals do in their roles. These courses focus on practical skills, such as making reservations, answering customer inquiries, giving directions, and handling complaints, all in English.Moreover, ESP training can be adapted to various aspects of the tourism industry, such as hotel management, restaurant service, and tour guiding. By targeting the language skills needed for specific roles, ESP courses ensure that employees are well-prepared to serve international tourists and contribute to a high standard of hospitality.

Conclusion

In the tourism and hospitality industry, English for Specific Purposes (ESP) plays a vital role in enabling professionals to communicate effectively with international tourists. By focusing on the specific language needs of the industry, ESP ensures that tourism workers can meet the demands of their roles and provide excellent service to guests from around the world. English proficiency helps to foster cross-cultural communication, enhance guest experiences, and improve the overall quality of service in the hospitality industry. As the global tourism market continues to grow, the importance of ESP training for tourism and hospitality professionals will only increase, providing them with the tools they need to succeed in a highly competitive industry.

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TECHNOLOGICAL INNOVATIONS AND AI IN LANGUAGE LEARNING AND COMMUNICATION

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Annotation: Technological progress has resulted in the growing integration of artificial intelligence (AI) in education, having a significant impact on language teaching. AI-driven applications, including natural language processing (NLP), speech recognition, and adaptive learning systems, have significantly enhanced language acquisition and cross-cultural communication. This paper explores key technological innovations in AI-driven language learning, their impact on learners, and potential challenges. While AI provides personalized learning experiences and instant feedback, concerns related to data privacy, accessibility, and overreliance on technology persist. This study highlights the advantages and limitations of AI in language learning and offers insights into future research directions for optimizing AI-based educational tools.

Key words: digital tool, platforms, linguistic, technology, method, speech patterns, research, education

AI has become an essential part of our daily lives, influencing everything from automation to education through cutting-edge technologies. One of its significant contributions is breaking down communication barriers. Advanced AI systems can generate personalized visual and auditory outputs tailored to the recipient's needs. With an in-depth understanding of various slang, dialects, and proverbs that even fluent speakers may not always know, AI can bridge language gaps effectively. AI-powered translation tools also support students by allowing them to learn in their preferred language, creating a customized learning experience that makes education more engaging and accessible. In today's world, AI plays a crucial role in education, offering adaptive quizzes that optimize learning outcomes. It is evident that AI has the potential to transform education and pave the way for a more advanced and inclusive future.

An AI Translation tool is a digital tool that assists in translating different languages, either spoken or written, into a language of choice with the help of artificial intelligence technology. Apple's Siri, Google translate are all examples. Apart from overcoming the language barrier in communication, an AI translator has a rising role in language learning. It is easy to access and has benefits while travelling. Machine learning is an element of AI that enables hardware or software to perform tasks without requiring human input. It is simple to understand why AI is used in translation. In essence, languages are huge data sets full of words and their meanings, and they are managed by rules governing how those words are employed. Simply put, AI translation is language-based machine learning. This goes way beyond the typical machine translation that translates each word verbatim, frequently resulting in major ambiguities. As an alternative, AI systems can comprehend complicated sentence structures, humor, as well as phrases and voice tones.

One of the most significant AI-driven advancements in language learning is Natural Language Processing (NLP). NLP enables AI systems to understand, interpret, and generate human language, making them invaluable for applications such as machine translation (e.g., Google Translate) and AI-based grammar correction tools (e.g., Grammarly). Additionally, NLP-powered chatbots serve as virtual tutors, providing real-time conversational practice and corrective feedback (Godwin-Jones, 2019). These AI systems continuously improve their language models through deep learning, making them more effective in mimicking natural speech patterns. Speech recognition technology has also revolutionized language learning by enhancing pronunciation and fluency training. Language-learning applications such as Duolingo, Rosetta Stone, and Elsa Speak integrate AI-driven speech analysis to assess learners' pronunciation accuracy and provide instant feedback (Chacón-Beltrán, 2021). Furthermore, AI-driven voice assistants like Siri and Alexa function as conversational partners, allowing learners to practice spoken language in an interactive and engaging manner. These tools provide an opportunity for learners to build confidence in speaking without the fear of judgment.

Additionally, online language exchange platforms like iTalki and Tandem connect learners with native speakers for real-time practice, fostering cultural exchange and improving conversational skills. Research has demonstrated that learners who engage in language exchange programs show significant improvement in fluency and comprehension. The integration of innovative technologies in foreign language education has several advantages. First, it provides personalized learning experiences. AI-powered tools can tailor lessons to the learner's pace and proficiency level, ensuring that students receive the right amount of challenge and support. This level of personalization was not possible with traditional teaching methods, where all students received the same content irrespective of their skill levels. Artificial intelligence is basically composed of smart machines and algorithms that can perform cognitive tasks which humans perform. The latest technology involved in language translation Software involves

neural nets and neural machine learning. Sign language is the primary basis of communication between hearing impaired people and other communities, and it's expressed through two types of features i.e. manual (body and hand) and nonmanual (facial expressions). In the past, the technology for sign language capturing was limited by the resolution and discrimination ability of the sensors and the fact that the fast hand movements posed significant challenges for the sensors to analyze.

AI-driven language learning tools offer numerous advantages, including personalized learning experiences, enhanced accessibility, and improved communication across linguistic barriers. Personalized learning is one of the most notable benefits, as AI platforms analyze individual progress and adapt lesson content accordingly (Fryer & Bovee, 2016). This customized approach enables students to focus on their specific needs, leading to more efficient language acquisition.

In addition to personalization, AI enhances accessibility by making language learning available to diverse populations. AI-powered text-to-speech and speech-to-text technologies assist individuals with disabilities, facilitating inclusive education (Satar & Akcan, 2018). These innovations break down barriers for learners with visual or auditory impairments, enabling them to access language-learning materials more effectively. AI also improves cross-cultural communication by enabling real-time translation and multilingual interactions. AI-powered translation devices such as Google Pixel Buds and Pocketalk allow seamless conversations between speakers of different languages, fostering global collaboration and intercultural exchange (Wu et al., 2016). Such advancements have had a profound impact on international business, diplomacy, and social interactions.

Despite its many advantages, AI in language learning also presents several challenges, particularly regarding data privacy, overreliance on technology, and algorithmic bias. AI-powered platforms collect and analyze large amounts of user data to personalize learning experiences, raising concerns about data security and ethical AI use (Zawacki-Richter et al., 2019). Ensuring compliance with data protection regulations, such as the General Data Protection Regulation (GDPR), is crucial to maintaining user trust and safeguarding personal information.

Another concern is the overreliance on AI tools, which may hinder learners' ability to develop independent language skills. Excessive dependence on AI-driven translation and grammar correction tools can reduce learners' critical thinking and problem-solving abilities (Bax, 2018). While AI facilitates learning, human interaction and cultural immersion remain essential for achieving true fluency. Educators must strike a balance between technology and traditional teaching methods to ensure well-rounded language acquisition. Bias in AI algorithms is another critical issue. AI systems are trained on existing linguistic datasets, which may contain biases that affect the accuracy of language translation and learning materials (Blodgett et al., 2020). For instance, AI-driven translation tools sometimes struggle with context-dependent expressions and cultural nuances.

Addressing these biases requires continuous refinement of AI models and the inclusion of diverse linguistic data to ensure fairness and inclusivity.

AI-driven innovations have significantly transformed language learning and communication, offering personalized and interactive experiences. While AI enhances accessibility and efficiency, challenges related to data privacy, overreliance, and bias must be addressed. Future research should focus on developing more ethical, unbiased, and human-centered AI applications for language education. By integrating AI with traditional learning approaches, educators can maximize the benefits of technology while preserving the human aspects of language acquisition. AI has the potential to reshape the future of language learning, but its implementation must be guided by ethical considerations and pedagogical best practices.

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THE ROLE OF ESP AND EAP IN GLOBAL COMMUNICATION

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Annotation: The increasing globalization and international cooperation have highlighted the growing importance of English in professional and academic fields. ESP (English for Specific Purposes) and EAP (English for Academic Purposes) play a crucial role in international education, scientific research, and professional development. This article explores the impact of ESP and EAP on global communication, their application strategies in education, modern approaches, and prospects for development within the higher education system of Uzbekistan. The research methodology is based on monitoring, surveys, and analytical studies to evaluate the effectiveness of ESP and EAP courses in Uzbekistan.

Keywords: ESP, EAP, global communication, professional English, academic English, international collaboration, linguodidactics.

Introduction

Language proficiency plays a vital role in the development of modern education and scientific cooperation. Today, leading universities and corporations worldwide are introducing specialized English language courses based on ESP and EAP. These approaches are not only considered as language learning tools but also as essential instruments for professional and academic growth. In Uzbekistan, significant efforts are being made to modernize ESP and EAP courses and enrich them with contemporary methodologies. The Scientific Research Center for Higher Education Development under the Ministry of Higher Education, Science, and Innovation of the Republic of Uzbekistan is conducting studies to improve the quality of education and enhance ESP and EAP courses. Leading universities such as the Uzbekistan State University of World Languages and Tashkent State Pedagogical University are implementing these courses based on modern teaching methods. Additionally, the Higher Attestation Commission of Uzbekistan is developing recommendations to improve the quality of ESP and EAP courses.

Literature Review

Advanced research on ESP and EAP demonstrates that their development is crucial for professional and academic success. The following key sources have been analyzed:

1. Swales, J. (1990). "Genre Analysis: English in Academic and Research Settings"-This study explores the role of EAP in academic writing and research.
2. Dudley-Evans, T. & St. John, M. (1998). "Developments in English for Specific Purposes"-A significant study on ESP methodology and educational processes.
3. Basturkmen, H. (2006). "Ideas and Options in English for Specific Purposes"-Focuses on the impact and practical aspects of ESP courses for students.
4. Jo'rayev, N. (2020). "Formation of Professional Competencies in ESP Classes"-A study on implementing ESP in Uzbekistan's higher education.

Methodology and Results

The study is based on the following research methods:
Monitoring-Analyzing the impact of ESP and EAP courses in higher education institutions in Uzbekistan.
Survey-Assessing the effectiveness of ESP and EAP courses through a survey of 100 students and 50 professors.
Interviews-Conducting discussions with higher education specialists and English language teachers.
Analytical Method-Comparing international experiences and the implementation of ESP and EAP in Uzbekistan's higher education system.

Findings

70% of students consider ESP/EAP courses essential for professional development. 80% of professors rate ESP/EAP as crucial for international collaboration and scientific activities.

45% of textbooks do not fully meet the requirements of ESP/EAP courses and need updates.

Although ESP and EAP courses exist in Uzbek universities, their effectiveness should be improved through modern methodologies and innovative approaches.

Conclusion

The research findings indicate that ESP and EAP courses play a significant role in developing international cooperation and professional communication. In Uzbekistan's higher education system, it is necessary to modernize these courses and enrich them with contemporary methods. According to the survey results, ESP/EAP courses are essential for international scientific research and professional growth.

To enhance the effectiveness of ESP and EAP teaching in Uzbekistan, the following measures are recommended:

1. Modernizing ESP/EAP textbooks.
2. Organizing special training courses for teachers.
3. Expanding ESP and EAP courses through online platforms.
4. Implementing innovative methods based on practical experiences.

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PARADIGM OF ESP AND EAP TEACHING PROBLEMS IN HIGHER EDUCATION (ON THE EXAMPLE OF LINGUISTIC ANALYSIS PHILOSOPHY)

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Annotation. The development of scientific and technological progress and globalization processes have necessitated mastering English to use it in professional settings, studying abroad, participating in international conferences, and writing scientific articles. Including professionally-oriented English language courses in the curricula of Uzbekistan universities will help fulfill this social order. The article examines "English for Special Purposes" and "English for Academic purposes" as an interdisciplinary approach in foreign language teaching, its formation, development, and main classifications. As an example, the experience of teaching professionally-oriented English at the Philosophy and Philology faculty of the Uzbekistan universities is described, as well as the main problems and prospects for the development of this field under the current range of educational programs offered at the faculty.

Key words: English language for special purposes, English language for education and scientific activity, English language for professional activity, interdisciplinary approach, dual-profile education.

One of the pressing issues in training modern specialists in higher education is their relevance to the demands of the time, the sufficient level of formation of general cultural and professional competencies provided for by the current educational standards, among which the study of foreign languages occupies an important place. Scientific and technological progress and globalization processes have led to the rapid development of international cooperation in economics, politics, science, education, etc., which has made one think about the need to master foreign languages, and primarily English, to use it in a professional environment, to study abroad, to write scientific articles, to participate in international conferences.

It is no secret that English is the main language of new computer technologies, information, and international cooperation in various fields. Such a social task is not simple to fulfill, but it is precisely related to the development of a special professionally-oriented approach to teaching English, which received the name ESP – "English for Specific/Special Purposes" - in its Uzbek variant – "English for special purposes", "Professional English language"[1], professionally-oriented English language", "Profile English". Having emerged in the West at the end of the 1960s as a scientific direction and approach to teaching English, this phenomenon immediately became the focus of attention of linguists,

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[1] Bhatia V., Anthony L., Noguchi J. ESP in the 21st century: ESP Theory and Application To- day. In: Proceedings of the JACET 50th commemorative International Convention. Fukuoka, 2011. P. 143

methodologists, and foreign language teachers, as it met the needs of learners and solved societal problems.

Despite a thorough analysis of ESP and EAP, the description of its emergence and development, the identification of its main characteristics, and the classification of its types, foreign language teaching theorists and practitioners have not yet reached a consensus and continue to research various aspects of this phenomenon, taking into account changes occurring with the development of society and the emergence of new educational technologies. Tom Hutchinson and Alan Waters, who analyzed and described the features of ESP and EAP, took as a basis the assumption that the close connection of the studied material with the learner's professional/educational needs will significantly increase their motivation and make foreign language learning more effective. Already in the 1960s-1970s, «English for Science and Technology» («English for science and technology») was highlighted, noting its specifics, the need for specialists to be able to listen to lectures, read educational and scientific literature, encyclopedias, articles of periodical scientific and technical publications, and conference materials in a foreign language.

However, the analysis of register1 at the sentence level did not establish significant differences between «language for science and technology» and «general English», although it revealed more frequent research. The use of certain lexical and grammatical phenomena, particularly Present Simple forms, passive voice, conditional sentences, compound nouns, and the so-called «semi-technical» vocabulary (semi/sub-technical vocabulary: consist of, contains, enables, acts as, etc.), which is more acceptable for written speech characteristic of the scientific community than for everyday communication language. The next stage in the development of ESP was a more detailed analysis not at the level of the sentence and its structure, but at the level of discourse and rhetoric; certain models that constitute the text and linguistic tools that serve as indicators of such models were identified. "Specifically, discursive models (for example, describing a physical phenomenon, an experimental report, presenting a hypothesis, etc.) should be used to develop ESP curricula"[2]. At this stage, significant differences were identified between discursive models for various specialties, such as theoretical physics, mathematics, ecology and economics, commerce or pedagogy, and psychology.

Finally, the fifth stage of ESP and EAP formation brought to the forefront the description of situations in which the learner will use a foreign language, as well as the process of its study, thereby making it clear that «English for special purposes» is not «special variant of English», and the interdisciplinary approach to learning a foreign language, which received the name «learning-oriented approach.» At the same time, «special goals» imply not so much the specifics of professional discourse as the specifics of learners' needs and goals.

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[2] Swales J. The Concept of Discourse Community // Swales J. Genre Analysis: English in Academic and Research Settings. – Boston: Cambridge UP, 1990. – P. 21–32.

Tony Dudley-Evans and Maggie Joe St. John have highlighted the constant (absolute) and variable characteristics of ESP teaching. They considered the mandatory consideration of students' specific needs, the possibility of using teaching technologies and types of activities used in teaching the main disciplines of the professional subject area, and the orientation towards the language of this field (from the perspective of grammar, vocabulary, and register), as well as its inherent skills and abilities, discourse, and genre/functional style of speech, as permanent characteristics.

The possibility of developing courses for a large number of subject areas/professions; the possibility of using methodologies different from traditional technologies in teaching «Basic English» («General English») in special learning situations; ESP and EAP courses are usually intended for adults - students of higher and secondary specialized educational institutions or working specialists, however, it is possible to develop such a course for high school as well; ESP study is designed for intermediate and advanced levels of English language proficiency, but if necessary, such a course can also be created for beginners. Unlike Stravens, Dudley-Evans and St. John do not contrast ESP and General English, and Anthony notes that there is no clear boundary between them, many teachers «General English» is used using the «English for Special Purposes» approach, where the course development requires consideration of students' needs and personal experience and knowledge.

Structurer in the use of the English language for real intercultural communication.

Since the scope of using English for professional purposes is very broad, there are various classifications of ESP and EAP. Looks quite logical Hutchinson and Waters' «tree», in which ESP and EAP is divided into EST («English for Science and Technology» - «English for science and technology»), EBE («English for Business and Economics» -»English for business and economics») and ESS («English for Social Sciences» - «English for social sciences»). At the same time, each of the major branches is divided into EAP («English for Academic Purposes» - «English for education and scientific activity») and EOP («English for Occupational Purposes» - «professional English» or «English for professions»). According to this scheme, any of the scientific directions of the ECT, for example, medicine, biology, physical geography, chemistry, will be considered from the point of view of EAP, that is, for students, master's students, postgraduate students studying at universities, mastering fundamental knowledge, conducting scientific work, and scientists continuing their scientific career, and from the point of view of EOP, that is, for engineers, practicing doctors, teachers, technologists, specialists of various kinds working in the above-mentioned fields. "Tony Dudley-Evans and Maggie Joe St. John slightly modify and supplement Hutchinson and Waters' scheme, they divide ESP into two main branches: «English for Academic Purposes» and «English for Occupational Purposes» (translation see above), and further, accordingly, EAP into «English for (Academic) Science and Technology,» «English for (Academic) Medical Purposes», «English for (Academic) and Legal

Purposes», EMFE («English for Management, Finance and Economics»), emphasizing the term «Academic», meaning it relates to education and scientific activity in all listed spheres; in EOP, they distinguish EPP («English for Professional Purposes») and EVP («English for Vocational Purposes»), thus dividing the needs of working professionals («English for Medical Purposes,» «English for Business Purposes») and those who are just trying to get a job («English for Pre-Vocational Purposes») or studying in a profession («English for Vocational Purposes»)[3].
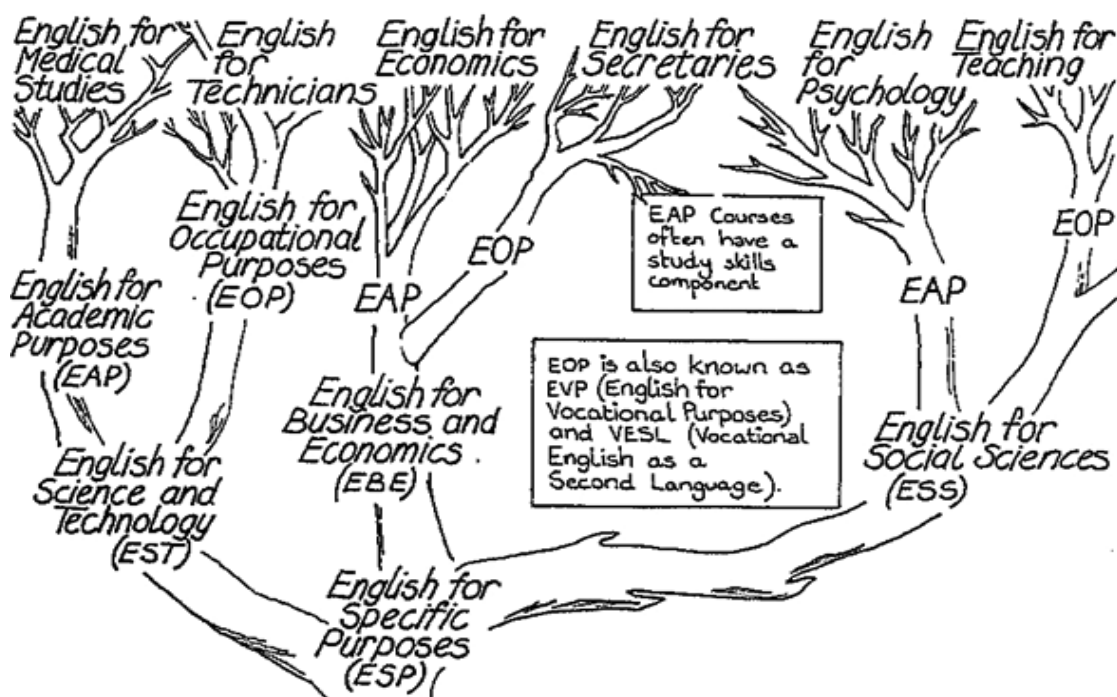
1. Picture. Hutchinson and Waters ESP classification (a fragment of the «tree» of the English language)[4]

Another well-known classification was proposed by David Carter (1983). He identified three types of ESP:

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[3] Dudley-Evans T., St. John M. Developments in ESP: A multi-disciplinary approach. – Cam- bridge: Cambridge University Press, 1998. – 301 p.

[4] Hutchinson T., Waters A. English for Specific Purposes: A learning-centered approach. – Cambridge: Cambridge University Press, 1987. – 183 p.

- «English as a restricted language» - «English for official use», implying that communicative situations are strictly limited by the working context, such as the language of air traffic controllers, flight attendants, and waiters;

- «English for Academic and Occupational Purposes» - «English for educational, scientific, and professional purposes» - effectively combines Hutchinson's and Waters' «branches», likely implying that it is often quite difficult to draw a line between needs by students, postgraduates, scientists, practicing physicians, engineers;

- «English with specific topics» - «situational English» referring to the topic of a specific situation in a professional context, for example, when preparing a presentation in a foreign language or preparing for a qualification exam, during work at a foreign branch, or for participation in an international conference. "Following Christine Gathaus, we also do not consider it justified to distinguish this type of ESP and EAP as a separate type"[5]. Despite the differences in classifications and ambiguities in the interpretation of the ESP concept, it can be confidently stated that diverse courses of professionally-oriented English have taken a firm place in the curricula of higher and secondary specialized educational institutions in Uzbekistan, and in many cases, due to the specifics of the profile/specialization, teachers have to develop their own programs, select examples of professional discourse for study, develop materials for presentations, discussions, role-playing games, etc., as existing teaching aids cannot fully meet the needs of students.

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BUSINESS ENGLISH WRITING CHALLENGES FOR NON-NATIVE SPEAKERS

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[5] Trimble L. English for Science and Technology: A Discourse Approach. – Cambridge: Cam- bridge University Press, 1985. – 180 p

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Annotation: This article examines the problems with business writing that non-native English speakers face. It highlights key difficulties such as grammar, vocabulary, tone, formality, and cultural differences, emphasizing their impact on professional communication. It explores possible alternatives to overcome writing in business contexts, including digital writing assistant tools, exposure to business-related materials, and English for Specific Purposes (ESP)-type training. The article emphasizes the importance of ongoing practice and development to improve business writing practices, particularly as it relates to clear writing that communicates professionally and efficiently in a global business context.

Keywords: *business communication, non-native speaker, written, spoken, writing challenges, cultural awareness in business, English for Specific Purposes (ESP)*

Introduction

English is currently regarded as one of the most widely spoken and frequently used languages in every aspect of human life. English therefore happens to be the Global Language of Business since it is the primary language used for writing and presenting statistics, product presentations, documentation, and other business-related materials. Companies, associations, and multinational corporations have recognized the value of utilizing a single language for internal as well as external interactions (Martins, 2017). Unquestionably, English serves as a lingua franca of international business. For businesses looking to compete in global markets, using English is now a must rather than a choice (Ojanperä, 2014). Needless to say, if a business grows and wants to gain prominence on a global level, it has to advertise its product or service whether in both the local language and English or only in English. The importance of business writing is immeasurable, as it is essential for interacting with coworkers, employees, and superiors as well as for promoting products and ideas.

Writing abilities are crucial for a company for a variety of reasons. Professionalism, a permanent record, and a tool for exchanging ideas are essential components of acknowledging that business without written communication is meaningless. The first step towards successful company integration on a worldwide scale is the exchange of ideas, proposals, emails, invitations, and reports. Decisions, agreements, rules, and other significant issues must be formally approved and have a signed written version since it is vital in business to be precise and straightforward in such a vital area of human life. Last but not least, it demonstrates professionalism because its well-structured writing builds credibility, minimizes misunderstandings, and facilitates corporate operations. Last but not least, it demonstrates professionalism because its well-structured writing builds credibility, minimizes misunderstandings, and facilitates corporate operations. In fact, for professional growth, it is crucial to know written English well. Since the

main language is formal, it might be complicated to work for non-native speakers. With its "value propositions," "stakeholders," and expressions like "circle back" that, thankfully, do not actually mean going in a circle, business English is a whole other world. It can be similar to entering a meeting room when everyone is speaking a somewhat different language including non-native speakers (Bate, 2024). Examining the main obstacles non-native speakers have while writing for commercial purposes is the aim of this article. It attempts to examine the particular challenges they encounter, including language barriers, cultural differences, and formal writing standards. The article additionally investigates and suggests practical methods and solutions to help non-native speakers become better business writers, guaranteeing professionalism, efficiency, and clarity in written communication.

Common Business English Writing Challenges.

Challenges like grammar, vocabulary, formality, and cultural differences are considered to be some of the major problems in business communication for non-native speakers. Each language has its specific features, especially sentence structures, which differ in many languages. Thus, complex sentence structures, appropriate tenses, subject-verb agreement, articles, and prepositions are reasons why non-native speakers might face frustration since these grammar aspects may differ from his or her native language. Moving on to vocabulary, business English includes keywords and phrases that are used in corporate and professional settings. It contains terms specific to the financial, business management, marketing, and international business industries. To keep professionalism, formal communication terms are frequently employed in emails, reports, and meetings. Therefore, mastering a specific vocabulary is necessary to become proficient in the four skills (Yan & Yang, 2016). Additionally, corporate agreements and interactions heavily rely on the lexicon of persuasion and bargaining. While cultural awareness is still essential in international contacts, the language is still changing to reflect popular commercial phrases. Gaining proficiency in these vocabulary areas improves communication in a variety of business settings.

Needless to mention tone and formality also play a crucial role in both spoken and written business communication. Effective communication is vital in the workplace because it affects everything from team meetings to client contacts. The tone has a significant impact on how people interpret communications, determining whether they find them interesting or uncomfortable. Depending on the tone, even quite straightforward statements can convey a variety of meanings that affect perception and listening readiness. While a harsh or disrespectful tone might result in resistance and misunderstandings, a professional and pleasant tone can foster cooperation and foster trust. Relationships at work and general productivity can be significantly enhanced by being aware of how we express ourselves. Gaining tone awareness needs to be an essential skill for experts in any field. Hence, to be good at formality non-native speakers have to be aware of cultural aspects to understand better. Knowledge of culture would obviously be

advantageous since it may provide insight into the level of formality unique to each nation. When cultural knowledge is lacking, learning to employ different levels of formality will surely make it easier for learners to adjust to the different intercultural communication scenarios that they may encounter in their future careers (Ciortescu & Cuza, 2014).

Impact of These Challenges on Business Communication

As previously stated, every country has its own culture, vision, customs, and even communication style, therefore it is clear that even small mistakes in speech can cause misunderstandings, confusion, or unintentional messages. Effective communication, both verbal and written, plays a vital role in fostering strong professional relationships and ensuring smooth interactions in business settings. In international business, miscommunication due to language barriers can lead to costly errors, missed opportunities, and even strained relationships between partners. When it comes to being a good professional, several qualities contribute to success, such as critical thinking, leadership, adaptability, and problem-solving abilities. However, a lack of writing skills can negatively impact an employee's credibility, making them appear less competent or professional. Employees who face problems with writing also frequently spend excessive amounts of time on emails and other written assignments. Nevertheless, this is time that could be used for other purposes (Hurley, 2025)

Possible solutions to overcome writing challenges

When it comes to possible solutions, one solution follows another. Since grammar is a significant tool for correct, meaningful, and effective communication both in oral and written speech. People today live in a technologically advanced world where computers and the Internet rule the landscape. Due to their ongoing exposure to these technological tools, people now are more interested in online resources to improve English Grammar Skills (Sangeetha, 2023). As a possible solution for grammar accuracy, many digital tools and resources were created for helping to overcome such challenges. For example, with the assistance of Grammarly or ProWritingAid, a person may enhance clarity and grammatical accuracy in writing emails or reports. In terms of vocabulary, the suggestion is to learn business-related terms from context. Studies show that learning words in meaningful contexts improves retention (Nation, 2001). Thus, reading business articles or listening to reports and podcasts from such sources as "Harvard Business Review" or "Business BBC" may enhance the vocabulary level with practice. Lastly, the challenges non-native speakers experience with culture, thus with tone and formality too, might be solved by discovering the cultural nuances. Diversity concerning customs, tone, and formality must be acknowledged to comprehend cultural nuances and modify an individual's writing style appropriately. Besides all the aforementioned solutions, there is another solution to

join a special training course which is called English for Specific Purposes (ESP). The teaching and learning of English as a second or foreign language to enable learners to utilize the language in a certain field is known as English for certain Purposes (*English for Specific Purposes on Its Way*, n.d.). To assist their students in reaching their goals, ESP specialists determine what their students will probably need and want in terms of speaking, writing, listening, and reading abilities. ESP practitioners analyze the gap between students' current abilities and their target competencies as part of a learner-centered approach (Belcher, 2009). As an ESP student, the individual will be able to practice writing styles used in business communication, learn business-related vocabulary, improve speaking fluency in business language, and investigate the cultural nuances of real-life examples from materials. However, ESP training may seem difficult and students must understand their role and actively participate in the learning process for the course to be successful. The effectiveness of ESP courses depends on multiple factors, not just one. ESP practitioners must design courses that align with learners' needs, even without a formal needs assessment. They also require thorough preparation and suitable materials, as students may have different perceptions of what skills they need (Celik, 2018).

Conclusion

For non-native speakers, learning to write in business English is a huge difficulty. Grammatical complexities, specialist terminology, tone and formality issues, and cultural variations are the causes of this difficulty, which can lead to misunderstandings, inefficiency, and a decline in professional reputation in any commercial context. Nevertheless, there are several easy ways to lessen these difficulties. Effective monitoring and utilization strategies to help proper grammar writing are provided by digital programs such as Grammarly and ProWritingAid. Regarding vocabulary, using reports and articles from reliable sources, including the BBC Business and Harvard Business Review, will help with vocabulary development in job settings. Awareness of cultural differences is very important to understand tone and formality and be able to communicate professionally and effectively. Taking English for Specific Purposes (ESP) classes can also provide an effective method of developing business writing skills through authentic, real-life business contexts. By pursuing these solutions actively, non-native speakers will significantly improve their Business English writing for clarity, professionalism, and efficiency in global business writing. The ability to write well in English is a crucial skill that fosters success in business settings, especially as companies nowadays continue to function in an international setting. Moreover, continuous improvement in business English writing requires regular practice. Non-native speakers should try to overcome challenges as part of the learning journey. Overcoming initial difficulties with consistent effort and a positive mindset will lead to more effective and confident business communication.

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ENGLISH LEARNING APPS: THE AI REVOLUTION

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Annotation: This article explores the impact of artificial intelligence (AI) on language teaching and how it can change traditional language learning methodologies. Moreover, it discusses artificial intelligence (AI) powered language learning sites as ELSA Speak, Mondly, Babbel and Cake, which provides personalized content recommendations, adaptive learning paths and real-time pronunciation analysis. These platforms provide personalized and engaging educational experiences that can let students get immediate feedback and concentrate on their weak areas. Furthermore, by changing the roles of educators and encouraging active engagement Ai's integration into language instruction creates inclusive learning environment. The article highlights the potential of AI in enhancing language proficiency and making learning language more accessible to every learner.

Keywords: AI in language learning, pronunciation feedback, Duolingo, ELSA Speak and adaptive learning

Introduction

The increasing evolution and integration of artificial intelligence (AI) is causing a fundamental revolution in English language acquisition. The article examines how AI-powered platforms are developing language learning by going beyond traditional methods to provide engaging, individual and adaptive experiences. It explores the essential features of AI-powered chatbots, adaptive vocabulary, grammar exercises and speech recognition. It demonstrates the usefulness and advantages of AI in language learning by looking at well-known systems like ElSA Speak, Mondly, Babble and Cake. The article aims to present through analysis the revolutionary potential of AI in language learning supported by significant research and real-world experiences.

The Transformative Power of AI in Language Learning:

The rise of AI-powered platforms significantly influences learning English. The way language learners use the language is being improved by these resources which offer individualized and flexible experiences that were unavailable some years ago. This revolution is centered on AI's capacity to create personalized learning methods. This platform can evaluate and identify each student's strengths and limitations and also modify the curriculum and degree of difficulty of the lesson. It ensures that each student focuses on their areas of greatest need for improvement. Studies on adaptive learning systems state that this approach enhances engagement and effectiveness with proving research that adaptive systems significantly improve learning results (Brusilovsky & Peylo, 2003). The Holmes, Bialik, and Fadel (2019) stated that increasing integration of AI in education shows the growing reliance on AI to achieve truly personalized learning experiences. Artificial automatic speech recognition and pronunciation feedback

are key aspects of these technologies. By studying the learner's pronunciation, AI gives immediate and comprehensive feedback on fluency and accuracy. Identifying specific pronunciation problems helps students focus on areas that need work. Chatbots are helpful platforms for learning a language, especially when fostering conversational skills. (Fryer et al., 2019). Students can learn vital information about their development through performance analysis and progress tracking. AI-powered platforms track students' progress and offer data on their performance and areas for improvement. These insights enable students to monitor their progress and adjust their learning style. Sience and Gasevic (2012) claimed that learning analytics can provide valuable insight into learners' performance and behavior, enabling target recommendations and activities. The growth of data-driven education further emphasises the importance of these analytics in optimising learning outcomes

Popular AI-powered Language Learning Platforms and Tools

1. **ELSA Speak**

ELSA Speak: An AI-powered speech recognition technology that provides immediate and comprehensive feedback on pronunciation. It identifies particular sounds that need work and provides personal lessons based on the user's original tongue and pronunciation patterns. Students use this app to get confidence in their speaking and get immediate and useful feedback.

Moreover, teachers can use this app to enhance pronunciation instruction in the classroom, especially for students who struggle with specific sounds. Additionally, they can give tasks for homework and analyze each student's progress in pronunciation. Witt and Young's (2000) study on automated speech recognition in language acquisition provides evidence for the effectiveness of these technologies in enhancing pronunciation accuracy.

2. **Mondly**

Mondly AI-powered chatbot and speech recognition which provides conversational language learning experience that emphases practical language through real-life scenarios and dialogues. Effective communication is made possible by the app's many languages and learning routes. Chatbots allow students to participate in interactive discussions, practice speaking through voice recognition exercises, study grammar and vocabulary in context and improve their listening skills through audio. Teachers use Mondly to enhance vocabulary and grammar by providing conversational practice. Conversational AI is a useful tool for language practice and improvement, according to research on chat-assisted language learning.

3. **Babbel**

Babbel is a tool that creates language training with an emphasis on real-world communication using artificial intelligence. Students can improve their pronunciation because of the app's speech recognition. Students use the app to improve their pronunciation and get immediate feedback and learn conversational skills. Additionally, teachers can develop students' vocabulary and conversational skills and assign courses to students to enhance classroom learning. Many researchers demonstrated the efficacy of spaced repetition techniques in improving long-term vocabulary recall.

4. Cake

Cake uses short videos from YouTube, TV series, and movies to teach English. The usage of this (AI) artificial intelligence helps with spoken comprehension and pronunciation. The tool offers transcripts and subtitles. Students can improve their pronunciation and listening comprehension through entertaining video clips and can learn common phrases. Teachers can use this app to enhance their lessons in the classroom by introducing common English words, improving pronunciation, listening and playing video games. Studies have demonstrated that using real videos to teach languages is a successful teaching strategy.

The Benefits of AI-Powered Language Learning Platforms.

AI-powered language learning platforms have emerged, ushering inn a new era of Accessibility and productivity in language learning. These platforms provide several benefits that traditional methods often stuggle to match. AI language learning technologies automate tasks and offer individualized learning experiences depending on learner's needs and success (Xie, Chu, Hwang & Wang, 2019). They offer rapid feedback and improvments to help students improve their skills faster. AI language learning technologies offer personalized learning experiences by tracking user progress and personalizing content to their unique needs and abilities. Kessler (2018) suggests that adapting material to learners' learning style and speed can enhance engagement and efficiency in the learning process. Another significant advantage is the availability of 24/7 learning, which helps students to integrate language acquisition into active lives by accessing classes and practicing it anytime and anywhere. As demonstrated by the effectiveness of adaptive testing (Wainer et al., 2000) and the well-established principles of spaced repetitions in memory retention (Ebbinghaus, 1885), learners retain information more effectively when this constant accessibility is paired with adoptive exercises and spaced repetition. Finally, data-driven progress tracking supports the wider advantages of learning analytics in personalized education by allowing students to access their progress, pinpoint areas for growth and maintain motivation (Siemens & Gasevic, 2012).

Conclusion

Language learning platforms driven by AI are an important achievement in educational technology. These platforms are modifying the way people learn and become proficient in new languages by offering personalized learning experiences, immediate feedback, and engaging and interactive features. The advantages, which are backed by studies and real-world applications, demonstrate how AI has the potential to democratize education and improve the effectiveness and accessibility of language acquisition. Creating more complex and engaging language learning experiences as AI technology develops will improve people's capacity to interact and communicate across linguistic and cultural divides. The development of AI will significantly impact language learning in the future, offering students everywhere more individualized, effective and interesting educational experiences.

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ESP AND EAP FOR FUTURE EDUCATORS: PREPARING FOR INTERNATIONAL TEACHING ENVIRONMENTS.

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Annotation: In today's globalized world, the proficiency in English has become a critical skill, especially for educators. Because English is no longer just a language-it is a gateway for global opportunities. Most groundbreaking researches and latest teaching methodologies are published in English. Yet many educators struggle to keep up.

ESP (English for specific purposes) and EAP (English for academic purposes) are two specialized programs to address this gap. They are considered powerful tools for shaping the future of education by breaking language barriers and giving educators the confidence to stand on the international stage. This article conveys reasons and significance of these programs for the next generation of educators.

Key words; *language barrier, specific needs, groundbreaking research, global opportunities, academic resources, discussions, essential courses.*

Main information

ESP focuses on teaching English based on industry-specific needs. It involves different disciplines, such as engineering, medicine, law, business and even psychology. One of the key features of ESP is that it equips students with field-specific books while helping them acquire essential terminology. Additionally, practical dialogues relevant to real-life situations are integrated into the curricula.

EAP is a subset of ESP that aims to prepare students for academic environments. It covers essential skills like writing research papers, understanding lectures and participating scholarly discussions.

Why future educators need ESP and EAP.

The days when a teacher could get by without English are gone. Today, an educator's success depends on how well they can flow with global academic landscape. Because, the world of education is changing, and English is at the centre of it all. Moreover, a language barrier can be a career barrier. For example, a brilliant professor from Uzbekistan is invited to speak at international conference. But when he gets there, he struggles to express his ideas in English. Even his research is groundbreaking, no one understands him. His moment to shine slips away. This factor not only affects to his career growth but also his psychological state. The teacher who struggles with English proficiency might feel unconfident and lowers his self-esteem. Studies show that language-related anxiety can lead to burnout and frustration. As a result, educators may feel isolated in professional settings, limiting their willingness to collaborate with colleagues or attend conferences.

As a matter of the fact, international universities are constantly looking for skilled educators. They want those who can write academic papers, conduct research and give lectures in English. The reason is, nowadays, in diverse educational environments students often come from various linguistic background. What makes them in common is the English language. Educators proficient in EAP can navigate these multicultural settings more effectively, without EAP their resume might not even get noticed. That is why for educators, not knowing English is not just an inconvenience, it is a lost opportunity.

When saying about its advantages it is important to note that, knowing English can offer an access to the world's knowledge. As statistics show, over 80% of academic resources are published in English. It means, if educators cannot write, read, and discuss academic content in English, they are missing out on most of the world's knowledge. Thus, educators studying ESP/EAP programs benefit a lot with being able to expand their both academic and professional careers. Because for educators who are fluent in English, there are better job opportunities, high salaries and access to global conferences. Studies indicate that professionals with strong English skills earn up 30% more than those with limited proficiency.

EAP and ESP do not just teach English, they can help to seize the opportunities. Apart from these individual profits, well-educated teachers can also contribute to the nation's progress. Because, country's development is deeply connected to the quality of its education system, and at the heart of this system are its teachers. Thus, educators who undergo ESP/EAP training gain access to the latest teaching methodologies. By integrating this knowledge into the classroom, they help align their country's education system with global standards.

Countries prioritizing ESP/EAP programs are building foundation for the improvement of research and innovation. After all, when educators are well-versed in professional English, they prepare their students for international opportunities, empowering the skills needed to compete in global markets. Furthermore, such investments strengthen the national workforce, driving economic growth.

Challenges and Solutions.

Imagine a world-class educator with genius ideas and researches, but their notions remain unheard simply because they cannot express them in English. This is harsh reality many face today.

Many educators now know that they need better English, but they do not know where to start yet, or some may feel discouraged because traditional methods have not worked for them. Others because of time constraints and lack of structured programs procrastinating to improve their proficiency.

In order to address these challenges: Universities should make ESP and EAP a core part of teacher training. It should not be optional add-ons but essential courses to

develop strong academic communication skills. Moreover, educators should use real-life applications through self-study practices. For example, instead of memorizing word lists, they should engage with real academic articles, participate in discussions, and write research papers.

Conclusion: The Bright future belongs to those who adapt.

In the fast-evolving world of education, adaptability is key. In this way EAP and ESP are not just programs to learn English, but they are key resources for shaping the future of education. Educators have two choices:

1. Staying within their comfort zone, limited by language barriers
2. Seize the moment, expand their knowledge and open doors to international opportunities.

The educators who embrace these programs will be the ones leading tomorrow. Because ESP and EAP help educators to stay ahead, not left behind. So, the real question is not "Should educators learn ESP and EAP?", but the question is "Are educators ready to take their career to the next level?"

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COMPLEXITIES OF TRANSLATING PROFESSIONAL JARGON AND TERMINOLOGICAL UNITS IN FRENCH LITERARY TEXTS

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Annotation. This article explores the complexities involved in translating professional jargon and terminological units from French literary texts into another language, with a primary focus on Uzbek as the target language. It underscores how specialized vocabulary from domains such as medicine, seafaring, military affairs, the arts, and crafts often carries both technical and stylistic weight within a literary work. Through illustrative examples, the article analyzes various translation strategies—transliteration, adaptation, direct equivalence, and explanatory translation—and highlights the importance of preserving both semantic precision and the artistic integrity of the source text. Emphasis is placed on the role of context, the cultural and historical underpinnings of terminology, and the interplay between literal meaning and connotative nuance. Ultimately, the

article underscores that an effective translation of professional jargon in French literature requires a combination of linguistic skill, domain knowledge, and creative insight, aimed at maintaining the text's literary essence and overall communicative impact.

Key Words: Translation Studies, French Literary Texts, Professional Jargon, Terminological Units, Contextual Equivalence, Cultural Transfer, Transliteration, Adaptation Strategies, Semantic Precision, Stylistic Integrity.

In French literary works, professional jargon and terminological units are widely employed by authors to enhance the sense of realism, shape the individual speech of characters, and convey the socio-professional background or specific domain within which the story takes place. These lexical items—especially from fields such as medicine, maritime affairs, military operations, the arts, and various crafts—frequently appear in literary texts and often require additional context to be properly understood by the reader. In the translation process, dealing with such terms poses complexities: on the one hand, the translator must preserve the aesthetic diversity, stylistic essence, and character portrayal of the original text; on the other hand, the translator must ensure the semantic accuracy of the professional or "technical" terms in question.

Professional jargon refers to a set of lexical units characteristic of a particular profession or trade group, exhibiting non-standard usage relative to standard literary language. Examples include specialized terms or semi-official words (argot, slang, or "service speak") used in medicine, maritime contexts, military operations, the arts, and crafts. Such vocabulary in French can appear in various forms in literary texts. For instance, in the military domain, *"corvée"* (obligatory carrying or menial work), *"piou-piou"* (a mocking term for a soldier) stand out; in the medical field, *"bistouri"* (surgical scalpel) and *"toubib"* (slang for "doctor"); in maritime usage, *"la proue"* (the bow of a ship) and *"chaumard"* (a chock for rope or chain passage) may be employed to underscore socio-linguistic variety and situational realism.

Such lexical units often differ semantically and stylistically from standard literary usage, highlighting in the text certain professional or social strata, or clarifying the characters' professional affiliations. They also contribute to the historical, cultural, and stylistic foundation of the narrative.

A terminological unit (term) is a word or phrase recognized by specialists in a particular domain, bearing a fixed conceptual meaning and a clear semantic boundary. In literary texts, terms may not merely convey information but often carry stylistic, metaphorical, or ironic connotations. For example, medical terms like *"diagnostic différentiel"* and *"pronostic vital"* may signal more than pure medical data; they can reflect the seriousness of an event or the psychological state of a character.

These terms may also be tied to the historical or scientific development of the field, reflecting how language evolves internally and how borrowing from outside sources enriches it. French, particularly in the domains of medicine, chemistry, military operations, and maritime affairs, has been expanded by

international (often Latin-based) terminology. When such terms must be faithfully delivered to readers in translation, the translator may resort to a readily available terminological equivalent. If the target language (e.g., Uzbek) lacks precise equivalents, interpretations, annotations, or adaptations may become necessary.

Professional jargon or terminological units typically represent a specific meaning within that field. However, in literary texts, such words can sometimes be used metaphorically, ironically, or sarcastically. For example, military terms might be employed metaphorically in a child's speech to convey a playful or mocking sense, or a surgical term could be humorously applied to household tasks, creating an ironic twist. The translator must carefully discern whether these uses are literal or figurative.

Context is the primary guiding principle in translation. By analyzing the overall stylistic tendencies of the work, the characters' speech styles, and the socio-cultural background of the events, the translator can ascertain which expressions are used in their technical sense and which are being used figuratively. Without such scrutiny, the translated text may become confusing or lack logical coherence.

Even though terms and jargon primarily serve the function of conveying specific information, literary translation must also preserve the aesthetic dimension of the text. Simply replacing a term with a "dry," dictionary-based equivalent can reduce the literary value of the text. For instance, the maritime jargon *"moussaillon"* (a young or apprentice sailor) might reflect the youthful yet enthusiastic spirit of the character. Translating it merely as "sailor's apprentice" might convey a certain factual equivalence but risks losing the original poetic or stylistic "flavor." Consequently, the translator might opt for creative adaptation or a combined equivalent-plus-explanatory approach, such as "apprentice sailor (*moussaillon*)." Another possibility would be to incorporate footnotes or immediate in-text clarification.

Sometimes, an exact counterpart for a technical or craft-related term in French does not exist in the target language. An example is *"collerette"* (in some contexts, a ring-shaped support or accessory in medical or craft usage). In Uzbek, a direct equivalent is lacking, so the translator might adopt "transliteration + gloss" or a "near-semantic approximation" to convey meaning. When the entire characterization of the text's persona depends on the accurate usage of this term, the translator must also retain its stylistic or literary function.

In translating professional jargon and terminological units, four principal methods are often identified. **Transliteration** preserves the original phonetic or graphic form as closely as possible—for example, the French term *bistouri* (a surgical scalpel) may be rendered as "bisturi." While this approach retains the source's authenticity, it can confuse readers and often requires additional clarification, such as footnotes. **Adaptation** replaces the source term with a near-equivalent in the target language—e.g., the French slang *toubib* ("doctor") becomes "doktor," "tabib," or "domla." Although this makes the text more accessible, it may dilute some of the original's stylistic nuances. **Direct equivalence** is appropriate when a clear counterpart exists in the target language,

such as translating *anesthésie* to "anesthesia," *capitaine* to "captain," or *bataillon* to "battalion." This method is both precise and reader-friendly if a genuine equivalent is available. Lastly, **explanatory translation** partially renders the term or keeps it in its original form and offers a concise explanation, as with *tour de main* translated as "skilled quick movement [in craft circles, the term implies 'finishing in a single swift action']." Although this method retains stylistic depth, it generally calls for footnotes or parenthetical notes to ensure clarity. (Table 1 summarizes these strategies.)

Table 1. Translation Strategies for Professional Jargon and Terminological Units

Strategy	Description and Examples
Transliteration	- Preserving the source word's phonetic or graphic form in the target language; - Example: French "bistouri" → "bisturi."; - Maintains the shape of the source term but can confuse readers; often requires explanation or a footnote.
Adaptation	- Substituting a near-semantic term or phrase in the target language; - Example: French "toubib" (slang for "doctor") → "doktor," "tabib," or "domla" (depending on context); - Stylistic nuances may decrease, but clarity for the reader often increases.
Direct Equivalence	- Employing an established one-to-one counterpart if it exists in the target language; - Example: "anesthésie" → "anesthesia;" "capitaine" → "captain;" "bataillon" → "battalion."; - If an exact match exists, this is the most straightforward and accurate approach.
Explanatory Translation	- Either partially translating or retaining the source term with additional clarifications; - Example: "tour de main" → "a swift skillful move [in craft usage, implies 'finishing in one go']."; - Preserves stylistic flavor but requires footnotes or explanatory comments.

In practice, translators often use multiple approaches within the same literary work, choosing whichever best fits each instance. The guiding principle is to balance accurate meaning with stylistic appropriateness and reader comprehension.

The choice of translation strategy depends on various factors: the general style of the text, editorial guidelines, intended readership (e.g., specialized scholarly audience vs. general readers), length constraints, and the feasibility of including explanations or notes. While professional jargon tends to be more informal, technical terms generally carry official weight. Translators, therefore, are recommended to consult terminological dictionaries, specialized reference manuals, or online resources such as CNRTL, Termium, and IATE, and to seek

advice from experts (medical doctors, military personnel, mariners, artists, etc.) when necessary. Linguists may not always grasp the precise nuance of specialized vocabulary as effectively as domain specialists.

Jargon often falls outside comprehensive lexicographical coverage. Thus, interviews, discussions with professionals, internet forums, and professional society websites may be helpful in illuminating the meaning of complex lexical items.

Localization is an intermediate strategy, by which the translator introduces the foreign jargon into the target culture's own professional jargon. For instance, the French military rank *"sous-lieutenant"* might be rendered as "second lieutenant" if the target language has a corresponding rank. However, deciding to localize can reshape the cultural authenticity of the text. Another route is to remain close to the original by keeping the French terms and associated insignias intact, providing footnotes or parenthetical explanations—though this can burden the text if done excessively, yet it preserves socio-linguistic and cultural context.

The translator thus seeks a consistent method to preserve the text's "literary character" without significantly altering its stylistic essence, while accurately rendering specialized jargon and terminologies. Consider the following example from a medical narrative in French: *"Le scalpel, l'incision, puis la suture en point de surjet"*. The terms *"scalpel,"* *"incision,"* and *"suture en point de surjet"* describe very specific surgical actions. Simply translating them as "knife, cut, and sew it up" would obscure important technical details. Alternatively, using "scalpel," "incision," and "overcast stitch" retains the sense of medical precision and aesthetic nuance of the text, preserving the specialized color.

In a maritime context, *"Le matelot a remonté l'ancre à l'aide du cabestan, puis a verrouillé l'écubier"* features specialized terms: *"matelot"* (sailor), *"cabestan"* (a capstan), and *"écubier"* (hawsehole for the anchor). Uzbek, for instance, might not have direct equivalents for such detailed maritime equipment, so a partial transliteration plus in-text explanation—"matros, kabestan (a device for hauling anchors), and hawsehole"—would likely provide the clarity needed to convey the scene's technical specifics. Merely saying "the sailor pulled in the chain and closed the anchor" loses the distinct maritime setting.

Similarly, in French literary works featuring military narratives—e.g., using ranks *"caporal, adjudant, sergent-chef, lieutenant-colonel"*—the translator must decide whether to replace these with local equivalents or retain them with minimal modification (e.g., "sergent-chef (sergeant-chef, a rank above sergeant but below warrant officer)"). Each approach carries implications for the cultural and stylistic authenticity of the text.

Gastronomic narratives might involve terms like *"mirepoix, roux, béchamel, terrine, julienne,"* which have no direct Uzbek equivalents. Today, due to the spread of cooking blogs and media coverage, some French culinary terms (like *"béchamel"*) may already be familiar to international audiences, so transliterating them as "bechamel (a milk-based sauce)" can be an effective compromise that retains a sense of French culinary identity.

In French literature, professional jargon and terminological units provide a vivid depiction of characters' professional backgrounds, help set the scene, and add a particular flavor to the text. However, the translation of these elements is fraught with challenges, including polysemy, metaphorical usage in literary contexts, the lack of direct equivalents, and the interplay between technical meaning and connotative undertones. For instance, a military or naval term that is used ironically or humorously by a child would require the translator to preserve that comedic or ironic tone without sacrificing clarity or context.

French literary works frequently use professional jargon and terminological units from fields such as medicine, naval affairs, the military, the arts, and crafts in order to portray characters' social status, professional background, or the thematic setting with authenticity. Translating these lexical items into another language (e.g., Uzbek) is complex: the translator must contend with differing cultural-linguistic systems, potential lack of direct terminological equivalents, metaphorical or ironic usages, and the need to preserve the original text's stylistic and emotional resonance.

In such works—particularly those featuring medicine, seafaring, military operations, or craftsmanship—translators must pay attention not only to linguistic details but also to the domain-specific background, historical-conceptual roots, and the artistic style of the text. This demands a multifaceted skill set, wherein the translator can act both as a linguistic mediator and a cultural bridge. By judiciously combining strategies such as transliteration, adaptation, equivalence, and explanatory notes, the translator can bring across not only the text's core meaning but also its nuanced aesthetic and socio-cultural layers.

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TECHNOLOGICAL INNOVATIONS AND AI IN LANGUAGE LEARNING AND COMMUNICATION

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Annotation: Technological advancements, particularly Artificial Intelligence (AI), Natural Language Processing (NLP), and Machine Learning (ML), have significantly impacted language learning and communication. These innovations play a pivotal role in improving English for Specific Purposes (ESP) and English for Academic Purposes (EAP), providing learners with personalized, adaptive learning experiences. AI-powered tools such as ChatGPT, Duolingo AI, Grammarly, and Google Translate have revolutionized academic writing, professional communication, and cross-cultural interactions. This paper explores AI's role in language acquisition, its benefits, limitations, and ethical concerns. The findings indicate that AI enhances efficiency but raises challenges such as biases and over-reliance on technology.

Keywords: Artificial Intelligence, Natural Language Processing, ESP, EAP, Language Acquisition, AI-Powered Tools, Cross-Cultural Communication, Speech Recognition, Machine Translation

Introduction

In an increasingly globalized world, English proficiency is essential for academic and professional success. Technological innovations, particularly AI, have transformed traditional language learning methodologies. AI-driven platforms facilitate interactive and tailored learning experiences, improving efficiency and accessibility. This paper investigates how AI and NLP technologies enhance ESP and EAP, highlighting their applications, benefits, and ethical concerns. The primary research questions include:

1. How do AI-powered tools impact ESP and EAP learning?

2. What are the benefits and challenges associated with AI-driven language learning?

3. How can ethical concerns such as bias and academic integrity be addressed?

Literature Review

Recent studies emphasize AI's transformative role in ESP and EAP. According to Liu & Wang (2022), NLP-based applications enhance vocabulary retention and reading comprehension. AI-driven language tutors such as Duolingo AI and adaptive learning platforms personalize curricula, catering to individual learning paces (Brown, 2021). ChatGPT and Grammarly provide real-time writing assistance, improving academic and professional communication (Smith & Johnson, 2023). However, concerns regarding AI bias, data privacy, and over-reliance on technology persist (Jones et al., 2024).

Additionally, AI-driven machine translation tools such as Google Translate and DeepL have enhanced multilingual communication in professional and academic

settings. Studies show that while these tools improve efficiency, they sometimes struggle with contextual nuances, leading to mistranslations in specialized fields such as law and medicine (Fernandez, 2023).

Methodology

This study employs a qualitative analysis of existing AI-driven language learning tools and their effectiveness. Empirical data from academic sources and case studies are examined to determine AI's impact on ESP and EAP. User feedback and expert opinions provide insights into the advantages and limitations of AI-assisted language learning. Additionally, a comparative analysis of traditional and AI-powered language learning methodologies is conducted to evaluate their respective efficacy.

Findings and Discussion

AI-powered tools significantly enhance language acquisition. Platforms such as ChatGPT assist in academic writing by offering instant grammar corrections and contextual recommendations. Duolingo AI's adaptive learning mechanism tailors lessons to individual needs, increasing retention rates. Speech recognition tools improve pronunciation and listening skills, aiding cross-cultural communication.

Machine translation has streamlined communication in international academic and business settings, allowing for more efficient information exchange. However, reliance on these tools without human oversight can lead to errors, particularly in specialized translation tasks.

Despite these advantages, challenges remain. AI models may exhibit biases due to training data limitations, affecting language diversity and accuracy. Additionally, excessive reliance on AI tools can undermine critical thinking and independent language development. Ethical concerns, including plagiarism risks and data security, must be addressed to ensure responsible AI integration in language education.

Conclusion

AI-driven language tools have revolutionized ESP and EAP learning, offering personalized and efficient learning experiences. However, challenges such as bias, academic integrity issues, and over-dependence on technology must be mitigated. Future research should focus on developing ethical AI frameworks that ensure fair, unbiased, and responsible language learning applications. Institutions should adopt balanced approaches, integrating AI tools while emphasizing critical thinking and ethical AI use.

To maximize AI's benefits while mitigating risks, educators and policymakers should develop guidelines for responsible AI-assisted learning. Further empirical

research is needed to refine AI algorithms, making them more adaptable to diverse linguistic and cultural contexts.

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TECHNOLOGICAL INNOVATIONS AND AI IN LANGUAGE LEARNING AND COMMUNICATION

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Annotation: The integration of technological innovation and artificial intelligence (AI) changing language learning and dialogue and made them more effective and easier. Language translation apps, speech programs, and means based on artistic intellect as well as improves real dialogue and interfinting understanding. The car learning algorithms are personalized by adapting language learning experience individual progress and advantages, while natural language processing (NLP) allows you to learn informative and concept. Virtual assistants and artificial intelligents-based tutors based on students and help students improve the

improvement of print and giving quick feedback. In addition, artificial intelligence facilitates interending dialogue through the elimination of language barriers and encouraging multi-language interactions. As ai continues to develop, his language mastery and the role of global communication is expected to expand and more effective.

Key words: Artificial intelligence, technological innovations, virtual assistants, NLP, CHatGPT, Fei-Fei AI, BFI technology.

Introduction: In the digital period, technological innovations and artificial intelligents (AI) re-forms ways to communicate languages and methods of communication with different cultures. The traditional methods of language learning are being improved by artificial intellectuals that ensure personal, interactive and effective study experience. From intellectual chatboths and virtual tutoring, it revolutionates the acquaintance and use of new people to translate in real time. In addition, artificial intelligence-based communication facilities will help to eliminate language gaps, which provides intercultural relations. This article studies the impact of artificial intelligence and technological achievements on language learning, the future potential for creating their advantages, problems and a more linked world.

Main information: Artificial intelligence (AI) and technological achievements significantly change languages. AI provides interactive, flexible, and personal activities, more convenient and efficient Disclosure of a speech that strengthens educational and independent learning, interlocutors and virtual languages.

Natural Language Processing (NLP): Activate and talk to programs using AI NLP and to provide real time and offers using AI NLP and to provide real time and to create human language. Speech detection: Devices based on Google's speech and Apple secret helps improve feedback on students' words.Machinery Translation: Google Translate and AI Algorithms are closer to the use of AI algorithms.Personal educational platforms[6]: Indicators based on students' developmental development. Duolingo, Babbel and Rosetta Stone use AI to create special readings.AI is in communication and cultural cooperationReal time translation: AI makes soften the communications between people in real time and international cooperation.There are practical options such as Chatbots and Virtual Assistants: conversations and ChatGPT and Alexa.British science: AI will identify emotions in text or speech and improve humanitarian work on

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communication.Scientific research and sector experience [7]The impact of the wrong Chomsky to learn AI and language The chemically grammar is affected by NLP and AI's ability to understand and develop human language. Language-based language models use these principles to improve syntax and semantically analysis. For example, he suggest such kind of idea: 'A rather different approach to the problem of acquisition of knowledge has been characteristic of rationalist speculation about mental processes. The rationalist approach holds that beyond the peripheral processing rnechani~rns, ~T there are innate ideas and principles of various kinds that determine the form of the acquired knowledge in what may be a rather restricted and highly organized way. A condition for innate mechanisms to become activated is that appropriate stimulation be presented.[8] Apart from that there are some concepts also:' Today, many priorities for improvements to teaching and learning are unmet. Educators seek technology-enhanced approaches addressing these priorities that would be safe, effective, and scalable. Naturally, educators wonder if the rapid advances in technology in everyday lives could help. Like all of us, educators use AI-powered services in their everyday lives, such as voice assistants in their homes; tools that can correct grammar, complete sentences, and write essays; and automated trip planning on their phones. Many educators are actively exploring AI tools as they are newly released to the public'[9]. Work on understanding of Fei-Fei Li's AI and LanguageAs AI and computer viewers, Fei research helps to comment at the same time, help to improve language learning programs.' Dr. Fei-Fei Li's current research interests include AI, machine learning, deep learning, computer vision, robotic learning, and ambient intelligence for healthcare delivery. In the past she has also worked on cognitive and computational neuroscience.' [10]AI Sebastian Thrun's experience AI-eater is a pioneer and clarified the role of personal education based on it. His research supports flexible languages that meet the needs of individual students[11]. Ray Kurzweil's AI innovation Recognation Talking speech. He recognizes students and recognizes the words of the language, recognizes the words of language and improve the words of language and improve the understanding of language students. 'In his latest, thrilling foray into the future, he envisions an event—the "singularity"—in which technological change becomes so rapid and so profound that our bodies and brains will

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merge with our machines[12]'Advanced Language Learning Technologies Adaptive Learning Systems AI-based platforms use data analytics to track a learner's progress and tailor lessons accordingly. Some of the key benefits include: Personalized lesson plans: AI tailors learning materials based on a learner's strengths and weaknesses. Self-Repetition Systems (SRS): AI-based feedback on the lesson to improve long-term retention (e.g. ANKI, DUOLINGO Self-Repetition Methods). AI-powered Pronunciation and Accentuation AI-based apps like Eza review users' pronunciation and analyze thought patterns, and provide corrective feedback by mimicking the accents of native speakers.[13] Neural networks are trained on a vast speech database to detect Nuist in pronunciation and intonation. AI-powered writing and grammar assistance-GRAMMAR AND FROWRIYAD AI analyzes grammar, style, and sentence structure to help students write. AI detects errors based on context and suggests more natural expressions, helping native speakers speak more fluently. AI Real-time Communication AI-powered speech recognition Real-time translation devices like the Google Pixel Buds and Stick, for example, use AI to conduct instant conversations between multiple languages. AI Chatbots for Language Practice Chatgpt, mondly chatrab, and repika simulate human-like conversations, allowing students to practice dialogues in a variety of contexts. AI ChatBots improve fluency by tailoring responses based on the user's level of knowledge. Challenges and Ethical Concerns Clarity and Contextual Understanding AI struggles with idioms, slang, and cultural context, sometimes resulting in ambiguous translations or awkward phrasing. Machine translation still requires human oversight to ensure that meaning is preserved. Privacy and data security AI-powered tools use user data to improve the collaborative learning experience, raising concerns about data privacy and security.

Regulations such as GDPR aim to ensure the ethical operation of ARM in language learning platforms. AI Dependence Overreliance on AI tools can reduce critical thinking skills in a new language. Some learners may develop passive language skills rather than active language skills. The Future of AI in Language Learning and Communication A. AI and Virtual Reality (VR) Integration VR-based language immersion (e.g., Mondel VR) allows learners to learn languages in a simulated real-world environment. AI-powered VR tutors provide real-time conversational practice, increasing engagement and fluency. AI Sign Language Translation AI is being developed to translate input languages into text or speech using AI vision technology. Projects such as Sign and Google-based Sign Language Recognition, Bridge for the Deaf community, and Contact Detection. Brain-Computer Interface (BCI) and AI Future advances in neural implants and BFI technology could enable direct language learning by stimulating brain activity. Elon Musk's Nemrin is exploring the potential for AI-enhanced cognitive functions, including language processing.

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Conclusion: Artificial intelligence (AI) and technological innovations in language learning and communication have revolutionized the way people acquire and use languages. AI-powered tools such as speech recognition, machine translation, chatbots, and adaptive learning platforms offer personalized and effective learning experiences. These technologies support learners in improving pronunciation, writing skills, and engaging in real-time interactions in different languages. Beyond language learning, AI is facilitating undeveloped cross-cultural communication through real-time translations, virtual assistants, and mood analysis. However, limitations in accuracy, privacy concerns, and the overuse of AI need to be addressed to maximize its benefits. As AI evolves, its integration with emerging technologies such as virtual reality (VR) also promises to provide a more effective and efficient language learning experience. The future of AI in language learning and global communication will continue to drive advances in Natural Language Processing (NLP) and Machine Learning, which will continue to drive language learning and the learning of languages around the world.

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THE ROLE OF THE ENGLISH LANGUAGE IN MEDICINE

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Annotation: English is considered the global communication language in the field of modern medicine. Scientific research, international conferences, modern medical technologies and the activities of international organizations are primarily conducted in English.This article provides information about the role of the English language in medicine, its importance on an international scale and its role in the professional development of medical specialists. Knowledge of English opens new opportunities for doctoes and students and unites the healthcare system on a global level.

Keywords: English language, medicine, scientific research, International Conferences, technologies, telemedicine, medical tourism, International Certificates.

Today, the importance of the English language in the field of medicine is significant. Due to the development of globalization and information technologies, English occupies a central role in the communication, scientific research, and practical activities of medical professionals. English is now recognized as the most important and universal communication tool in the field of medicine. The widespread use of English in medicine not only accelerates scientific and technological advancements, but also plays a significant role in global cooperation, medical education, and communication with patients. English, as the most widely spoken language in the scientific field of medicine, has become the primary language for scientific articles, books, monographs, and journalism published worldwide. Most research, discoveries, and medical innovations are published in English. Therefore, it is essential for medical professionals, doctors, and students to know English in order to conduct scientific research, develop new treatment methods, or manage diseases. Medical journals, such as The Lancet, New England Journal of Medicine, JAMA (Journal of the American Medical Association), British Medical Journal (BMJ), Nature Medicine, and Annals of Internal Medicine, are published in English. These journals not only include new scientific research but also the latest advancements in medicine. Every medical professional must know English in order to fully understand these sources. English is the main tool for international collaboration in medicine. Several medical organizations worldwide, such as the World Health Organization (WHO), the International Red Cross, and various countries' ministries of health, conduct their activities in English. Additionally, international conferences and seminars on clinical research, disease diagnosis, and treatment are held in English.

This situation facilitates the exchange of experiences among medical professionals and the joint development of new approaches. For example, when developing diagnostic methods or treatments for new diseases, medical professionals around the world share their knowledge and discoveries in English. These processes not only allow for the rapid and effective treatment of diseases but also strengthen international collaboration. English is closely linked to the development of medical technologies. Today, new technologies, pharmaceuticals, and treatment methods in the field of medicine are often developed and published in English. Most information about new drugs, medical equipment, online medical platforms, and other innovations is available in English.For example, scientific articles on new medications, genetics, bioinformatics, and medical technologies and treatment methods developed based on artificial intelligence are published in English. Additionally, innovative technologies such as telemedicine and medical databases are also developed and disseminated in English. This situation creates important opportunities for medical professionals to embrace the latest technologies and advancements from around the world. English also plays an important role in medical education. Many international medical universities and schools teach in English. For example, at some of the world's most prestigious medical schools, such as Harvard Medical School, Oxford University Medical School, Stanford University Medical School, and Johns Hopkins University, English is the primary language of instruction. For medical students, knowing English is essential not only for studying but also for conducting scientific research, participating in international conferences, and studying the latest medical literature.

English has become an integral part of professional development in medicine. Many medical professionals refer to resources written in English to study scientific articles and new methods in their fields. Additionally, doctors and medical specialists who know English have the opportunity to participate in international conferences and symposia, which plays a crucial role in enhancing their expertise and staying updated with the latest information in the field. English also plays an important role in communication with patients in medicine. In international hospitals, medical services, and clinics, English is often the primary means of communication with patients. Specifically, medical professionals provide important information in English to patients from different countries. For doctors, it is crucial to communicate effectively with patients, explain the treatment process, and respond to the needs of patients. Medical organizations around the world conduct their activities in English. For example, the World Health Organization (WHO) and other international health organizations present their information in English. Additionally,

international medical services and insurance companies also provide services in English. As a result, medical professionals and healthcare workers are able to communicate effectively and offer assistance on a global scale.

The role of the English language in medicine is extremely important. English is not only the primary tool for scientific research, but also for medical education, the development of innovations, international collaboration, and communication with patients. By knowing English, medical professionals are able to not only expand their knowledge and skills, but also learn new treatment methods, diagnose diseases, and offer the most effective treatment options for patients. Therefore, learning and mastering English is a necessary requirement for every medical professional.

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TECHNOLOGICAL INNOVATIONS AND AI IN LANGUAGE LEARNING AND COMMUNICATION

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Annotation. Year after year, many effective innovations are emerging in the field of education, especially in the process of language learning. One of them is artificial intelligence. This article is about the role of technological innovations and artificial intelligence in language learning and communication

Keywords: speaking, learner, apps, translator, traditional lessons, online, students, teaching, sites.

Technological innovations, especially artificial intelligences, are having a significant impact on language learning and communication. It is no secret that more students are interested in lessons that rely on modern technological innovations than traditional classes, and it has been proven that it is more effective to acquire knowledge in this way. This is because lessons organized with the help of artificial intelligence will be rich in the latest innovations, interesting, understandable and, most importantly, informative technologies.

"Traditional classroom-based teaching in which students are just passive recipients of information provided by a teacher has commonly been replaced. Living in the technological age, a wide range of tools which boost the effectiveness of second language teaching and help to avoid boredom and the routine of using only a coursebook can be observed in the classrooms"

Day by day, artificial intelligences bring various innovations and conveniences to the language learning process. As a result, there is a growing number of language learners. Different countries have started to use continuous technological innovation in the education process, and they state that such a change has had a positive impact on the education system. For example:

Estonia: The government of Estonia is one of the most advanced countries in the world when it comes to the digitalization of education. In this country, artificial intelligence and online platforms are widely used in the process of language learning. Specific applications for learning Estonian have been developed.

Sweden: Innovative methods of language learning are widely used in Sweden. For example, the Swedish government provides immigrants with a wide range of resources for learning a language, both online and through mobile apps.

China: In China, new technologies for language learning, particularly through mobile apps and online courses, users are offered materials in multiple languages. AI and VR technologies for language teaching are widely used in China.

United States: In the U.S., technological innovations in language learning are rampant in universities and schools, particularly on online learning platforms. Companies such as Duolingo and Babbel are popular in the U.S., taking an interactive approach to language teaching.

How does technological innovation contribute to language learning?

1. Modern mobile apps. For example: applications such as Dualingo, Busuu monitor and evaluate the learning of a language learner based on artificial intelligence. Each learner is provided with a personalised education and education plan according to his or her level. The reader will follow the course according to a plan tailored to him/her. In addition, he keeps track of how much time he practiced per day, how many new topics and words he learned.

They can reinforce the knowledge they have learned through interactive exercises and correct their mistakes. Online platforms such as Duolingo and Babbel play a major role in making learning a language extremely convenient. For example, with the Duolingo mobile app, users can explore many languages of the world.

2. Speakers. For example: Sites like Alexa or Chat gpt. Through them, language learners can develop their speaking skills through live communication, and at the same time, receive feedback and assessments that are relevant to their speech. Such artificial intelligences can talk to the reader on any level, on any topic. Their level of communication is almost equal to that of professionals. This makes the language learning process even more interesting. Some AI applications, such as conversational applications or chatbots, allow users to apply language in real-time practically. This allows you to develop the acquired language through practical exercises. AI language-learning apps are constantly updating their databases. At the same time, it allows you to get acquainted with new words, phrases and language changes, which will help you adapt the language to new trends and conditions.

3. The ability to search for information online. For example: artificial intelligences such as Luzia and Gemini. You can quickly find all kinds of information. One of the advantages is that a language learner doesn't waste time reading multiple sites or books to find information on a topic. It was just a matter of entering a topic, the necessary information will be found quickly.

4. Translation dictionaries. Artificial intelligence translation dictionaries and websites are not limited to just translating, they also provide you with synonyms, antonyms, and other forms of the same word.

Translation services such as Google Translate and DeepL are effective in language learning. Google Translate currently has the ability to translate in more than 100 languages, and this is a convenient tool for language learning. Such translators work very fast and are able to translate large volumes of text in a matter of seconds. This is very useful in cases where you need to save time and get quick results. You can get a translation anytime and anywhere using any device with an Internet connection. This makes it especially easy to work on mobile devices and other small platforms. AI translators are cheaper and more convenient than traditional translators, especially for small language learners or individual users. There is no need to pay translators, which is economically beneficial. AI translators are useful for people learning new languages. Translators help you quickly learn new words and phrases, as well as improve your grammar.

To conclude, technological innovations and artificial intelligence are expected to bring even greater changes in language learning in the coming years. These changes will undoubtedly help to make the educational process more effective and interesting. Thanks to artificial intelligence and advanced technology, language teaching will be further personalized, and learners are provided with

exercises and materials according to their abilities. Through interactive platforms and real-time communication options, the possibility of learning a language quickly and efficiently increases. It is also important that new technologies help further develop language teaching equipment and facilitate language learning around the world. These changes will allow for a more effective and global expansion of the education system.

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THE ROLE OF METAPHORS IN LANGUAGE AND THOUGHT: INSIGHTS FROM CHINESE, ENGLISH, AND UZBEK

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Annotation: This paper analyses the metaphors used in Yu Hua's novel To Live and how they are translated into Uzbek and English. The study focuses on linguistic and semantic transformations that occur during translation and the cultural adaptation of metaphors. The research identifies translation strategies such as direct equivalence, cultural adaptation, and neutralisation, examining their impact on meaning transmission. The study highlights the challenges translators face in conveying metaphors across different linguistic and cultural contexts.

Keywords: metaphor, Yu Hua, To Live, linguistics, semantics, translation studies, cultural adaptation.

1.1. Metaphor in Literary Translation

Metaphors play a crucial role in literary texts by enriching imagery and deepening meaning.[14] According to Lakoff & Johnson, metaphors are not merely rhetorical devices but fundamental structures of human thought.[15] However, translating metaphors poses a significant challenge due to differences in linguistic structures and cultural perceptions across languages Newmark.[16]

GulnozaOdilova, in her work Functional Styles of Translation,[17] states that metaphor translation should consider functional stylistic equivalence, where metaphors must be adapted according to the stylistic norms of the target language. In some cases, she argues, metaphors may require cultural reinterpretation to maintain their effect in translation.

1.2. Research Objectives

This study aims to:

Identify and analyze metaphors into Live and their translations into Uzbek and English.

Examine the linguistic and cultural shifts in metaphor translation.

Evaluate translation strategies used in transferring metaphors.

Discuss the challenges of preserving metaphorical meaning in translation.

Metaphor translation has been widely studied in translation theory. Newmark (1988) categorizes metaphor translation into three main strategies:

1. Direct Equivalence – Retaining the original metaphor if it exists in the target language.

2. Cultural Substitution – Replacing the metaphor with a culturally relevant equivalent.

3. Neutralization – Replacing the metaphor with a literal or explanatory phrase.

Baker emphasizes the role of cultural background in metaphor translation, arguing that some metaphors are culture-specific and may not be easily transferable without adaptation.

Venuti introduces the concepts of domestication (adapting the text to fit the target culture) and foreignization (keeping the original cultural elements intact).

The table below presents metaphors from the original Chinese text, their English and Uzbek translations, and the translation strategies used.

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[17]Odilova. G. (2024). Theory of translation.

余华 "活着"	Yu Hua "To live"	Yuy Xua "Yashamoq"
我如同一只乱飞的麻雀。(4)	I was **like a sparrow** soaring recklessly.(4)	**Insiz qolgan chumchuqday** kezib yurardim. (5)
突然发现自己像个孕妇一样步履艰难了。(4)	I had as much difficulty walking **as a pregnant woman**. (4)	**Qornim homilador ayollanikiday shishib**, birqadam ham tashlay olmaydigan holga kelib qolibman. (6)
"做人呵,一旦嫖上以后,也就免不了要去赌。这个嫖和赌,就像是胳膊和肩膀连在一起,怎么都分不开。" (9)	Once the day comes that a man starts to go whoring, gambling can't be too far behind. **Whoring and gambling are just like a pair of arms or legs: inseparable**. (Page 11)	Xom sut emgan banda, **yengiltak ayollarga birmarta ilakishdingmi, albatta, qimorxonaga ham tanda qo'yasan.** (14)
"我丈人当时的脸就和松花蛋一样,我呢,嘻嘻笑着过去了。(9page)	As I asked, **my father-in-law's face would look like a preserved egg.** Me, I'd just giggle and continue on my way. (Page 13)	Unga shunday deganimda **qaynotamning yuziburishibketar**; men bo'lsam qiqir-qiqir kulgancha yo'lda davom etardim. (17-bet)
"我当时冷冷地说了一句:'你是不是风一吹就要倒呀?'"(page 9)	"Look at you. **As soon as the wind blows your stomach doubles in size**." (page 11)	Unga sovuqgina qilib: «**Yoningdan shamo lo'tib ketsa ham boshqorong'i bo'lib qolasan-a?**», degandim o'shanda. (16)
我骑在妓女身上经过他的店门时,我丈人身手极快,像只耗子呼地一下窜到里屋去了。(10 page)	When I passed his shop riding on that whore's back, **my father-in-law would be startled into retreat — like a rat scurrying back into his little hole.** (Page 14)	Biror yengiltak ayol bilan do'koni oldidan o'tayotganimni ko'rib qolsa, **mushukdan qo'rqib, iniga qochgan sichqonday g'oyib bo'lardi.**(18-bet)
"男人都是馋嘴的猫。" (12 page)	**Men are nothing but a bunch of gluttonous cats**." (page 17)	"**Erkaklar ochofat mushukka o'xshaydilar**" (21-bet)
一听这话眼睛就眯成了两	As soon as he heard this his eyes squinted like	Bu so'zlarni eshitishi bilan hayratdan

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条**门缝**（13）	**two little peepholes.** (16)	**ko'zlari olayib, tirjaya boshladi.** (22)
家珍的脑袋像是**拨**郎鼓那**样摇**晃了几下。(16)	**Her head swayed back and forth like a toy rattle.(22)**	**Boshi o'yinchoq misoli yon va ortga tebranib ketdi.** (28)
看着凤霞哭，我心里就跟刀割一**样**。(21)	**Seeing Fengxia cry was like having a knife pierce my heart.** (28)	Fengxiyaning bu holini ko'rib, **qalbimga xanjar sanchilgandek bo'ldi.**(36)
凤霞这么小的年纪就知道护着她爹，就是看着**这**孩子，我也**该**千刀万**剐**。(21)	**Just looking at her made me feel like I deserved to be cut to pieces**. (28)	Uni shu ahvolda ko'rgandan ko'ra, **parcha- parcha bo'lib titilib, yo'q bo'lib ketsam bo'lmasmidi?** (36)
"**一大把年纪**全活到狗身上去了。" (32)	"Once they hit old age, they start **living like dogs."**(41)	"Ular qarigach, **itdek yashay boshlashadi**". (52)
他的讲述像**鸟**爪抓住树枝那**样紧紧**抓住我。（32）	His story grabbed me in **the same way the talons of an eagle clutch the branches of a tree.**(42)	Uning hikoyasi **tirnoqlarini o'ljasiga botirib olgan burgutdek o'ziga asir qilib olgandi meni.** (52)
家珍一走就等于是削掉了一个角。（33）	When Jiazhen left **it was like cutting off a corner.** (42)	Jiashen bizni tashlab ketgan kun **stolning bir burchagi kesilgandi**. (54)
滑溜溜的像是穿上了鼻涕做的衣服。**(35)**	**It felt like I was wearing clothes made of snot.** (46)	**Xuddi shilliqqurtning so'lagidan qilingan kiyim kiygandek bo'ldim.** (60)
像只夜里的麻雀一样让连**长瞄**准。（42）	**Like a sparrow in the night he let the commander take his aim.** (56)	Qo'mondonning **tepkini bosishini kutayotgan o'ljaga o'xshardi.** (73)
像是赶庙会一样。（46）	it looked like a temple fair (60)	go'yoki **butxona tartib-qoidalarini bajarayotgandek ko'rinardi.** (76)

下面的国军就跟蚂蚁似的密密麻麻地拥来拥去。（(47)	**The Nationalist troops below crowded together like a colony of ants. (61)**	**Milliy birliklar mo'rmaxalday birjoyga to'planib olishardi. (78)**
声音低得像蚊虫在叫。（(50)	That voice was so soft it seemed **like a mosquito buzzing back and forth around my face.** (68)	Uning sasi shunchalar past ediki, **qulog'imning atrofida chivin uchib yurganga o'xshardi.** (87)
跑到我们近前找一块空地，喊一、二、三，喊到三时将担架一翻，**倒垃圾**似的将**伤**号**扔**到地上就不管了。(page 70)	"One, two, three." When they got to three **they'd turn the stretchers over as if they were dumping out garbage".** (Page 66)	"Qani, bir, ikki,uch!". Uch degach, zambilni ag'darib, jarohat olganlarni go'yoki axlat to'kkandek yerga uloqtirishardi. (85-bet)

1. **"我如同一只乱飞的麻雀。" (4)**

"I was like a sparrow soaring recklessly."

"Insizqolganchumchuqdaykezibyurardim."

The metaphor "乱飞的麻雀" (a sparrow flying chaotically) symbolizes instability and aimlessness. The English translation, "soaring recklessly," preserves the original meaning, though "soaring" may also imply freedom. In Uzbek, the phrase "insiz qolgan chumchuqday" (like an abandoned sparrow) retains the connotation of loneliness and disorientation, adapting the metaphor to a culturally understandable expression.[18]

2. **"我丈人当时的脸就和松花蛋一样" (9)**

"As I asked, my father-in-law's face would look like a preserved egg."

"Ungashundaydeganimdaqaynotamningyuziburishibketardi."

The metaphor "松花蛋" (preserved egg) is a culturally specific reference used in Chinese to describe an aged or wrinkled facial expression. While the English translation maintains the metaphor, its meaning might be unclear to those unfamiliar with preserved eggs. The Uzbek translation omits the metaphor and

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[18]Zhang, H. (2010). Metaphor and Cultural Identity in Chinese Literature. Beijing University Press.

instead directly conveys the intended meaning with "yuzi burishib ketar" (his face wrinkled), ensuring clarity and naturalness in the target language.

3. "看着凤霞哭，我心里就跟刀割一样。" (21)

"Seeing Fengxia cry was like having a knife pierce my heart."

"Fengxiyaningbuholiniko'rib, qalbimgaxanjarsanchilgandekbo'ldi."

The phrase "刀割" (like being cut by a knife) effectively conveys deep emotional pain. The English translation, "having a knife pierce my heart," closely follows the original, maintaining both the imagery and emotional intensity. The Uzbek translation intensifies the metaphor by using "qalbimgaxanjarsanchilgandek" (as if a dagger was stabbed into my heart), which enhances the dramatic effect while preserving the original meaning.

4. "就过来一长串担架，喊一、二、三，喊到三时将担架一翻，倒垃圾似的将伤号扔到地上就不管了。" (70)

"One, two, three." When they got to three, they'd turn the stretchers over as if they were dumping out garbage."

"Qani, bir, ikki, uch! Uchdegach, zambilniag'darib, jarohatolganlarnigo'yoaxlatto'kkandekyergauloqtirishardi."

The phrase "倒垃圾似的" (as if dumping out garbage) highlights the inhumane treatment of the wounded. The English translation retains the metaphor with "dumping out garbage," ensuring the original meaning is conveyed. The Uzbek translation, "go'yoaxlatto'kkandek," maintains the same level of harshness and dehumanization, preserving the strong emotional impact of the original.

Metaphors undergo various transformations in translation due to linguistic and cultural differences.

Direct equivalence is preferred when metaphors have universal meanings, but cultural substitution is necessary for culturally bound metaphors.

The loss of metaphorical meaning is a major challenge in translation, requiring careful adaptation strategies.

Future research should explore metaphor translation in other literary works to refine translation strategies further.

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LINGUISTIC CHALLENGES IN SPECIALIZED TRANSLATION AND TERMINOLOGY

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Annotation

This article explores the challenges of translating specialized texts in fields like medicine, law, and technology. Unlike general translation, specialized translation requires deep subject knowledge and careful handling of technical terms. The article follows a structured approach (IMRaD) to analyze key issues, including finding accurate term translations, maintaining consistency, addressing cultural differences, adapting to new terminology, and dealing with ambiguous words. It also highlights how technology supports translators while emphasizing the need for human expertise. The study concludes that successful specialized translation requires a strong understanding of the field, consistent use of terms, and continuous learning.

Introduction

Specialized translation is the process of translating texts in spheres like medicine, law, technology, and science. Unlike general translation, it requires deep knowledge of the subject and particular terms used in that field. One of the biggest obstacles in specialized translation is terminology—the words and phrases that have a specific meaning in a particular profession. Translators must find the right words in another language while keeping the meaning clear and accurate. This

article follows the IMRaD structure (Introduction, Methods, Results, and Discussion to explain the main difficulties in focused translation and how they can be solved.

Methods

To understand the challenges in specialized translation, we analyze:

• The difficulty of finding exact translations for technical terms.

• The need for consistency in using terms.

• Differences in language and culture that affect meaning of the text.

• How new words are created in fast-changing fields.

• The role of technology in helping translators.

This analysis is based on examples from different fields, such as medicine, law, and technology.

Results

1. Finding the Right Words (Terminology Equivalence)

One of the biggest challenges is finding the correct translation for technical terms. Some words have direct translations, but others do not.

• Exact Matches: Some terms, like "photosynthesis" in English and photosynthèse in French, are the same in both languages.

• Partial Matches: Some terms exist in both languages but have different meanings. For example, the German legal term Grundschuld does not have a perfect English equivalent because mortgage systems are different.

• No Equivalent Term: Some words have no direct translation, so translators must explain them. For instance, the Danish word hygge, which describes a feeling of coziness and well-being, does not have an exact English equivalent.

2. Keeping Terms Consistent

Using terms consistently is vital in specialized fields, especially in law and medicine, where mistakes can make serious problems. However, keeping terminology consistent is difficult because:

• Different experts may use different terms for the same thing.

• Terms change over time as new knowledge develops.

• Some terms have more than one acceptable translation (e.g., "heart attack" vs. "myocardial infarction").

To solve this issue, translators use glossaries, Interpretation memory tools, and specialized lexicons.

3. Cultural and Language Differences

Some technical terms are linked to a country's culture or legal system. For example, the French legal term procureur de la République does not exist in English legal systems, so it needs extra explanation. In medicine, some diseases or health conditions are understood differently in different cultures, which can affect translation.

4. New Words and Emerging Terminology

New words are constantly created in fields like artificial intelligence and biotechnology. Translators must decide whether to:

• Use the original term (common in technology).

• Create a new term that fits the target language.

• Describe the term instead of translating it directly.

Keeping up with these changes is important for accuracy.

5. Ambiguous Words and Acronyms

Some words have multiple meanings depending on the context. For example, "cell" can mean a biological cell, a prison cell, or a spreadsheet cell. Translators must carefully choose the correct meaning.

Acronyms also create challenges because they can change from one language to another. For example, GDP (Gross Domestic Product) in English is PIB (Produit Intérieur Brut) in French.

6. How Technology Helps

Translation tools like databases, glossaries, and machine translation help translators work faster and more accurately. However, human translators are still needed because machines cannot always understand context or cultural differences.

Discussion

Specialized translation is complex because terms have specific meanings that must be carefully translated. Challenges include finding the right terms, maintaining consistency, dealing with cultural differences, handling new words, and

understanding ambiguous terms. Although technology can help, professional translators still play a key role in ensuring accurate and high-quality translations.

Conclusion

Translators must have deep knowledge of the subject and stay updated on new terminology. Using specialized tools, working with experts, and carefully considering context can help overcome linguistic challenges in specialized translation.

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THE ROLE OF ESP IN TOURISM AND HOSPITALITY INDUSTRY: MEETING AND NEEDS OF INTERNATIONAL TRAVELERS

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Annotation Effective communication is essential to providing international tourists with high-quality service in the ever changing tourism and hospitality sectors. The importance of English for Specific Purposes (ESP), a specific method of language learning catered to the requirements of professionals in the travel and hospitality industry, is examined in this essay. In contrast to conventional English instruction, ESP aims to improve communication skills by giving staff members the industry-specific language, cultural sensitivity, and problem-solving skills necessary for smooth interactions with visitors from other countries.

The study explores a number of ESP training implementation strategies, such as workplace training programs, digital learning platforms, and institutional curriculum. Additionally, it examines actual case studies where ESP training has resulted in quantifiable gains in customer happiness, service effectiveness, and business expansion. According to the study's findings, ESP is essential for overcoming language barriers, promoting intercultural understanding, and improving overall visitor experiences in lodging facilities, airlines,travel agencies, and other industry service sectors.

The need for ongoing ESP training as opposed to a one-time learning program is one of the study's main conclusions.

Key words: *English for Specific Purposes (ESP), Tourism, Hospitality Industry, International Travelers, Language Learning, Communication Skills, Cultural Awareness, Customer Service, Professional Development, Globalization, Digital Learning, Business Growth, Service Quality, Workforce Training, Multilingual Support, Industry-Specific Language Training, Cross-Cultural Communication, Tourism Management, Language Proficiency, Customer Satisfaction, Service Excellence.*

Introduction

One of the industries with the quickest rates of growth in the world, tourism and hospitality play a major role in international economies. Because it caters to individuals from a variety of language and cultural backgrounds, this industry is distinguished by its diversity. A key component of guaranteeing efficient service delivery and satisfying visitor experiences is effective communication. Since English is the most commonly used language in international tourism, individuals working in this field need to become proficient in English communication unique to their industry. A specialized method oflanguage learning called English for

Specific Purposes (ESP) concentrates on the particular language requirements of people working in particular professions.

In contrast to basic English instruction, ESP is designed to give professionals in the travel and hospitality industry the communication skills they need to connect with coworkers in the real world. These include responding to consumer questions, offering tour details, scheduling bookings, settling grievances, and handling crises. Businesses may maintain a competitive edge in the global market, improve customer satisfaction, and improve service quality by putting ESP training into practice. The purpose of this study is to investigate the importance of ESP in the travel and hospitality sector, pinpoint the main difficulties that professionals encounter when they do not receive ESP training, and suggest ways to improve professional growth and language acquisition.

Methods

In order to assess the function of ESP in the travel and hospitality sector, this study used a multifaceted methodology. To guarantee a thorough examination of ESP's performance in practical applications, a mix of qualitative and quantitative approaches was used. Four primary categories were the focus of the study: company growth, problem-solving abilities, cultural awareness, and communication competency. The following techniques were used to acquire data:

1. Case Studies:A number of lodging establishments, airlines, and tour operators that have put in place ESP training initiatives were thoroughly investigated. These case studies offered insightful information about how ESP training improves visitor happiness, service quality, and communication effectiveness. Prior to and following ESP training, key performance measures such employee confidence levels, customer feedback, and service ratings were examined.

2. Interviews and Surveys:A variety of tourism and hospitality workers, such as front desk employees, tour guides, airline reps, restaurant waiters, and hotel managers, participated in structured interviews and surveys to obtain firsthand viewpoints. Both closed-ended and open-ended questions were included in the surveys to gauge the difficulties employees encountered with language in their day-to-day work. Customer surveys were also utilized to assess how good communication affected the customers' entire experience. The results of the interviews assisted in determining typical communication obstacles and the degree to which ESP training had resolved them.

3. Review of Educational Curricula:A thorough examination of training programs in tourism and hospitality offered by colleges, technical schools, and corporate

training facilities was carried out. The integration of ESP into professional training modules and academic curricula was investigated in this review. The study evaluated the efficacy of ESP teaching resources, as well as the course content and instructional approaches. The disparity in industrial readiness was brought to light through comparisons between schools that prioritize ESP training and those that solely offer regular English instruction.

Results

The study's conclusions demonstrate the important influence that ESP training has on workers in the travel and hospitality sector. The findings are divided into four main topics that represent the enhancements in overall guest satisfaction, business expansion, and service quality that have been noted.

1. Improved Service Efficiency and Communication Skills

The increase in hospitality professionals' communication skills is one of the most noteworthy results of ESP training. Workers who took part in ESP sessions showed more assurance when answering questions from clients, outlining offerings, and attending to visitors' needs. Clearer conversations and fewer misunderstandings resulted from the ability to use accurate, industry-relevant terminology. For example, ESP-trained front desk staff were able to handle visitor check-ins and check-outs more quickly, cutting down on wait times and enhancing the general client experience. In a similar vein, airline employees with ESP expertise could convey flight-related information more successfully, guaranteeing that travelers received precise and timely updates.

2. Enhanced Sensitivity and Cultural Awareness

The findings also show that ESP training is essential for raising cultural sensitivity among tourism industry workers. Training improved staff members' comprehension of the traditions, expectations, and habits of foreign visitors. This contributed to the establishment of a friendly and inclusive atmosphere for tourists from various origins. To improve customer satisfaction, restaurant servers who have received ESP and cultural sensitivity training, for instance, could suggest food based on dietary constraints unique to certain cultures. Additionally, hotel management noted a decrease in complaints from visitors about cultural misunderstandings, proving that ESP training is successful in encouraging civil and knowledgeable communication.

3. Improved Ability to Solve Problems

The study's improvement in problem-solving abilities among hospitality workers is another noteworthy conclusion. Workers that received ESP training were more

equipped to deal with difficult circumstances, like handling emergency scenarios, managing booking problems, and resolving visitor complaints. For instance, ESP-trained tour guides were able to help lost tourists by giving them precise instructions in English, which lessened anxiety for both the company and the visitors. In a similar vein, hotel employees could handle billing disputes more effectively, boosting customer service's credibility and dependability.

Discussion

The results of this study demonstrate how crucial ESP training is to revolutionizing the travel and hospitality sector. The conversation looks at the wider ramifications of these findings, emphasizing how ESP boosts customer satisfaction, service quality, and corporate success. The link between improved customer satisfaction and successful ESP training is among the study's most important conclusions. Hospitality workers are more equipped to meet the various needs of foreign visitors when they have excellent communication abilities. Higher service ratings and customer retention rates result from this direct impact on the visitor experience. Additionally, companies who spend money on ESP training develop a staff that is more self-assured and able to adjust to linguistic difficulties, which facilitates more efficient operations and better problem-solving.

The study also highlights how crucial cultural sensitivity is in hospitality environments. Service providers encounter more challenges than only language constraints; cultural misconceptions can also cause guests to become dissatisfied. Employees that participate in ESP programs that include cultural training gain the empathy necessary to communicate with tourists from diverse backgrounds. Businesses can guarantee that their employees give more individualized and courteous service by encouraging cultural competency in addition to linguistic ability.

Conclusion

To sum up, this study emphasizes how important ESP is to the travel and hospitality sector. The need for multilingual individuals who can successfully connect across linguistic and cultural barriers is greater than ever as the number of people traveling abroad keeps growing. By bridging the gap between professional competence and language proficiency, ESP makes sure that workers in the tourist and hospitality industries are prepared to tackle the particular difficulties presented by globalized service settings.

The results of the study show that ESP training improves communication effectiveness, raises cultural sensitivity, fortifies problem-solving skills, and eventually aids in the expansion of businesses. Businesses in the tourist and hospitality sectors can develop a workforce that is not only linguistically proficient but also flexible enough to meet a range of client expectations by giving priority to language instruction that is adapted to industry-specific requirements. Better consumer satisfaction, a more reputable brand, and a more competitive market position follow from this.

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TECHNOLOGICAL INNOVATIONS AND AI IN LANGUAGE LEARNING AND COMMUNICATION

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Annotation. This article is about Artificial Intelligence, how it works, and how this technology is currently being used in language learning. It presents thoughts and opinions on its effectiveness. The article also provides a detailed explanation of the advantages of using Artificial Intelligence technology in both learning and teaching languages.

Keywords: *Artificial Intelligence, language learning and teaching*

Introduction

Advances in technology have changed the way languages are learned and communicated. Nowadays, there is an AI and advanced technologies that provide new ways and solutions in these fields. This article discusses the impact of advanced technologies as well as AI on language learning and communication.

AI-powered apps like Duolingo, Babbel, and Rosetta Stone allow users to learn languages at their own pace. These programs analyze the user's skill level and then provide courses and tasks that are suitable for a learner. Through artificial intelligence, these apps identify the user's shortcomings and in turn, offer special suggestions to help them fix them.

The emergence of virtual and augmented reality technologies has expanded the scope of language learning. For example, VR allows students to communicate in a foreign language in a simulated environment, which allows them to use the language more effectively and improve communication skills more than traditional language learning methods.

AI translation tools such as Google Translate and DeepL are convenient for language learning and communication. The real-time translation feature greatly increases productivity.

Voice assistants such as Siri, Alexa, Hey Cortana, Google Assistant and Hi Bixby based on artificial intelligence are used in language learning. They help users improve their speaking skills, learn grammar rules and expand their vocabulary. In addition, chatbots make language learning fun and effective by enabling real-time conversations.

Natural Language Processing (NLP) is a branch of AI that deals with the interaction between computers and human language. NLP technologies are widely used in language learning. For example, they can be used to automatically analyze texts, detect grammatical errors, and make suggestions for improving style.

AI has enabled the creation of personalized learning systems. These systems adapt lessons and exercises to each student's individual needs and learning pace. For example, AI identifies a student's weaknesses and provides customized learning materials to address them.

Through AI and big data analysis, trends and control in the language learning process are possible. Which methods will most effectively process such products into education and provide further training programs.

AI and technological innovations use gamification to make language learning more fun. For example, including points, completion of levels, and competitive elements increases student motivation to study harder.

Conclusion.

Technological innovation and artificial intelligence are creating new opportunities in language learning and communication. Applications based on artificial intelligence, VR/AR technologies, real-time translation, voice assistants and customized learning systems make language learning more effective, interesting and convenient. In the future, these technologies will continue to develop, making language learning and global communication even easier.

With the development of technology, language learning is not limited to textbooks and grammar rules. Instead, it has become an interactive, personalized and experiential process. It helps reduce the differences between languages and cultures around the world, fostering greater understanding and communication.

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CHARACTERS AND LANDSCAPE IN THE ADVENTURES OF TOM SAWYER

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Annotation: This article examines the depiction of characters and landscape in Mark Twain's novel The Adventures of Tom Sawyer and their significance in the novel's artistic structure. The analysis focuses on key characters such as Tom Sawyer, Huckleberry Finn, Becky Thatcher, and Injun Joe through the lens of E. M. Forster's theory of flat and round characters, assessing their development and transformation. Furthermore, drawing on the perspectives of J. R. R. Tolkien and other literary scholars, the study explores how Twain's realistic yet vividly imaginative setting enhances reader engagement. By analyzing themes of childhood adventures, personal growth, friendship, and freedom, this paper underscores the novel's enduring literary value.

Keywords: Mark Twain, The Adventures of Tom Sawyer, character analysis, landscape depiction, flat and round characters, realism in literature, childhood adventures, literary imagery, artistic environment.

Characters behave the way they do because of the world they inhabit. The landscapes they long for impact the way they behave. The ones they live in shape their destiny. Being lifted from the landscape they belong in can unleash elemental forces in a character.[19]

Characters and landscape are essential elements of literature. Characters make a story engaging by expressing emotions, overcoming challenges, and learning valuable lessons. Meanwhile, the landscape sets the mood, builds the atmosphere, and shapes the adventure, making the story feel real. Together, these elements immerse readers in the narrative and help them form a deep connection with the story.

The Adventures of Tom Sawyer is the irresistible story of a fourteen-year-old boy growing up in the heartland of America based on the classic novel. Filled with foot-stomping, toe-tapping songs by Don Schlitz ("The Gambler") and a book by Ken Ludwig, this musical adventure is a tale of thrilling escapes, comedy and inspiration for the whole family.

Set in 1840 Missouri, The Adventures of Tom Sawyer is the tale of young Tom Sawyer and the never ending mischief of which he so often finds himself a part of; whether it's matching wits with Aunt Polly, tricking his friends into white-washing a fence for him, or narrowly escaping the clutches of a murderous villain. Along with best friend Huckleberry Finn and love interest Becky Thatcher, the greatest Tom Sawyer exploits are plucked from the book and plopped on the stage.

Aside from having one of the most recognizable titles from literary history, The Adventures of Tom Sawyer is a superb family-friendly show. The large, flexible cast size as well as potential for tying into English curriculums make it an exemplary choice for schools. This also serves as a great opportunity to showcase your male talent.[20]

E. M. Forster (Aspects of the Novel, 1927) classifies characters as "flat" or "round": "Flat characters are sometimes called types, and round characters are the ones who surprise us with their complexity." This distinction is also useful for analyzing the characters in The Adventures of Tom Sawyer.[21]

Here, in The Adventures of Tom Sawyer, we compare the depiction of characters and landscapes in the English original and its Uzbek translation.

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[19] Writing Tips: Landscape and Character - Julie Hartley
[20] MTI Europe Https://www.mtishows.co.uk The Adventures of Tom Sawyer
[21] E. M. Forster (Aspects of the Novel, 1927)

English: "He saw a new girl in the garden - lovely little blue eyed creature with yellow hair plaited into two long-tails, white summer frock and embroidered pantalettes".(23-page)

Uzbek:"Tom shu yerdagi bog' ichida notanish bir qizga ko'zi tushdi. Bu qiz oltindek sap-sariq sochlarini ikki o'rim qilib, orqasiga tashlagan,ko'k ko'zli, yozlik oq nafis ko'ylak va guldor ishton kiygan chiroylik bir qizaloq edi".(26-bet)

Note: "Lovely little blue-eyed creature" vs. "ko'k ko'zli... chiroylik bir qizaloq"

The English version uses "creature", which adds a sense of admiration, whereas the Uzbek version directly calls her "qizaloq" (little girl).

"Yellow hair plaited into two long-tails" vs. "oltindek sap-sariq sochlarini ikki o'rim qilib, orqasiga tashlagan"

The Uzbek translation adds "oltindek" (golden like gold), making the description more poetic.

"White summer frock" vs. "yozlik oq nafis ko'ylak"

The word "frock" is replaced with "ko'ylak", which is a culturally appropriate equivalent.

"Embroidered pantalettes" vs. "guldor ishton"

"Pantalettes" were a common undergarment for girls in the 19th century, but the translation uses "ishton", a term more familiar in Uzbek culture.

English: "A good part of the whispering had been occasioned by an event which was more or less rare -entrance visitors: Lawyer Thatcher, accompanied by a very feeble and aged man: a fine, portly, middle aged gentleman with iron-gray hair; and a dignified lady who was doubtless the latter's wife". (37-bet)

Uzbek: "Gap-so'z va shivir-shivirlarning qo'zg'alishiga ko'pmi-ozmi sabab bo'lgan narsa - kishilarning kelib qishi bo'ldi; Bedarmon bir mo'ysafid chol bilan advokat Techer, ko'rkam o'rta yoshli bir olifta kishi va mahobatli bir xotin kirib keldi. Bu xotin albatta haligi oliftaning xotini bo'lsa kerak". (41-bet)

Note: "A very feeble and aged man" vs. "Bedarmon bir mo'ysafid chol"

"Feeble" means weak, and "aged" emphasizes old age. The translation adds "mo'ysafid" (an Uzbek term specifically for an elderly man) and "bedarmon" (meaning powerless or frail), making it more expressive.

"Fine, portly, middle-aged gentleman with iron-gray hair" vs "Ko'rkam o'rta yoshli bir olifta kishi"

"Portly" means slightly stout or heavyset, but the Uzbek translation omits this detail and focuses on "ko'rkam" (handsome).

The phrase "with iron-gray hair" is missing in the Uzbek version, reducing the character's visual detail.

"Dignified lady who was doubtless the latter's wife" vs. "Mahobatli bir xotin... albatta haligi oliftaning xotini bo'lsa kerak"

"Dignified lady" suggests respectability, while "mahobatli" conveys grandeur, which slightly changes the nuance.

"Olifta" (a somewhat playful term for a stylish or pretentious man) replaces "gentleman," which adds a local cultural flavor but slightly alters the tone.

English: The balmy summer air, the restful quiet, the odor of the flowers, and the drowsing murmur of the bees had had their effects, and she was nodding over her knitting for she had no company but the cat, and it was asleep in her lap.(22-page)

Uzbek: Barakali yoz havosi uyda hukm surgan jimjitlik, gullarning xushbo'y hidlari, asalarilarning allalovchi g'o'ng'irlashi Polli xolaga o'z ta'sirini o'tkazar edi: u to'qib o'tirgan ishi ustidan mudrab o'tirar, birdan-bir sherigi bo'lgan mushuk ham uning tizzasida pinakka ketgan edi.(23,24-betlar)

Note: "The balmy summer air" vs. "Barakali yoz havosi"

"Balmy" means mild and pleasant, while "barakali" (literally "blessed" or "fruitful") adds a cultural nuance that isn't in the original.

"The restful quiet" vs. "Uyda hukm surgan jimjitlik"

"Restful quiet" suggests peace and relaxation, whereas the Uzbek version adds "uyda hukm surgan" (ruling over the house), making the quiet seem more dominant.

"The odor of the flowers, and the drowsing murmur of the bees had had their effects"

The translation combines these effects into a simpler phrase:

"Gullarning xushbo'y hidlari, asalarilarning allalovchi g'o'ng'irlashi Polli xolaga o'z ta'sirini o'tkazar edi"

"Had their effects" is actively rewritten into "o'z ta'sirini o'tkazar edi" (exerted influence), making it sound more personal and poetic.

"She was nodding over her knitting" vs. "U to'qib o'tigan ishi ustidan mudrab o'tirar"

The phrase "to'qib o'tirgan ishi ustidan" explicitly states that she is working, even though "knitting" already implies this.

"She had no company but the cat, and it was asleep in her lap."

The Uzbek version adds emotional depth:

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"Birdan-bir sherigi bo'lgan mushuk ham uning tizzasida pinakka ketgan edi."

"Birdan-bir sherigi" ("her only companion") adds a slight sense of loneliness, which the English version does not emphasize as much.

Similarly, J. R. R. Tolkien emphasizes the importance of landscape and setting in On Fairy-Stories (1939): "The story-maker proves a successful 'sub-creator.' He makes a Secondary World which your mind can enter."[22]

This table compares the original English text, the Uzbek translation, and my revised version, focusing on differences in meaning and style.

English	Uzbek	My version
Blue-eyed	Ko'k ko'zli	✓
Lovely little	Chiroylik bir	Chiroyli kichkina
A new girl	Notanish bir qizga	Yangi bir qiz
Creature	Qizaloq	✓
With yellow hair	Oltindek sap-sariq	✓
Two long-tails	Ikki o'rim	Ikki uzun o'rim
White summer frock	Yozlik oq nafis ko'ylak	Yozlik oq ko'ylak
Embroidered pantalettes	Guldor ishton	✓
Fine	Ko'rkam	✓
Portly	X	Baquvvat
Middle-aged	O'rta yoshli	✓
Gentleman	Olifta kishi	Janob
Iron-gray hair	X	Kulrang sochli
Dignified	Mahobatli	✓
Lady	Xotin	Xonim
The latter's wife	Haligi oliftaning xotini	Haligi janobning turmush o'rtog'i
Balmy	Barakali	Mayin,yoqimli
Restful quiet	Uyda hukm surgan Jimjitlik	Xotirjam jimjitlik
Drowsing murmur	Allalovchi	✓
Nodding over	Mudrab o'tirar	✓
Asleep	Pinakka ketmloq	Uyquga ketgan

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[22] E. M. Forster (Aspects of the Novel, 1927)

In conclusion, the comparison between the English original and the Uzbek translation reveals key differences in meaning, stylistic choices, and cultural adaptation. While both versions convey the same basic ideas, the translation often enriches the text with additional emotional depth and local nuances. For example, the portrayal of characters and the setting is sometimes more explicit or poetic in the Uzbek version, which enhances the emotional engagement of the reader. Ultimately, these differences demonstrate how translation not only transfers words but also shapes the reader's experience through cultural and linguistic nuances.

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LANGUAGE OF SUCCESS: THE ROLE OF ENGLISH IN INTERNATIONAL BUSINESS TRANSACTIONS

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Annotation: In international business, language is not just a means of communication but a strategic resource. It can help secure a multimillion-dollar contract or, on the contrary, lead to failure. A single misinterpreted expression, inaccurate translation, or inappropriate tone can influence on partner's decisions and even damage. This article will help you understand how knowledge of business English facilities deal-making and how avoid the mistakes.

Kea words: English, business, international language, language barrier, official language, translation mistakes, cultural differences.

English as the main business language. Nowadays, English is international language and holds a very important place as the language of diplomacy, trade and

business. Even if corporations are not English natives, in 98% of cases, they uses this language for business and 90% of deals are conducted in it.

English barrier is one of the main obstacles to signing international agreements. International corporations such as Airbus, Honda, Rakuten, Nissan and etc. have made English the official language within the company.

Case: Rakuten-the company that required employees to speak English. In 2010, the Japanese company Rakuten (a kind of Amazon equivalent), introduced the "English only" requirement. Employees had two years to learn English; otherwise, they could forget about promotions. The reason? The company wanted to conquer the global market and avoid issues with translations. As a result, within five years, international revenue increased by 40%.

When language mistakes cost millions. Mistakes in business English can cause significant damage to a company's image, financial performance and relationships with partners. Incorrect translation, improper use of terms or clumsy formulations can lead to serious costs. Let's look at a few cases:

KFS: "Eat your fingers". When KFC entered to Chinese market, their slogan "Finger-licking good" was translated as "Eat your fingers". Of course, such a translation scared off customers. The company had to quickly redevelop marketing strategy, which cost tens of millions dollars.

HSBC: "Do nothing". In 2009, the international bank HSBC launched a campaign with the slogan "Assume nothing". In some countries, this phrase was translated as "Do nothing". Customer's trust was damaged and the bank had to urgently change its strategy, which cost ten million dollars.

How to avoid language failures in business. Make language easier. Hard idioms, slang and cultural references can be misunderstood. <u>Don't say:</u> "Can we strike a deal that gives us a better bang for the buck?". <u>Say:</u> "Can we discuss the pricing flexibility?".

Check the translations. Automatic translators don't always convey meaning correctly. Better use professional services or native speakers.

Consider cultural differences. In different countries the same phrase can understood differently. For example: In Japan, "Yes" can mean "I hear you", not constent. In USA the word "Interesting" can mean that they don't like the idea bur the person doesn't want to say "No".

Use diplomatic language. Diplomacy is important in business English. <u>Politely:</u> "We may need to explore other options". <u>Sharply:</u> "That's not possible".

Language manipulations in negotiations. Sometimes the negotiators consciously use language to gain advantage. Let's break down several techniques:

1. Make illusion choice. If the partner want to lower the price, you can say: "Would you prefer a discount on bulk orders or extended payment terms?". A person has to choose one option, not just claim a discount.
2. Intentional pauses. In business English, the silence is powerful tool. For example, if after the price offer to be silent 5-10 seconds, the interlocutor can himself offer a concession.
3. Questions instead of assertions. "How do you see this proposal fitting your needs?"- makes partner think. "This proposal is perfect for you"- sounds obsessive.

Influence of non-verbal communication in English. Words is not all. In international negotiations tone, gestures and even the speed can play a decisive role.

- Americans speak quickly and clearly, waiting straight answers.
- British often use irony and veiled phrases.
- Asians appreciate pauses and avoid harsh answers.

Case: Why did Amazon fail in India? Amazon used aggressive marketing in India but failed to consider that local business owners prefer personal meetings and trust over formal contracts. As a result, local company like Flipkart outperformed them.

In conclusion. Language is not just a means of communication but a crucial tool in international business. Companies with a strong business English skills secure profitable deals, avoid financial losses and operate effectively in the global market.

What should you do to avoid all kinds of mistakes?

- Learn kea business phrases.
- Considered cultural communication nuances.
- Analyze language manipulation in negotiations.

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HOW DOES ARTIFICIAL INTELLIGENCE IMPROVE LEARNING, CREATIVITY, AND CONFIDENCE IN ESP FOR DIFFERENT FIELDS

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Annotation: Artificial Intelligence (AI) has transformed English for Specific Purposes (ESP) by developing learning, creativity, and confidence across diverse fields. AI tools like ChatGPT, Grammarly, and speech assessment platforms provide personalized feedback, streamline language acquisition, and foster professional communication. While studies highlight benefits such as improved engagement and technical proficiency, challenges like over-reliance and ethical concerns persist. This paper examines AI's role in ESP, emphasizing its potential for global education, including Uzbekistan, and calls for balanced integration to maximize advantages while addressing risks.

Keywords: Artificial Intelligence, ESP, language learning, creativity, confidence, Uzbekistan, ethical considerations

Introduction

Artificial Intelligence (AI) has emerged as a transformative force in education, particularly in English for Specific Purposes (ESP), where it enhances learning, creativity, and confidence across diverse fields. By integrating AI-driven tools such as ChatGPT, Grammarly, and speech assessment platforms, educators and students can access personalized feedback, streamline language acquisition, and engage with domain-specific content. This paper explores the multifaceted role of AI in ESP, drawing on recent studies to highlight its benefits, challenges, and implications for global and Uzbek educational contexts.

Methodology

The author conducted an analysis of existing literature from open-source academic publications to investigate AI's impact on ESP. Key studies, such as those by Benabdallah (2023), Sinkus and Ozola (2024), and Shafiee Rad (2024), were reviewed to identify trends, benefits, and concerns related to AI integration in language learning. This approach ensured a comprehensive understanding of how AI tools are reshaping ESP pedagogy and student outcomes.

Results

Research conducted by Benabdallah (2023, pp.89-90) explores how artificial intelligence (AI) transforms learning and creativity and builds English for Specific

Purposes (ESP) proficiency across different academic subject areas. The research shows teachers of English for Specific Purposes overwhelmingly understand AI's importance in classroom education because 65% support its use. Educators utilize AI tools to build efficient lessons along with creating courses and conducting automatic assessments which reduces their workload. AI stimulates student creativity through its capability to give students organized diversified resources and contact with real-world professional discourse. Research conducted by Constantinou and Papadima-Sophocleous (2020) and Nickerson and Planken (2016) indicates technological integration should enable students to fulfill their linguistic and professional needs.

Artificial intelligence boosts student confidence by delivering customized learning processes with on-the-spot feedback and direct exposure to authentic professional language applications. Educational staff recognized Artificial Intelligence as a solution to create connections that merge classroom education with occupational communication standards. Research originality faces potential risks due to the combination of concerns about diminished human contact, and AI ethical issues and AI-dependent learning practices. The study indicates that AI is a beneficial tool for ESP instruction because it enables educators to optimize their teaching approaches while their students learn digital and global workplace requirements. Research shows that AI has transformative capabilities to modernize ESP education through its capacity to make students technologically proficient while boosting learner engagement thus fostering essential digital abilities.

The application of artificial intelligence (AI) substantially improves English for Specific Purposes (ESP) learning while simultaneously advancing creativity and confidence at various engineering educational levels. A study by Sinkus and Ozola (2024) demonstrates that engineering students employ AI tools at a rate of 90.5% to use ChatGPT, DeepL, and Grammarly which help them enhance their language capabilities. The learning process benefits from AI-driven applications thanks to their ability to generate feedback immediately and improve vocabulary retention while rewriting texts and creating new concepts which promotes creative skills for technical and professional communication. Students now have access to Canva.ai and Midjourney as well as other tools which help them create visually compelling content that promotes creative development. The speech assessment tool SmallTalk2me acts as an AI system that enables students to gain spoken English proficiency through its pronunciation and fluency analysis. The responsible implementation of these technologies becomes essential because their academic impact creates potential problems regarding cheating and their overdependent use raises ethical questions.

Speeko and similar AI-driven tools show marked potential to enhance English for Specific Purposes (ESP) student learning activities and creative abilities and speaking confidence across multiple academic disciplines. The feedback system of AI tools creates individualized and interactive experiences for

learners who use real-time detection of pronunciation mistakes, and grammar errors and fluency weaknesses for skill improvement according to Shafiee Rad (2024). The customized learning method shows exceptional merit to ESP learners who need specialized vocabulary and communication methods. AI applications use speech analysis to deliver precise exercises that focus on developing technical language precision among IT professionals and business communicators alongside healthcare staff. Specialized tools function as virtual coaches while providing instructor-provided templates and structured speech delivery methods which help professionals in various domains with public speaking and specialized communication tasks.

Though expertise is one benefit AI-enhanced applications deliver they also develop creativity through their interactive learning environment which provides low-risk settings for students. Language learners remain motivated through gamification features because they receive digital badges and track their progress to innovate their language skills. These applications develop a willingness to communicate (WTC) through reduced anxiety and by offering anxiety-free practice spaces. The simulation of authentic dialogues through AI-driven conversational agents develops students' practical perception of language acquisition because it creates more realistic educational experiences. Effective communication remains vital for IT professionals and telecom specialists to conduct international work.

The use of artificial intelligence in English for Specific Purposes (ESP) teaching shows promising results for improving student performance in various vocational areas. AI applications ChatGPT and Midjourney constitute important tools for developing students' creative self-efficacy and reflective thinking abilities according to Saritepeci and Yildiz Durak (2024). Research participants used AI technology to produce storytelling content which enabled them to make visual representations during testing. AI-integrated interventions in the study made significant progress regarding creative self-efficacy together with critical reflection and general reflection abilities. AI has been shown to improve creative capabilities in learners during collaborative learning processes according to research by Marrone et al. (2022) and this present investigation.

The way through which students use AI tools demonstrates its capabilities to support creativity during concept refinement. Students used ChatGPT by providing it with repeated questions to develop connected text narratives. The participants used Midjourney to create visual elements that showed the capabilities of artificial intelligence for enhancing diverse creative processes. The study detected no substantial difference between participants who used AI assistance and those in the control group regarding design thinking mindset development but the AI-generated creative possibilities demonstrate its opportunity to increase learner confidence. AI tools provide cognitive support to learners who can maintain self-directed inquiry and strengthen their critical thinking along with acquiring professional communication competencies for ESP environments. Professionals are expected to

benefit from AI integration in ESP courses because it fosters learner confidence and creativity and prepares them for employment in dynamic settings.

Artificial intelligence creates substantial learning benefits along with enhanced creativity and increased confidence in English for Specific Purposes (ESP) learning across professional fields due to its capacity to deliver immediate information access and different viewpoints and problem-solving templates. A survey conducted by Aleksandrovna (2024) revealed that students utilize AI tools regularly because more than three-quarters of respondents (47.83%) relied on them daily and one-fifth depended on them constantly proving the high level of AI adoption in academic work. AI technologies provide students with assistance in research tasks and help them organize various types of presentations spanning physics, chemistry, economics and can even generate innovative club slogan content. The large number of AI-generated perspectives allows users to explore different perspectives fully which helps them reach independent conclusions. Students mentioned experiencing unfavorable results alongside their use of AI systems mainly because they displayed reduced motivation as well as AI dependency that might reduce their ability to solve problems independently. AI tools enhance efficiency through content generation they need careful application to defend cognitive development.

Discussion

Artificial Intelligence delivers superior ESP learning because of its immediate feedback mechanism and tailored exercises and its capability to showcase authentic professional discussions. Students who use Speeko and SmallTalk2me obtain better speaking skills through voice examination capabilities whereas ChatGPT helps develop ideas and enhance technical writing. The technological developments prove highly beneficial for academic fields including engineering and IT because exact communication plays a fundamental role in these disciplines. AI implementation must be approached carefully to maintain essential human decision-making powers and independent thought because the extensive use of AI raises both philosophical and social engagement questions about its effects.

The usage of AI strengthens both creative thinking and self-assurance in ESP through evidence obtained from digital storytelling and multimodal project research. Students gain creative self-efficacy through their use of the tools Midjourney coupled with Canva.ai for producing dynamic visual content. AI serves as a solution in Uzbekistan to connect language limitations and workplace communication deficits since ESP forms an important basis for worldwide market success. Students need structured guidance and ethical frameworks to handle academic integrity challenges alongside motivation loss to sustain the advantages gained from AI integration.

Conclusion

AI holds immense potential to revolutionize ESP education by enhancing learning efficiency, creativity, and confidence across disciplines. In Uzbekistan, where English proficiency is increasingly linked to career success, AI integration can empower students and educators alike. However, responsible use and continuous evaluation are essential to mitigate risks like over-dependence and ethical concerns. By embracing AI as a complementary tool, Uzbekistan can harness its benefits to prepare learners for the demands of a globalized workforce while preserving the human elements of education.

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CHALLENGES OF TRANSLATION: COMMON NOUN DIFFICULTIES IN *THE ADVENTURES OF HUCKLEBERRY FINN* BY MARK TWAIN

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Annotation: This article discusses the translation of proper nouns between languages, focusing on examples from Mark Twain's *The Adventures of Huckleberry Finn*. A proper noun is a noun that names a person, place, organization, or thing and is always capitalized in English. Examples include names of individuals like William Shakespeare, Alisher Navoiy, and Elon Musk; cities and countries such as New York, France, and Tashkent; geographical features like the Sahara Desert and Mount Everest; organizations including Google and Harvard University; as well as book titles like *The Old Man and the Sea* and *Romeo and Juliet*. Furthermore, titles of movies and songs are considered proper nouns. Additionally, proper nouns are not used with articles like "a" and "an" unless necessary for grammatical reasons.

Keywords: *The Adventures of Huckleberry Finn*, Mark Twain, translation strategies, transliteration, cross-linguistic analysis, transcription, calque, cultural adaptation, translation of proper nouns, literary translation.

Introduction

The Adventures of Huckleberry Finn is one of the most famous novels written by American author Mark Twain. The story follows the adventures and experiences of a boy named Huckleberry Finn. At the beginning of the novel, Huck lives under the care of a widow who tries to provide him with an orderly and disciplined life. She sends him to school and teaches him proper manners. However, Huck dislikes this lifestyle because he has always wanted to live freely. Later, Huck is forced to live with his strict and alcoholic father, who does not want him to get an education. To escape from his father's cruelty, Huck runs away and hides on an island. There, he meets a Black enslaved man who has escaped from his owner in search of freedom. Huck is running away from his father, while Jim is running away from slavery. Their fates are somewhat similar because they both want to live freely, and they begin a journey together along the Mississippi River.

Throughout their journey, they face many challenges. According to his upbringing, Huck believes he should return Jim to his owner. However, as he spends more time with Jim, he starts to see him as a human being rather than just a slave. Following his conscience, Huckleberry decides to help Jim instead. This highlights the novel's principal message about humanity and moral values. During their

adventure, Huck and Jim encounter con artists, criminals, and morally corrupt individuals who are respected members of society. As the journey continues, Huck begins to understand the injustice of the slavery system. By the end of the novel, Jim gains his freedom, and Huck sets off to find his own path in life. The novel shows how society often values dishonest and immoral people while treating good people unfairly. Through this story, readers learn about the importance of human dignity, the right of every person to live freely, and the injustice of systems like slavery. The novel teaches us not to judge people based on their position or social status but rather on their character and actions.

Translating Proper Nouns

Translating proper nouns from English to Uzbek requires careful consideration of linguistic and cultural nuances to ensure accuracy and respect for both languages. The following examples present a selection of proper nouns alongside their Uzbek translations, illustrating various translation techniques such as transliteration, transcription, and calque.

Example 1

English: "And next time Jim told it, he said they rode him down to New Orleans." (Page 6)

Uzbek: "Keyingi kuni Jim ular bilan birga Yangi Orleangacha uchib borgani haqida hikoya qilibdi." (Page 413)

Note: In this sentence, we have two proper nouns. The first one is *Jim*. The use of "Djim" in the Uzbek translation is likely due to the text being translated from Russian, where "Jim" is written as "Джим". This resulted in an incorrect transliteration into Uzbek. The correct transliteration should be "Jim" because the Uzbek language doesn't require "Dj" to represent the "J" sound. The next proper noun is *New Orleans*, which is a combination of transliteration and calque. "New" is translated into Uzbek as "Yangi," which is a calque as it is a direct translation of the English word into Uzbek. "Orleans" is transliterated as "Orlean," as the phonetic structure is maintained but adapted to Uzbek.

Example 2

English: "Ben Rogers said he couldn't get out much, only Sundays, and so he wanted to begin next Sunday; but all the boys said it would be wicked to do it on Sunday, and that settled the thing." (Page 10)

Uzbek: "Ben Rodjers tez-tez uyidan ketib qola olmasligini aytdi. Faqat yakshanba kuni chiqa olishi mumkin ekan. 'Kelgusi yakshanbadan boshlashni iloji yoʻqmi?' deb soʻradi. Lekin hamma bolalar yakshanba kuni oʻgʻirlik qilish va odam oʻldirish

gunohligini ta'kidlashdi. Shunday ekan, bu haqda gap bo'lishi mumkin emas ekan." (Page 417)

Note: In this example, *Ben Rogers* is the proper noun. Here, the name has also been translated from Russian as *Ben Rodjers*. The translator wrongly used Russian phonetic rules, where *Rogers* is written as "Роджерс" while transliterating into Uzbek. It should be "Rojers."

Summary of Proper Noun Translations

A comparison of original English proper nouns, existing Uzbek translations, and corrected Uzbek versions is presented below:

English Proper noun	Uzbek Translation	My version
Jim	Djim	Jim
Tom Sawyer	Tom Soyer	√
Widow Douglas	Beva Duglas	√
Hucklberry	Geklberri	Haklberri
Mary	Meri	√
Aunt Polly	Polli xola	√
Judge Thatcher	Sudya Tetcher	√
Moses	Beva Moisey	Beva Moses
Miss Watson	Miss Uotson	Miss Vatson
Ben Rogers	Ben Rodjers	Ben Rojers
Huck Finn	Gek Finn	Hak Finn
Buck	Bak	√
Sarah Marry Williams	Sara Meri Uilyams	Sara Meri Villiams
Jo Harper	Djo Garper	Jo Xarper
Jack Robinson	Djek Robinson	Jek Robinson
Uncle Silas	Saylas amaki	Sayls amaki
Missouri side	Missuriysk tarmog'i	√
Emmeline Grangerford	Emmelina Grendjeford	Emmelina Grenjerford
George Peters	Djorj Piters	Jorj Piters
Juliet	Djuletta	Juletta
George Elexander	Djorj	Jorj
Romeo	Romeo	Romeo
Mister George	Mister Djorj	Mister Jorj
Sawberry Hegan	Souberri Xegan	√
Hank	Xenk	Henk
Joe	Djo	Jo
Andy	Endi	√
Susan	Syuzanna	√
Edmund Kean the elder	Katta Edmund Kind	Katta Edmand Kin

Arkansaw village	Arkanzas qishlog'i	√
Mr. Kean	Mister Kin	√
Archibald Nichols	Archibald Nikols	√
Aunt Sally	Salli hola	√
Whitechapel	Uaytchepel	Vaytchepel
Edward Second	Eduard ikkinchi	√
Richard Third	Richard III	√
Hamlet	Gamlet	Hamlet
Phelp	Felp	√
Cincinnati	Sinsinnati	√
In their thrilling Tragedy of The King's Cameleopard	Qiziqarli "QIROL JIRAFI" tragediyasi	√
Don Quixote	Don Kixot	√
Hobson	Gobson	Hobson
George Jackson	Djorj Djekson	Jorj Jekson
Louisiville	Luisvill	√
Abner Shackleford	Ebner Sheklford	√
Jake Pakkard	Djeyk Pokkard	Jeyk Pokard
Wellington	Villington	√
Ben Rucker	Ben Rekekr	Ben Reker
George	Djorj	Jorj
Mary Jane	Meri Jeyn	√
Ryo Janeero	Riode Janeyro	√
Buck Harkness	Bak Harness	√
Joanna	Joanna	√
Mary Jane Wilks	Mery Jeyn Uilks	Meri Jeyn Vilks
Uncle William	Uilyam amaki	Villiyam amaki

Conclusion

This study analyzed the mistranslation of proper nouns during the translation process. When translating English into Uzbek, translators should avoid over-reliance on Russian phonetics, which often leads to inaccuracies. Translating English proper nouns into Uzbek has been influenced by Russian phonetics, leading to errors, especially with sounds like "dj" and "g." Proper transliteration from English directly into Uzbek, rather than through Russian phonetics, will preserve accurate pronunciation and meaning.

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AI AND ENGLISH FOR ACADEMIC PURPOSES: HOW TECHNOLOGY IS RESHAPING EDUCATION

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Key Words: Artificial Intelligence (AI), English for Academic Purposes (EAP), AI in education, AI-powered tools, Machine Learning (ML), Natural Language Processing (NLP), exaggerated.

Introduction:

Today, due to the high demand for English, the number of people who communicate in this language worldwide is much higher than in any other foreign language. Its influence has spread across all fields, especially in academics. In higher education, **English for Academic Purposes (EAP)** plays a crucial role in helping students develop the necessary language skills for success in universities and research institutions.

With the rapid advancement of technology, **Artificial Intelligence (AI)** has impacted various fields, including education. AI-powered tools provide students with numerous benefits, such as assisting in writing research papers, improving pronunciation, offering real-time translations, and enhancing critical thinking skills.

This article shows the role of artificial intelligence in EAP education, its benefits, challenges, and future impact on English language teaching.

Understanding AI: Definition and Brief History

Before we move on to the benefits and drawbacks of Artificial Intelligence we need to understand AI itself. From a human's eye view, AI gives computer programs the capability of thinking and process of learning by itself. It is a digital version of human intelligence into machines doing things that we would rely on regular people. If we look at the history of AI it started as an idea in the 1950s

when Alan Turing suggested that machines could think like humans. In 1956, scientists officially named it Artificial Intelligence (AI) at the Dartmouth Conference. Early AI programs could play chess and solve math problems, but they were very basic. By the 1990s, AI shifted from just following programmed rules to learning from data (machine learning). This led to big breakthroughs, like speech recognition and self-learning systems. In 1997, IBM's **Deep Blue** defeated chess champion Garry Kasparov, proving AI's potential. With more data and better computers, AI has grown faster than ever. Deep learning and natural language processing allow AI to recognize speech, understand text, and even create human-like conversations. Today, we use AI daily in virtual assistants *(Siri, Alexa)*, self-driving cars, healthcare, and finance.

Advantages and Disadvantages of using AI

The human brain's ability to process information is incredibly complex. For example, a single tiny cell in the human eye can solve complex mathematical problems in just 10 milliseconds, while even a supercomputer would take minutes to do the same task. AI brings many advantages, particularly in Machine Learning (ML). Some benefits include problem-solving, expert systems, natural language processing, cognitive modeling, strategic games, visual data analysis, and robotics. These capabilities allow AI to enhance various industries, making tasks more efficient and automated. Now, let's look at the benefits of AI and how it may continue to evolve.

1. Personalized Learning

One of the common benefits of AI is that it can create a unique learning experience for each student. Instead of a "one-size-fits-all" teaching method, AI adjusts lessons based on what a student is good at, struggles with, and how fast they learn. If a student finds a topic hard, AI can slow down and give simpler explanations. When students learn fast, AI gives advanced lessons to keep their engagement.

Example:

A good example of AI-powered personalized learning is **Khan Academy**. When a student works on math problems, the AI pays attention to their answers. If they're having trouble with something like fractions, it offers simpler problems and extra explanations to help them understand. But if they're doing well, it challenges them with more advanced topics. This way, every student gets a learning experience that's tailored to their needs, making sure they move at the right pace for them.

2. 24 / 7 availability:

Research suggests that most people are only highly productive for about 3 to 4 hours a day and need breaks to maintain a healthy work-life balance. On the other hand, AI can function continuously without rest. It processes information at high speed, manages multiple tasks simultaneously with accuracy, and efficiently handles repetitive work using algorithms.

Example:

A prime example of AI's availability is **ChatGPT** itself. Unlike humans, who need rest, ChatGPT is available 24/7 to assist with a wide range of tasks—whether it's answering questions, helping with writing, explaining concepts, or even brainstorming ideas. It can manage several chats simultaneously and works nonstop without breaks. This makes ChatGPT a useful operational system for students, professionals, and businesses that need quick and efficient support at any time of the day.

3. New Inventions

AI is making a huge impact across almost every field, helping people tackle difficult challenges. For example, recent breakthroughs in AI technology have allowed doctors to detect cancer much earlier, making diagnosis and treatment more effective.

For example:

Another exciting invention is **driverless cars**, which use cameras, sensors, and smart algorithms to drive without human control. These self-driving cars could make roads safer, reduce accidents, and help people with limited mobility. Major companies like **Tesla, Waymo (Google), Cruise (GM), and BYD** are leading the way in developing this technology, aiming to transform transportation.

4. Fast decision–making

A major benefit of AI is how quickly it can make decisions. By automating tasks and analyzing data in real time, AI helps businesses and organizations make smarter choices faster. This is especially important in critical situations, where quick and accurate decisions can prevent costly mistakes or even save lives.

Example:

A real-life example of AI enabling faster decision-making is AI in stock market trading. AI is transforming stock market trading by making faster and more accurate investment decisions. Financial institutions like *Goldman Sachs, JPMorgan, and Morgan Stanley* rely on AI algorithms, to quickly analyze market data, make fast trades, and increase profits. This

shows how AI speeds up decision-making in fast-paced industries like finance.

Disadvantages of AI:

AI can make incredible advancements, but it also raises ethical concerns. Some experts even warn about its potential risks. As **Sam Altman** said, "*AI will probably most likely lead to the end of the world, but in the meantime, there'll be great companies*." While this statement is exaggerated, it reflects real concerns about AI's long-term impact on society.

1. AI's Lack of Creativity and Original Thinking

One major drawback of AI is it can lack true creative thinking. AI learns from what already exists, but it can't invent anything original. A good example is **Quillbot**, a bot that writes earnings reports for **Forbes**. It can write articles using databases, but its work lacks the creativity and human touch you'll find in Forbes articles.

2. It makes humans lazy

AI apps take over tedious tasks, leaving you a lot of free time. Since we do not need to remember much or solve hard problems at work, we use our brains less. This laziness of AI can cause several problems for future generations.

3. No improvement

AI isn't smart like humans — it can't think for itself. It is really good at two things: remembering huge amounts of information and doing exactly what it's programmed to do. But ask it to handle something new or unexpected? It often fails completely or gives nonsense answers. That's why we still can't rely on it for everything.

Based on the good and bad sides of AI discussed above, it's clear that AI brings numerous opportunities for students in education. It helps them improve essential skills like writing, reading, speaking, and research. Moreover, AI enables students to engage in meaningful discussions on complex topics, allowing them to express their thoughts more clearly and confidently.

AI tools to support Academic Writing

AI can be a useful translation tool for non-native speakers, but it still makes mistakes in certain contexts, idioms, or academic sentences. As **Sam**

Altman stated, "*People appreciate when you make an effort to speak their language*." While AI-powered translators can assist learners, true language mastery comes from active engagement and human interaction. Speaking to languages, the Writing section is both crucial and challenging. Many students face difficulties with grammar rules, vocabulary, sentence structure, and applying them effectively. However, AI helps students move from passive to active learning by offering different techniques for memorizing words and reinforcing grammar concepts through interactive educational games. This makes the learning process more engaging and efficient. A prime example of this is Grammarly and Quillbot. These tools help students write better by correcting grammar, suggesting better words, and improving clarity.

As we can see, AI offers many superiorities. As mentioned earlier, it helps students better understand lessons and correct their mistakes. However, there is an important question: *Can AI replaces teachers now or in the coming future?*

The answer is definitely no. While AI provides useful services and assists people with daily tasks, it cannot fully take over the role of a teacher in learning English.

For example, AI can be a useful translation tool for non-native speakers, but it still makes mistakes in certain contexts, idioms, or academic sentences.

Rather than replacing teachers, AI should be seen as a supportive tool that enhances the learning process, making EAP education more interactive and effective.

Conclusion:

AI plays a crucial role in helping students learn English for Academic Purposes. It offers many benefits to students, including one-by-one tutoring (individual), academic writing style, and access at any time of the day. This allows for a smoother and more effective learning journey. However, on the other side of the coin, AI has its limitations. It is far from the creativity, emotional feelings, and ethical concerns of humans. Although AI can provide several teaching methods, it cannot completely replace teachers. Instead, many teachers should integrate AI tools to make their lessons more engaging and help students learn more effectively.

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TECHNOLOGICAL INNOVATIONS AND AI IN LANGUAGE LEARNING AND COMMUNICATION

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Annotation: This paper systematically evaluates AI-powered language learning tools, identifying their adaptive capabilities alongside critical challenges in data privacy and pedagogical structure. While existing research papers have focused on specific works, this paper focuses on how AI has changed language learning and communication in general and highlights the strengths and weaknesses of this. Through comparative analysis of ChatGPT, Duolingo, and Grammarly, the study highlights trade-offs between technological innovation and educational reliability in SLA (Second Language Acquisition) environments.

Key words: AI-powered language learning, ChatGPT, Duolingo, Grammarly, adaptive learning, automated feedback, language acquisition, educational technology, data privacy, human-AI interaction, personalized learning, SLA, grammar correction, language tools, digital education.

Introduction

In the era of information technology, artificial intelligence has greatly influenced foreign language learning and communication. Although traditional teaching methods are still relevant, innovations related to artificial intelligence are gaining popularity. For example, Speak has spent as much as $15.8 billion on developing artificial intelligence (Aiello, 2024). People learning a foreign language can find a learning and communication method that suits their needs through automated translators, chatbots, and language learning applications with AI-generated tasks. For instance, ChatGPT and Google Translate provide many opportunities for language learning, such as personalized attention and vocabulary improvement (Shevchenko and Ogurtsova, 2023).

The integration of AI for Special Purposes (ESP) and Academic Purposes (EAP) has led to improvements in grammar comprehension, learning structure, and vocabulary. Xatamova and Ashurov (2024) note positive changes after integrating AI in language learning especially for lawyers. Despite this, AI has a number of drawbacks, such as lack of live interaction, dependence on technology, and privacy concerns. Makhamadkhodjaev (2024) mentions the disadvantages of AI related to language learning

The aim of this paper is to analyze the advantages and disadvantages of innovation and integration of AI in language learning and communication. Also, a review of AI based tools and applications, their impact on ESP and EAP, also based on the studied limitations, this study will conclude on the future development of AI in language learning and communication.

Literature Review

1.AI language learning assistance

AI helps with grammar, vocabulary, and individualized attention to each student. In their study, Zhang, Zhu, and Zhang (2024) examine ChatGPT to test essays , to develop students' language learning and note the positive aspects after introducing AI in foreign language teaching. AI can help with individualized approach for each student which can help in developing skills in a foreign language(Evenddy, 2024). Soegiyarto, Putri, and Saputra (2022) examined the progress of students in their paper and highlighted their progress in grammar and vocabulary increase. Park (2019) looks at AI-assisted grammar assistance and concludes by writing that it helps students with English if it is not their first language.

AI also helps with conversational practice. Wang, Qi and Liu (2023) looked at social media using AI and highlighted positive aspects in improving people's communication and conversational abilities. Yang, Li, and Li (2024) note the development of oral language when students use AI and note improvements in communication abilities with AI tools.

Nowadays, automatic translation instruments, for instance, Google Translate, DeepL, make it easier to understand complex texts. Students note positive aspects in translators such as , DeepL and Google Transalte. From analyzing the results of the student survey, it can be concluded that DeepL is more suitable for academic purposes and helps to translate a thought more accurately(Bunga and Katemba, 2024). DeepL uses different translation styles depending on the requirements and also offers AI as a tool. DeepL is often used for professional book translation, built-in AI helps to automate many processes and analyzes the text unlike previous translation methods (Bin Saran,2022).

Summarizing the information found, AI plays an important role for language learning and communication as it provides useful tools for translation and improving grammar and vocabulary skills.

2.Popular AI tools for learning English

In this study, a number of AI tools for language and communication learning were analyzed. In this study, I chose three main AI applications to consider as auxiliary tools for language learning, they are ChatGPT, Duoling and Grammarly. In selecting them I took into account several factors, first of all market dominance, as according to Forbes (2024) they are among the top five most popular AI tools. The second factor is the variety of functions in each of the tools. It is also important to note the contrasting functions and methods (ChatGPT for dialog, Duolingo for vocabulary, Grammarly for writing), which allows you to learn the language more thoroughly. Both popular applications for general use and professional platforms for interpreters for academic purposes have been analyzed below.

ChatGPT (OpenAI)

ChatGPT is an artificial intelligence model that can answer questions and is also used for language learning and communication. ChatGPT is capable of simulating spoken English, creating grammar quizzes, increasing vocabulary and correcting mistakes with detailed explanations(Huang, Hew and Fryer, 2023). The MDPI article says that ChatGPT has a positive effect on students' motivation to learn a language. The authors note that ChatGPT provides personalized feedback, which is especially valuable for self-paced work (Huang et al., 2023). A study on how ChatGPT affects language learning was published in the journal "Smart Learning Environments" where the authors concluded that AI has a positive aspect on writing skills and can be used as a useful tool in language learning. In the article 'Comparative Analysis: ChatGPT vs. Traditional Teaching Methods' (Kohnke et al., 2023) highlighted a number of advantages such as the flexibility of the AI tool, as well as its accessibility and convenience for students. This AI tool is helpful to practice the language and is very popular with over 200 million people using it weekly (Forbes Ukraine, 2024).

After analyzing these sources, it is concluded that ChatGPT helps students with a personalized approach to language learning. This conclusion was made after studying factors such as accessibility and popularity, this AI tool is partially free and also provides an opportunity for self-learning.

Grammarly

Grammarly is an AI assistant that edits grammatical errors helps on language stylistics and helps in increasing vocabulary. Grammarly provides an explanation of corrected errors which is an important factor for people who want to learn the language (Grammarly, 2023). Grammarly has been cited in a number of studies that note positive aspects in students' writing and in improving grammar. A study published in the Journal of English for Academic Purposes found that students who use Grammarly significantly limit their grammatical accuracy and confidence when writing. (Lee & Hegelheimer, 2021). By analyzing the research one can note a number of factors such as identification of plagiarism in papers, improvement in stylistics and grammar (Grammarly Research, 2022). Despite the fact that this tool is used by more than 30 million people (Grammarly Statistics, 2024), there is a possibility of dependence on this application and as a recommendation we can suggest to leave some of the traditional methods of language learning (Chen & Cheng, 2023).

Based on the sources above, Grammarly is an auxiliary tool for improving students' grammar and helps in the production of grammatical text. This app does not address speaking skills but is useful for written work as this part is an important factor for language learning

Duolingo

Duolingo excels in beginner-level vocabulary acquisition but struggles to develop advanced proficiency, particularly in spoken production. Duolingo is a language learning platform that incorporates a game-based learning format and AI. AI creates a personalized approach for language learning. The app is useful for beginners as it includes both vocabulary and grammar (Duolingo, 2023).Also, Duolingo has a number of positive aspects such as accessibility, approach to learning with structure. Duolingo automatically adjusts to each user's language level (Duolingo Research, 2023), Uses spaced repetition to memorize words (Smith & Vetter, 2022), game elements (daily streaks, rewards) increase regularity (Lee & Warschauer, 2021), the average usage time is 15 minutes per day, which is convenient for busy people (García & Silva, 2022). Although it is important to note the disadvantage is that 72% of users cannot speak confidently after a year of instruction (Brown & Miller, 2023).

Duolingo is characterized by its game formats and ease in maintaining the result, so that the user can easily start learning the basic sentences, which is good for

beginners. Nevertheless, this application has limitations in speech acquisition and this AI tool works as a supplement to the old learning methodology.

AI Tool	Key Features	Benefits	Limitations
ChatGPT	- AI model for answering questions- Used for language learning and communication- Simulates spoken English- Creates grammar quizzes- Increases vocabulary- Corrects mistakes with explanations (Huang, Hew & Fryer, 2023)	- Positive effect on motivation to learn a language (Huang et al., 2023)- Provides personalized feedback- Useful for self-paced work- Flexible, accessible, convenient (Kohnke et al., 2023)	- May not address speaking skills fully- Requires internet connection- Not as structured as traditional methods
Grammarly	- AI assistant for grammatical corrections- Helps with stylistics- Increases vocabulary- Provides explanations of corrections (Grammarly, 2023)	- Improves writing skills- Significantly improves grammatical accuracy and confidence (Lee & Hegelheimer, 2021)- Identifies plagiarism (Grammarly Research, 2022)	- Focuses on written work only- May lead to dependency (Chen & Cheng, 2023)- Doesn't address speaking skills
Duolingo	- Game-based language learning- AI creates personalized approach- Focus on vocabulary and grammar (Duolingo, 2023)	- Good for beginners- Adjusts to user's level (Duolingo Research, 2023)- Uses spaced repetition (Smith & Vetter, 2022)- Engaging with rewards and streaks (Lee & Warschauer, 2021)	- Struggles with advanced proficiency- 72% of users can't speak confidently after a year (Brown & Miller, 2023)

3.Challenges and limitations of AI in language learning

In addition to the advantages of artificial intelligence (ChatGPT, Grammarly, Duolingo), a number of drawbacks have also been analyzed, such as the accessibility of some applications, errors in the accuracy of explanations and the security of personal data.The first factor is the lack of live human interaction and problems with accuracy.AI is not able to replace the human factor and aspects such as culturally for example: gestures , collocations , idioms(Alharbi, 2024) and also it will not replace the emotional coloring of words(Kohnke et al., 2023)."AI-generated explanations are less effective at understanding complex errors compared to human explanations" (Zhang et al., 2024, p. 5).AI takes everything literally and often fails to convey the prenatural meanings of word combinations(Mohamed, 2024). It's also important to note some of the incorrect explanations(Lee, 2023). With the advent of AI, there are AI detectors that often mark non-carriers' texts as generated(Liang et al., 2023). It is also important to note privacy issues and accessibility limitations.There may be risks of leakage of user's personal data (Wang et al., 2023). It is also important to add to the limitations the cost of AI products and the lack of availability of digital tools for many users.

Premium features (Grammarly Advanced, Duolingo Max) can only be afforded (Smith, 2023). Not everyone has stable internet and devices (Johnson, 2022).

Methodology

Data was collected from secondary sources, the articles examined the impact of AI on language learning and communication, and ophial stylistics was also examined. From these resources, a comprehensive understanding of AI tools, both their strengths and limitations, was derived.

Research Contributions

This study plays an important role for the advancement of AI tools as it provides a detailed comparative analysis with all the pros and cons and limitations. This study also provides an insight into how AI tools affect the educational process of language learning. The results provide a more personalized approach to language learning and understanding

Recommendations

Recommendations based on this training include integrating AI tools into language learning through grammar, vocabulary and writing, as well as emphasizing traditional conversational practice.

Conclusion

The analysis of AI tools for learning languages (ChatGPT, Duolingo, Grammarly) can say that these AI tools have a number of advantages such as adaptability, structure and accessibility, despite shortcomings in understanding some linguistic aspects and privacy.

In general, AI tools for language teaching complement traditional teaching methods, offering new opportunities. However, limitations can also have a negative impact.

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TECHNOLOGICAL INNOVATIONS AND AI IN LANGUAGE LEARNING AND COMMUNICATION

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Annotation: When we talk about modern classes and teaching, we cannot imagine it without Ai powered tools. They have already become an essential part of our modern world. It is becoming more and more popular to use Ai tools in ay sphere including teaching and learning sphere as it provides tons of benefits such as saving our time, creating something in a more creative way, completing tasks and assignments in a seconds and even get a real time feedback. The article considers the positive sides of using innovations in an educational sphere.

Key words*:* AI, education, AI-powered tools, challenges, benefits, feedback, learning languages, simulation.

INTRODUCTION

Nowadays we can witness that most of students and teachers use innovations, AI-tools in almost each situation and they obviously become the part of everyone's daily routine. The students use online platforms for far more purposes rather than teachers. For instance the apps are used by students for doing assignments, learning new languages, making international friends, checking their projects with instant feedback, gather more ideas and information about specific topic and etc. whereas the teachers can use them for organizing creative and effective lesson plan by avoiding the traditional method of teaching. Thus, if innovations and AI-platforms are used in a right way, they are a powerful tool for everyone.

AI IN LEARNING

Ai isn't our dream anymore, it isn't a thing that is beyond our dreams and thought. It exists, it is with us and we can always use ai tools in any situation. If we talk about the impact of ai in education system, ai powered tools are both used in teaching and learning as well. Teachers use them in order to conduct their lesson in an effective and enjoyable way, whilst they are used by students to complete their assignments on time with feedback and etc (M.Miller).

Ai powered tools support learners and professors in many ways. If we turn out attention to benefits of it, we can see how influential and effective ai is for us.

Firstly, ai is a key of future education and modern classrooms. Via augmented reality and virtual reality, with the help of special equipments (glasses), students can explore some kind of places, historic monuments and etc by staying at class. This is called augmented reality, when ai powered tools show the image of a

particular place in the real time, whilst virtual reality it is when because of simulation the students think that they are in for example ancient Greece and start exploring those times. Virtual reality is far better than augmented one, as simulation allows students not only become part of something, but also feel that place, the students can even participate in operations via wearing special glasses, or they can explore caves, oceans and so on.

The next benefit can be automated grading and feedback. This means that students can send their works, assignments to special sites, and ai will check them all at once students send them. After checking, the students are given real time feedback for their work, so they work on their mistakes, weaknesses and improve their skills. This method of using ai is really good for language learners as they can send even their speaking tasks to special online platforms. And ai will check even their pronunciation as well.

Moreover, in terms of data-driven insights in teaching with ai plays crucial role in improving teaching process. Most of teachers for example conduct their lessons by creating online games in special platforms. This kind of games can rate the students' progress and show their weak sides. After getting the information about the students' progress, participation in classes, their weak or strong sides, the teacher will be able to give them extra materials for improving their mistakes. Furthemore, this kind of method provides parents with an opportunity to control their children and their progress at school. By controlling the students' participation like this, the teachers can work effectively and conduct their lessons without any problem and the parents will be always aware of their children's education.

CONCLUSION

Artificial intelligence is making big changes in a lot of spheres nowadays, starting with education till medicine. By making learning more accessible from different parts of the world, personalized, efficient, it gains more and more poverty and usage among students and teachers as well. If ai allows students to check their tasks and get feedback, the teachers may use it for checking homework and save up their time. The ai generated tools are helpful only if they are used by not only students, but also by everyone in a right way. Because ai is not perfect, someone for example can hack your account in get your personal information, or others may find wrong info on specific topic and so on. These and other concerns should be always taken into account before using them so the students can use them in a proper way.

We must also admit that ai is evolving and if now we still keep having lessons in a traditional way by just reading and memorizing, the tomorrow's classes won't be like this at all. Everything, including teaching methods, lesson structures and etc will be changed dramatically because of evolution of ai powered tools. That's why, if we want to study in modern classrooms, have lessons through the usega of

innovations, we should start working on ourselves, trying to use the ai only in a proper way and then we can create our own modern technology classrooms.

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ESP AND EAP FOR FUTURE EDUCATORS: PREPARING FOR INTERNATIONAL TEACHING ENVIRONMENTS

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Annotation: There is no doubt that in an improving world, requirements for future teachers are also becoming modified. It now asks for ESP (*English for Specific Purposes*), EAP (*English for Academic Purposes*) in order for students to understand the importance as well as the weight of their profession. If they want to be a remarkable tutor, they need to study hard, put in as much effort as they can, and as mentioned, comprehend the gravity of being an educator. This paper will give a quick explanation of ESP and EAP, discuss the importance of these in international teaching environments and talk briefly about globalization's impact on this area.

Keywords: *ESP, EAP, International Teaching Environments, hard working.*

Introduction

ESP or EAP - which one of these two is more important? Actually, there is no proof that individuals need to choose one of them. However, exploring both EAP and ESP can indeed help people, who want to become an outstanding teacher.

ESP – what is this and is its goal just to learn English in a broad sense?

First of all, ESP means English for Specific Purpose and moreover, it is usually used and learned for "specific areas" (media, business, chemists, educationalist and so on).

For example, if a student's direction is History, then he or she needs to study ESP. One of the reasons can be that there, a learner studies a certain vocabulary, as most people know: topic-based or context-related terms, like: *Social Structure, Antiquity, Historiography, BCE, CE* and other similar items.
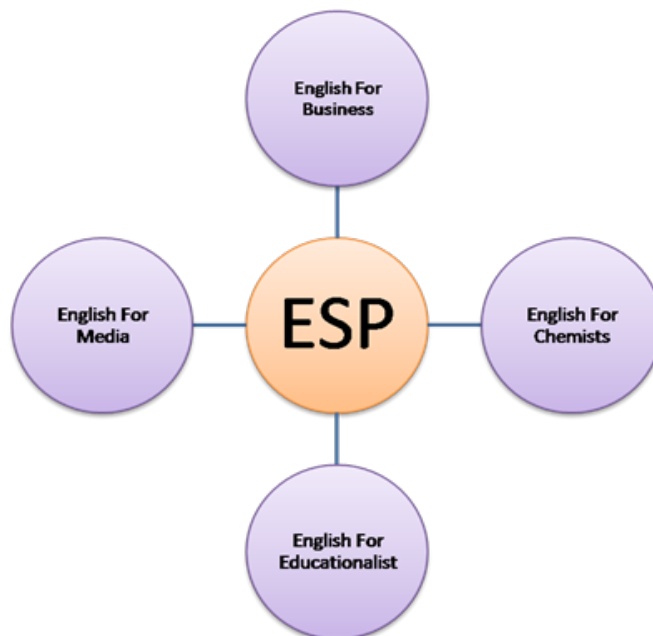
"The basic idea behind ESP is that learners' needs differ enormously according to future academic or occupational goals, and this is why ESP has become so influential in universities around the world in recent years…", writes Hyland, K. (2022, p.1). By this, he means who they are going to become in the future makes learners distinct from each other, since their paths of future career are also different.

What is EAP itself?

Journal of English for Academic Purposes (2021) writes that the term EAP (English for Academic Purposes) first invented by Tim Johns in 1974, and described by Hyland, K., Jiang, F. K. (2018) as:

"An approach to language education based on identifying the specific language features, discourse practices, and communicative skills of target academic groups, and which recognizes the subject-matter needs and expertise of learners (2018, pp. 383–384) …".

To put it in other words, this approach helps students to understand their knowledge and abilities in General English Language Skills (Listening, Speaking, Reading and Writing) and specific knowledge, as well as the skills in learners` study field.
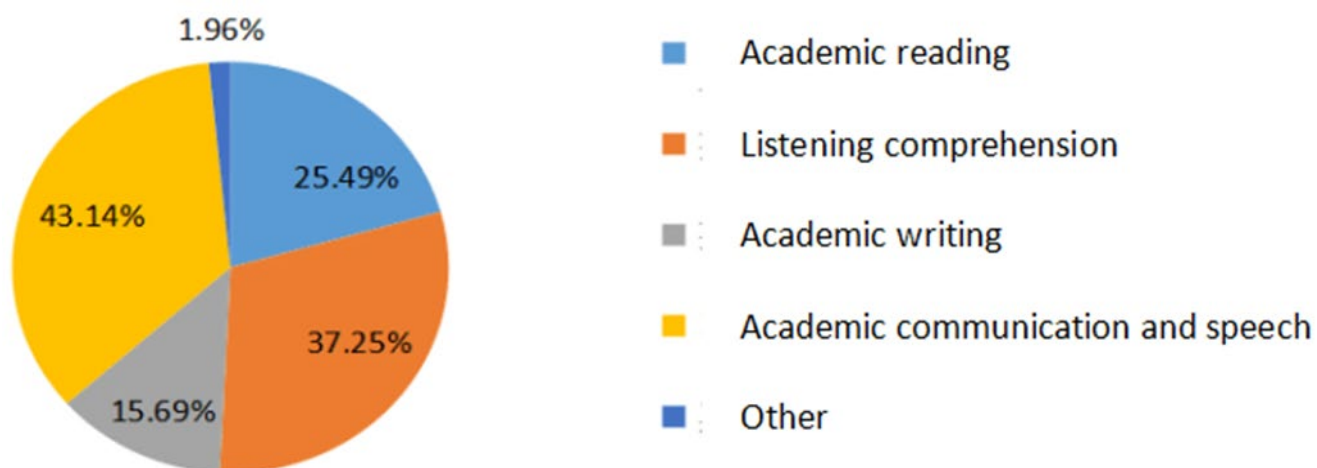
Here, it can be seen that mostly, students choose EAP for Academic Communication and Speech, Listening comprehension and Academic Reading, rather than writing or other considerations.

Why do future teachers need to study these?

With the help of the quote by Christina McAuliffe (an American teacher and Woman-astronaut): "I touch the future, I teach.", it is easy to see that being a teacher can actually affect the future of not only children, but the whole country as well. They play an important role in shaping the future. In some cases, the future can actually depend on teachers. If so, individuals who want to become a teacher must understand and accept this job`s gravity, then they can decide whether being a teacher is for them or should they choose another path.

After all, becoming an outstanding teacher does require a lot of hard work and discipline. Only if they are ready to understand this concept, are they welcome to be an educator.

Help of EAP and ESP for them

*EAP (English for Academic Purpose) most importantly provides future educators with improved academic language skills. Another reason is that in the classroom, there probably will be learners with different cultures. If a teacher has studied EAP, he or she hopefully will not have

misunderstandings with their students. Because, they know what to expect from different cultures and countries.

Damian F., Tracey C., Parvaneh T. (2022) mentioned that the last few years have significantly modified the ways in which English for Academic Purposes (EAP) is marked and positioned within higher education institutions in the U.K. (Hyland, 2018).

* ESP (English for Specific Purpose)- if a person wants to become a tutor of a particular area, like physics, they will need a bunch of vocabulary which is related to his or her way.

*"Globalization and international development in language education have inspired a shift from the learning of traditional College English to English for Specific Purposes (ESP)", suggested Frontiers in Psychology, AQ Dou, SH Chan, MT Win (2023, p.1).

This means, since the world is changing and improving, requirements for future teachers are also becoming different, more effort-needing.

It is all achievable; just a bit more effort should be put in!

As mentioned earlier, becoming a good teacher is not an easy work: hardworking, studying very deeply, understanding this profession's strength and weight. To achieve it all, ESP and EAP do play a big role. With the help of these two, a student can be a good tutor. That is why ESP and EAP are now being requested from future young educators.

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LINGUISTIC CHALLENGES IN SPECIALIZED TRANSLATION AND TERMINOLOGY: THE CHALLENGES OF TRANSLATION OF MEDICAL TERMS

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Annotation: There are some linguistic challenges some translators and interpreters might have within translation and interpretation of medical terms as Greek and Latin languages are normally used in the medical sphere. In the article some translation methods are investigated and suggested to translators developing in interpretation medical texts.

Key words: medical terminology, translation method, medical terms, medical abbreviations, Greek, Latin, 'false friends'.

Medical terminology is defined to have the international character and contain a great deal of terms depending on the medical areas they are used such as anatomical, histological and clinical.

Simultaneously, according to Guba (2019), medical terminology is peculiar with the use of terms of Greek and Latin origin and also the presence of synonyms which might be translated incorrectly. And there are also such terms the meaning of which is possible to translate only taking into consideration contextual information. Another challenge might be revealed with the help of differences of English and Latin terms with the use of Greek words correspondingly. E.g. is kidney (English) – ren (Latin) – nephros (Greek).

Medical texts own the diversity of abbreviations and special terms, technical instructions to medical equipment which makes translators have not only medical knowledge but also be aware in technical sphere.

Knowing about the fact that Greek and Latin words are used in medical terminology, it should be essential to know about existence of 'false friends'. They might be called the main challenge of translation as two words in two languages can have the same pronunciation and writing, but different meaning. For example, the word 'symptomatic' has both the direct meaning and the meaning of 'clinical'. However, 'symptomatic therapy' has only the direct translation. (Guba, 2019)

'False friends' might not only change the meaning, but also confuse the translator. For instance, the disease 'mucoviscidosis' in some sources might be

presented as 'cystic fibrosis' which in its turn is another illness. In such cases, it is necessary for translators to check whether such a term exists and whether it is translated correctly. It should be remembered by translators that words can change their meaning depending on the sphere of use or even have the traits of professionalisms. If there is a case, translators can make additions, deletions and descriptions for such terms.

Distinguishing dictionary coincidences is the most common translating type of terms. The constant accordance is the most persistent method of translation of units of original language. It is used in all or almost in all cases. Equivalent language units are known as the language units whose content does not depend on the contextual information. As an equivalent language unit, the word does not require to search for analogues or synonyms and can be translated transferring the fullest accuracy in translation.

According to Komissarov (2013) the constant accordance can be noticed among professionalisms, people's names, toponyms, and some phrases and expressions which are used in daily speech. For example, California, San Francisco, Neuropsychiatrist, medical history, lab test, symptom, coronary arteries.

Another method of translation is transcription. It is the type of translation at which the sound form of English words is transited with the letters of the translated language. For example, the word 'dentrit' has the same pronunciation in Russian as well. However, with the difference in sounding and pronunciation of some letters in Russian and English, transcription is used not so often and as usual, might have differences in pronunciation.

Transliteration is also one of the common methods of translation in medical sphere. It proposes to transmit the word by letters from the original language into translated one. For example, the word 'organ' in transmitted into Russian with the same letters but pronunciation.

Calque translation is another method of translation; the translation is realized via replacement the original language unit with its lexical accordance in translated language. Calque translation might help to create a new language unit which copies the structure of original language unit in details. Therefore, literal translation is fulfilled with the help of searching and applying the first equivalent word in the dictionary. As usual, calque translation is used when derivatives, compound words are needed to be translated. For example, such expressions as 'molecular level' or 'lymphatic system' are translated into Russian with the same consequence and meaning as in English.

Descriptive method is the translation of new terms of the original language in which the word, phrase or phraseological unit might be replaced with the expression transferring the meaning of the term adequately. Description is used in the cases when other methods are unapplicable. Simultaneously, the description should correspond some requirements: the translation should reflect the content of

the notion as accurately as possible; the description should not be too detailed and syntactical structure of the translation should not be complicated and incomprehensive. (Zholos &Shevchenko, 2019)

A very interesting example of descriptive translation method is applied to such a disease which is called 'the infectious disease'. However, in the Russian language the disease was named after the great Russian scientist, Sergey Petrovich Botkin (1832-1889), the Botkin's disease. It is seen that the eponym in the Russian language does not have the same equivalent in English. Nevertheless, in the Latin language the disease is called 'morbus Botkini'. Therefore, the mentioned eponym is applied internationally and used omnipresently in medical practice of diverse countries of the world. Zholos (2020) pointed that the main problem of eponyms is that they are strongly influenced by national specificity in their translation and absence of equivalents in other languages impacts their use and search for adequate descriptions.

Contextual replacement is used in the cases when the translated equivalent does not suit a dictionary meaning. In some cases, the deviation in translation is essential for comprehension as in different languages different translation rules and norms might be major. For instance, the word 'anatomical' might be translated not only directly, but also as 'structural atom' owing to traditional norms of the Russian Language there is a complex term which fulfills structurally functional relationship. (Bazylev, 2005)

In addition, metaphorical terms should be mentioned. Shevchenko (2018) states that metaphorical terms are such words and word phrases which are used in connotative meaning. Metaphorization of medical terms both in Russian and English often coincides and a number of metaphors have the same meaning in two languages. Nowadays, there is such a tendency to save metaphorical imagery of medical terms in translation from English into Russian.

Abbreviations and acronyms also play a significant role in translation methods. The English language has such peculiarities as compression, simplification of grammar structures and economy of language means. It is proven that a great deal of abbreviations is appearing in the English language in medical sphere which can create new challenges for translators. To translate abbreviations the translator should be aware of their rapid adaptation in the English language and emerged controversies of the language system. Therefore, the challenge of translation of acronyms might appear. It is essential that accuracy and unambiguity of translation is reached. Because of wrong translation there are some patients who can suffer after wrong interpretation of an abbreviation of a medical term. According to Solntsev (2010) some linguists mention that abbreviations are inherent to the English language meanwhile, the Russian language does not have such a tendency.

In conclusion it can be said that the translation of medical terms is realized in different ways. The most common method is the search of dictionary accordance in target language. It is used in all or almost in all cases. However, some discrepancies in grammar, syntactical and morphological structures of the Russian and English languages make the translators use different transformation methods for an accurate interpretation of medical terms. They are: transcription, calque translation, descriptive method, contextual replacement, lexical addition.

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TECHNOLOGICAL INNOVATIONS AND AI IN LANGUAGE LEARNING AND COMMUNICATION

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Annotation: This article examines the ways technological innovation, whereby AI, is redefining the learning and communication of language. The article mentions

AI-powered adaptive learning, real-time response systems, and tailored teaching. The research identifies the potential of AI adaptation, and the risks involved, with a focus on ethical considerations and digital equity. The empirical data from ongoing research is consolidated to identify the contribution of AI toward better communication globally and make suggestions on the effective incorporation of AI into educational practice.

Keywords: Artificial Intelligence, Technological Innovations, Language Learning, Adaptive Learning, Digital Education, Intercultural Communication

Introduction

The future is here, and it is technology. Technology has revolutionized education, and learning a language is no exception for this. AI-driven apps, machine learning engines, and automated response systems are redefining the learning experience and enhancing the language ability. The literature suggests that AI-based tools make learning more personalized, engaging, and effective (Rusmiyanto et al., 2023; Ermağan, E., 2022). AI-based tools also introduce some issues with ethics, accessibility, and pedagogical incorporation. In this article, we investigate the impact of AI on language learning, detailing the advantages of AI and the corresponding disadvantage with special attention paid to ethics and accessibility.

Literature Review

The application of AI has reformed the approach of teaching. Natural language processing, voice-to-text, and bots make learning languages a lot of work for the learner and a lot of interaction. Different studies have shown that adaptive learning systems make the content personalized depending on the performance of the learners, and hence learning of skills even easier (Pikhart, 2020).

Adaptive Learning and AI: Rusmiyanto et al. (2023) describe the ways AI-powered adaptive learning systems adapt the content of teaching, enhancing the depth of learner engagement and retention. These systems identify gaps of knowledge for individuals and present targeted exercises. Further research is needed, however, to establish their long-term utility for accommodating wide ranges of linguistic and cognitive styles.

Real-Time Feedback Mechanisms: Ermağan (E., 2022) emphasizes the significance of real-time feedback for learning. AI-powered tools offer real-time correction of pronunciation, grammar, and syntax, easing the cognitive load and shortening the learning period. However, there is some doubt exists on the authenticity of AI-powered feedback for correcting subtleties of error.

Ethical Considerations and Digital Equity: Also, AI poses significant ethical and accessibility considerations. Hovsepyan (2022) outlines the ways AI machine learning processes can be perpetuating inherited biases from the data on which they were trained, and data protection and the lack of digital device accessibility

for all can further exacerbate learning gaps. These pose the imperative of standards for the responsible application of AI for the purpose of universal access.

Methodology

This paper is based on critical analysis of the existing body of literature on language learning and the application of AI. The peer-reviewed journals, conference papers, and reports of known institutions were analyzed. Inclusion was based on the presence of the following:

Publication Date: Research from 2019 to 2024

Topic: Artificial Intelligence for language learning

Methodological Consistency: Quantitative analysis with standardized methods and data-gathering procedures

Source Quality: Peer-reviewed articles from the primary databases of IEEE Xplore, Google Scholar, and Scopus

This step-by-step approach will yield reproducible results and can be utilized across varied learning environments, despite the pervasive constraint of linguistic biasing and the rapid rate of technological progress.

Findings and Discussion

Enhancing Personalized Learning: Algorithmic platforms facilitate tailored learning by adapting to the difficulty level of the lessons based on the performance of the learner. Tailoring the learning experience enhances the learner's engagement and retention. But research on the effect of such personalization is needed for linguistic and multicultural diversities.

Bridging Global Communication Gaps: Real-time translation software and voice-recognition software make communication across the world, beyond the confines of languages, possible. Real-time translation software, for example, is extremely useful for international scholarships, traveling, and business. Despite that, real-time contextual appropriateness and accuracy of translation remains a serious problem.

Challenges in Implementation:

Despite its promise, AI in language learning is impeded by the following obstacles:

- **Infrastructure of Technology:** Not many institutions have the necessary resources for effective AI deployment.
- **Educator Resistance:** Educators resist some of the AI tools because of unfamiliarity with these tools, as well as fear of being displaced.
- **Reliability Problems:** AI-driven responses may experience difficulties with higher-order linguistic structures and figurative language.

To overcome these issues, however, entails a significant investment in training teachers and improving digital literacy.

Recommendations

To make the most of AI for language learning, the following is advised:

Curriculum Incorporation: Incorporate AI-facilitated tools of language learning into conventional methods of teaching.

Teacher Training: Provide teachers with intensive training on effective use and critical review of AI-given feedback.

Ethical Values: Uphold strong ethical values of transparency, equality, and confidentiality in the handling of students' data.

Digital Accessibility: Ensure a strong digital infrastructure and make AI-powered tools available equally, particularly to vulnerable groups.

Ongoing Studies: Utilize interdisciplinary studies for ongoing AI application development and assessing their long-term impact on language learning.

Conclusion

Learning a language and the process of communication are bound to be impacted by technology and artificial intelligence. Some of the AI technologies include adaptive learning, real-time response, and personalized instructions, which combined, spark learning. Ethical issues, infrastructural complications, and reliability, however, pose the barriers that must be addressed. Future research should be directed towards creating these technologies for better and more balanced learning of the language. Proper investments and policies can make AI change the world of communication and learning historically.

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EXAMINING THE IMPACT OF TECHNOLOGY ON COLLEGE LEARNING ENVIRONMENTS

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Annotation: This article provides information about the role of technology in the higher education system. On this topic, questionnaires were conducted among students of KIMYO INTERNATIONAL UNIVERSITY IN TASHKENT, Samarkand branch and information about the results of the questionnaire and how many students participated is also provided. The beneficial and harmful aspects of technology for students are also revealed. What results and measures should be taken are also presented in this article. In conclusion, there is information about the fact that modern education cannot be imagined without technology and what restrictions there are on the use of technology in the higher education system. Sufficient information is also provided about the harm that technology has on the lifestyle of students.

Key words: Technology, modern education, impact of technology, student, higher education, student engagement.

Introduction
Students, teachers, and other professionals studying in higher education institutions now use modern technologies extensively. Today's students need to be able to use technology well in order to study in higher education. Today's higher education students all have their own technological learning tools, for example, almost all students have computers, wireless headphones, phones, tablets, and various other technological devices. Therefore, teachers and students are learning from each

<https://doi.org/10.5281/zenodo.15729034>

other and using technology to find the information they need. This also allows teachers to teach the education system to students very well. Modern technologies are creating very convenient conditions for students.

For example, students can take online classes from home and watch various videos. 90% of students in higher education use modern technologies in some way. As technology becomes an integral part of everyday life, high fuel prices are also pushing students to choose online or hybrid courses (Allen & Seaman, 2008). In addition, many students expect students to use Internet technologies, believing that this will make the learning process more convenient and effective (Salaway & Caruso 2008). The above examples also contain information about the use of technology and modern technologies. The following is a more complete list.

Literature review

Since the early 2000s, web applications have become the standard platform for distance learning courses and learning management systems (Parsad & Lewis, 2008). The widespread adoption of digital technologies and the popularity of online courses have prompted many researchers to study how the Internet and web-based educational technologies affect student engagement and learning outcomes (Braten & Stroms, 2006; Kuh & Hu, 2001; Robinson & Hullinger, 2008; Zhou & Zhang, 2008). The concept of student engagement is not new to educators. Many years of research have shown that the impact on a student's academic performance is largely determined by where and by whom they are exposed to college (Austin, 1993; Kuh, 2004; Pace, 1980; Pascarella & Perenzini, 2005). These examples show that in the modern educational system, online classes, the Internet, various websites are all modern technologies. Developments in computer and communication technologies also have a significant impact on the field of education. In the last decade, Internet-based online education has developed rapidly to create additional learning opportunities for non-traditional students (Welsh Wanberg, Brown, & Simmering, 2003). Blended learning, a form of technology-enhanced learning, combines online and traditional classroom teaching methods (Osduthorpe & Graham, 2003; Polin, 2004).

The examples above show that the use of technology and social media has increased in recent years. Another thing that is mentioned in the examples is the increasing number of online classes. This also shows that technology has been well developed. This shows that technology has been well developed.... As technology is constantly evolving, many students are afraid of it interfering too much in the learning process. Berrett, Murphy & Sullivan (2012) point out that there are several problems when integrating technology in the classroom. These problems can be related to hardware and software failures, device failures, curriculum issues, or teachers who feel insecure about using technology.

These examples show that all students and teachers can be hesitant or unable to use technology. Teachers can set specific tasks for their students to use technology to avoid such problems. Sincar (2013) also emphasizes this and says that resistance to the use of technology in the classroom often comes from the students themselves.

Students often resist because they feel uncomfortable using technology or are faced with the need to change their pedagogy.

Sincar's point is very correct, because most students openly prohibit the use of technology. Students taught by such teachers may also face problems in using technology in the future. Students who are afraid of using technology should be explained that using technology is very useful. The opinions of 4 experts were presented, and most of the experts were skeptical about the useful aspects of technology. However, information was also provided about teachers and students who cannot use technology well. There was also limited information about teachers who have the necessary experience in using technology in higher education to provide their students with the necessary knowledge and skills. The following sections also provide concepts about technology.

Methodology

A survey was conducted for this study. The questions are presented below:

1. What do you understand by the impact of technology on the higher education learning environment?
2. What are the benefits of technology for teachers?
3. What should students using technology pay attention to?
4. What are the limitations of using technology in modern education?
5. What is your opinion on the full use of technology in the education system?

The following questions were asked in the survey. The questions were mainly based on the impact of technology on higher education. Students who participated in the survey were students of the Samarkand branch of Kimyo International University in Tashkent. 2 groups of students participated in the survey. The total number of students from 2 groups is 25. Group 1 was English Education 3rd course students. 12 students from this group expressed their opinions on the questions. The students of the 2nd group were students of the English Education 2nd course. A total of 13 students from this group participated in the survey. In order to ensure the safety of the students who participated in the survey, information about them was not provided.

2. However, information about the opinions given by 25 students will definitely be provided. This survey was conducted in written form on the Telegram application. The students of the English Education 2 course submitted it in written form on paper.

Findings

90

131

10

The answers received from 25 students are as shown above. 90% of the students answered the 5 questions positively. 10% of the students said that they did not have enough knowledge about modern technologies. 20 students gave complete information in the written questionnaire. 10% of the students, that is, 5 students, answered 2 questions differently, while some students answered 1 question. Therefore, 10% of the students were said to not have enough knowledge about technologies. Since 20 students answered the questions and added new ideas, it was concluded that the questions were answered completely. The opinions of 20 students were almost the same, all of them expressed positive opinions. There were also some who expressed negative opinions, which will be reviewed in other sections with their solutions.

Discussion
Here we have also got acquainted with the results of the research. The answers were also very well presented. Almost all students expressed positive opinions about technology. Examples of 20 students who had almost the same opinion were given. We will discuss the ideas a little. The students expressed very useful ideas about the importance of technology in higher education.
The students said that it increases the efficiency of education and creates new opportunities for teachers and students. This is a very correct idea. The development of technology increases the efficiency of education and creates wide opportunities for teachers and students. These ideas are very relevant in the current era of advanced technologies. Another idea was also discussed. For example, many students said that the most useful aspect of technology is online classes. Online classes are one of the most useful methods in modern education. This shows that technology is well developed in such classes. Students also emphasized that technology is very important for teachers. They also wrote that it is important for teachers to use technology to teach more effectively and that it is very easy for students to understand these lessons. Indeed, technology is very important for teachers today.

Recommendation
Research was conducted. Surveys were conducted. Students were also introduced to their opinions. Students mentioned both positive and negative aspects in a written questionnaire. A lot of information was provided about the positive aspects. It was also emphasized that the modern education system cannot do without the use of technology. However, very little information was provided about the negative aspects of technology. One of the students mentioned this in a written

questionnaire. Technology also has negative aspects. If students rely on technology, their independent thinking becomes very weak. Serious problems can be observed in human health as a result of the use of technological tools in the learning process.

In order to prevent such problems, the student also brought solutions to these problems. It was mentioned that in order for the scope of independent thinking to not be narrowed, it is necessary to read various e-books using technology, play games that improve electronic brain activity, and perform electronic memory exercises. Regarding health, the need for educational tools that fully ensure the necessary safety when using technology was also mentioned. For example, the need to wear reflective glasses when using a computer, phone, or tablet was also mentioned.

Conclusion

In conclusion, modern education has reached a level where it is impossible to imagine without technology. Therefore, it is necessary to create the opportunity to live in the future without difficulties by using these tools correctly. If the 21st century is considered an era of advanced technologies, then all professionals should know how to use technology. Information about technology was also provided in the research conducted. The questionnaires were thoroughly studied and solutions to the problems were provided. It was learned that, even if it is small, there is a role of technology in higher education.

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THE BENEFITS OF DUAL LANGUAGE IMMERSION FOR ENGLISH LANGUAGE LEARNERS

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Annotation: For English language learners (ELLs), this research examines the benefits of bilingual immersion education programs. The research results prove that these programs benefit not only the students, enabling them to learn English quickly and successfully, but also their academic achievement, cultural awareness, and communication skills. Students learning two languages simultaneously develop cognitively, as well as verbally.

Key words: English language learners (ELLs), dual language, cognitive development, bilingualism, cultural awareness, social skills.

Introduction

Learning English is a multi-dimensional process. Dual Language Immersion is one of them, where students acquire two languages at a time. English learners reap great benefits from this process because it not only makes them more proficient in the language but also enhances their level of understanding in general. Both languages are studied by bilingual immersion students in their native language as well as English. The language deficit is bridged by doing this while enabling people to naturally develop their language. Research has demonstrated that kids who undergo these programs learn English more quickly and also perform academically better.

Furthermore, bilingual immersion allows kids to be more culturally aware and also better communicators. They stand a better chance in a globalized world if they are bilingual. Along with the language, they also learn respect and appreciation of other cultures, which makes them more effective in society. The students learning English significantly benefit in a great manner from bilingual immersion programs. They have the chance to succeed academically, comprehend culture, and develop their creative thinking abilities alongside improving their linguistic abilities. Therefore, the majority of nations today are adopting this form of education system.

Literature review

In the past few decades, bilingual immersion schools have gained more recognition as a viable way of language teaching. Bilingual immersion schools are especially helpful for English Language Learners (ELLs). Multilingual immersion programs have been seen to contribute profoundly to social integration, academic performance, and cultural proficiency as well as language abilities, as noted in studies. The value of bilingual immersion in learning English is attested to in this

literature review. Acquiring Language Skills ELL students benefit from bilingual immersion programs in the sense that they become more skilled in the language. Students who are given bilingual education have higher levels of knowledge and competence in both languages as compared to their counterparts who are given monolingual education, as seen in research done by Thomas and Collier (2002). The programs help facilitate the learning of English by ELL students in a shorter duration by offering them a chance to apply the language in real life. A Higher Level of Academic Achievement Students who attend bilingual immersion programs fare better in language classes and also in other subjects like science, mathematics, and social studies, as numerous studies have uncovered. Acquiring two languages raises children's level of academic achievement and has a positive influence on their cognitive development, as shown through a study by Genesee (2004). Cultural Sensitivity and Integration Bilingual immersion programs can help students acquire global thinking skills and cultural appreciation. According to Lambert's (1980) findings, simultaneous instruction in two languages and cultures improves students' social competence and interest in other cultures.

Methodology
Dual Language Learning (DLLD) is a successful teaching approach that uses two languages to provide lessons to English Language Learners (ELLs). With this approach, children can preserve and improve their native tongue in addition to learning English. Important tenets of the approach: 1. Equitable Instruction in Language Two languages are used to teach the lessons (for instance, 50% in the original tongue and 50% in English). Students' literacy and fluency in both languages are enhanced in this setting. 2. Thematic Language Use Students pick up a new language organically through many subjects rather than according to grammatical standards. Lessons in science or math, for instance, can be taught in both the native tongue and English.Integration of Social and Cultural Speaking two languages helps students build intercultural communication skills. This aids people in preserving their sense of national identity while adjusting to a new culture. 4. Long-term proficiency in the language Research indicates that students who learn two languages are more competitive in the future job market and perform better academically than those who only learn one. 5. Community and parental assistance Participation from parents and the local community is encouraged by BSL initiatives. Students become more excited in learning the language as a result.

Fingdings
1. Effective English Language Learning.
In immersion programs, students have the opportunity to actively communicate in English, which speeds up the language learning process. Since classes are conducted in two languages, students acquire the language in a natural environment.
2. Preservation and development of the native language.

Dual language immersion programs help not only to learn English, but also to develop their native language. This allows students to master both languages perfectly.

3. Higher academic results.

According to studies, students who study in dual language immersion programs achieve higher academic results than other students. This is especially evident in subjects such as mathematics, science, and literature.

4. Increased cultural understanding.

Learning two languages develops intercultural thinking. Students better understand different cultures and gain a global perspective.

5. Expanding your future career opportunities.

Knowing two languages increases your chances of finding a job. People who can speak multiple languages have the opportunity to work for international companies or pursue careers as translators, diplomats, and teachers.

Conclusion

1. Acquire a language organically. Instead of learning a new language artificially, bilingual immersion programs let pupils acquire it in a natural setting. In addition to learning English grammar, students are compelled to actively use the language in daily situations. This facilitates their faster and more efficient language acquisition. 2. Boost academic performance. Research indicates that kids who get bilingual instruction frequently outperform their classmates who receive monolingual instruction in terms of academic performance. This is particularly noticeable in courses that call for logical and mathematical reasoning. Students' general level of knowledge is raised when they are able to think and solve problems in two languages. 3. Increase intercultural understanding and social skills. Bilingual immersion programs expose kids to diverse cultures and help them understand them. This broadens their perspectives and allows them to treat persons of different nations with dignity. Language study exposes children to many cultural beliefs and practices. 4. Expanding career opportunities. In today's labor environment, bilingual or multilingual workers are in high demand. A strong command of English provides a significant edge in a variety of professions, including commerce, science, diplomacy, and technology. Students that acquire a bilingual education will be able to pursue a suitable career and attain worldwide success. 5. Positive effects on cognitive development.

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ESP AND EAP FOR FUTURE EDUCATORS: PREPARING FOR INTERNATIONAL TEACHING ENVIRONMENTS

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Abstract: English for Specific Purposes (ESP) and English for Academic Purposes (EAP) are crucial for Future Educators in International mean. ESP mainly focuses on specific fields such as engineering or business, while EAP`s focus on academic skills e.g. communication. As globalization prioritizes expansion, future educators must be equally knowledgeable in both fields in order to make teaching ways interactive and engaging for academic environment.

Key Words: ESP, EAP, International teaching, academic English

Introduction: This view is widely shared as Karapetian stated: "Creating a learning environment that fosters students' critical thinking capabilities addresses the recent trends in the modern system of occupational training in tertiary school" (2020: pg. 717). Trying to understand which one is more important is useless as each specialized in different frameworks.

What is ESP and EAP?

ESP – English for Special Purposes is a branch of language learning focused on teaching English in tailored to the needs of specific professions or disciplines, such as business, medicine or engineering. It emphasizes practical language use relevant to a particular field.

EAP – English for Academic Purposes is a subfield of ESP that prepares learners for academic settings by developing skills in reading, writing, listening and speaking for study and research purposes. It focuses on academic discourse, critical thinking and formal communication.
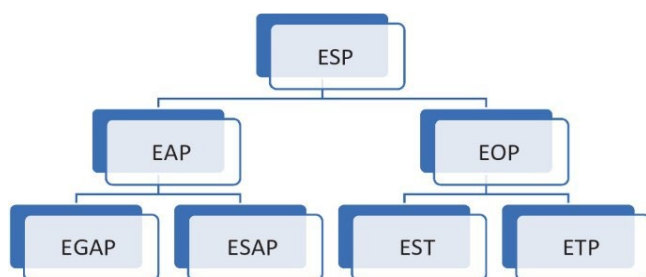
Why ESP and EAP is essential for Future Educators?

Whilst, ESP`s role in education is to provide students discipline-specified language, enabling educators to teach specialized subjects like engineering, medicine or business in English, EAP helps teachers improve student`s academic writing, critical reading, and research skills, which are essential for preparing lesson plan and engaging in school discussions.

Teachers who are proficient in EAP are able to create engaging lectures, write efficient tests, and mentor students in academic writing. Subject teachers can effectively convey complicated concepts and employ precise terminology thanks to ESP, which improves student understanding.

By enabling teachers to work in universities, online learning environments, and international schools, EAP and ESP improve employability. These abilities make it easier to take part in international conferences, professional networks, and academic collaborations.

Teachers with EAP training, are better equipped to help students with their research and academic writing. Teachers with ESP training assist students in acquiring useful language skills specific to their desired careers.

Literature review: Karapetian's 2020 study investigates the use of a "flipped classroom" paradigm to teach Business English, a subset of ESP, to economics students in Ukraine. This strategy, which makes use of a multimedia-based textbook, transforms the traditional teacher-centered paradigm into a student-centered learning environment. The findings show that this strategy not only promotes critical thinking abilities through problem-solving-based learning, but it also enhances academic performance by fostering student responsibility and accommodating different learning styles. Karapetian adds that incorporating ESP into such innovative teaching frameworks shifts education from rote memorization to the practical use of language in vocational settings. (Karapetian; 2020).

In 1997, Hyland made an exploration, which was based on "Is EAP Necessary? a Survey of Hong Kong Undergraduates. Ken Hyland investigates the views of 1,600 undergraduates from five Hong Kong universities on the relevance of English in their academic activities. The study focuses on the significance students place on English competence, the obstacles they have with the language, and their opinions on the value of English for Academic Purposes (EAP) courses.

<https://doi.org/10.5281/zenodo.15729034>

Science-based suggestions and recommendations: To get ahead in teacher career, four key strategies are: finding a mentor (g) for guidance, studying for extra qualifications (h) to enhance skills, being energetic and enthusiastic (e) to create a positive impression, and attending company social functions (d) to build strong professional networks. (Karapetian; 2020).

By implementing that strategie, educators can enhance their ability to teach in diverse and multicultural environment, ensuring they are not only effective language learning but also proficient communicators in their respective fields.

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THE CHALLENGES AND OPPORTUNITIES FOR COLLEGE STUDENTS TO STUDY ABROAD

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Annotation: Studying abroad sounds like a big adventure, new places, new friends, and endless opportunities. But it is not that simple. Money, a different language, and an unfamiliar world can make it really scary. A survey with 45 students from Kimyo International University showed that many worry about these things, yet they still dream of going. Scholarships, international experiences, and brighter futures make all the challenges worthwhile. But dreams need more than just hope they need guidance and support. Schools must step in, helping students master languages, navigate the journey, and find their path. With the right help, no dream is out of reach, and no challenge is too great.

Key words: Studying abroad, challenges and opportunities, cultural adaptation, financial barriers, international experience, academic success

Introduction

Studying abroad is becoming increasingly popular among college students around the world. This offers the opportunity to gain a global perspective, improve language skills, and improve employability in a competitive job market. While the benefits of studying abroad are numerous, students also face many challenges, and it is important for students to understand these challenges and the opportunities they present.

When you study abroad, you will have the opportunity to participate in a global learning environment or to be exposed to a variety of cultural backgrounds that could one day benefit your career. Our students who study abroad will also be able to expand their personal networks. This can be useful for students' work or other interests. Of course, students who study abroad will face challenges such as meeting deadlines. They will also have to adapt to a new culture and face homelessness. Students can sometimes feel like strangers in their own home. This can put additional pressure on their academic life.

This article will explore the debate over studying abroad. It will cover the advantages, disadvantages, and opportunities for students to study abroad. It will also provide some of the best destinations for our international students. The aim of this article is to help them make informed decisions about where and when to study abroad.

Literature Review

Research on the challenges faced by international students has also identified social and emotional barriers, including social adjustment problems, homesickness, lack of financial resources, new educational systems, thinking and learning styles, job-related challenges, time required to translate, gender norms and stereotypes, housing, and transportation (Crockett & Hays, 2011; Hartshorne & Baucom, 2007; Toras & Rowney, 2007). Building friendships and a sense of belonging at host universities has been shown to be positive. It has been linked to academic success, especially when cross-cultural interactions are encouraged in coursework (Glass & Westmont, 2014). Valuable learning also occurs when students acquire a new language and gain practical knowledge about the host country. After international students return home, they are more likely to seek out organizations that require multicultural experiences, careers, and new second language skills (Lenz & Wister, 2008: Lewis & Niesenbaum, 2005).

Their studies abroad have higher experience. They also learn a higher level of education and an additional language. All of this benefits the students themselves. A review of the literature shows that As the number of international students increases, universities need to study the factors that make an institution attractive to those considering study abroad programs. The main reason for choosing an international institution is the accepted academic status of the university. (Nyland, Forbes, Mewett, & Hartel, 2013: To, Lung, Lai, & Lai, 2014). Studying abroad also has its own challenges. As our authors have emphasized above, our young

students who go to study abroad face the following problems. Students feel as if they are immersed in a different life as soon as they go abroad. They also need a long time to get used to living in a foreign country. According to research, high contract fees, living expenses, and travel expenses are the main problems for many students to study abroad. This is especially a big problem for students from low-income families. Another problem for students is adapting to a new culture. According to research, another challenge students face when they go to study in a new foreign country is their lack of proficiency in the language.

Many students face many problems even though they do not know this language. This lack of knowledge of the language is one of the disadvantages that many of our young people find difficult to study abroad. Students who return to their countries after studying abroad also have higher opportunities in Uzbekistan. Students who complete while there are a number of problems and difficulties in studying abroad, its advantages also have a great impact on the professional development of students in their own fields. Although financial difficulties, cultural adaptation, and various differences cause problems, international education abroad opens the door to new opportunities for students.

Methodology

A survey was conducted on this article among the second-year students of the English Education department of the Samarkand branch of Kimyo International University in Tashkent. Three questions were formulated in the form of a questionnaire for this questionnaire and these questions were given to the students. A total of 45 students participated in these questions and expressed their opinions. The questions formulated for the questionnaire were:

Question 1: "What do you think are the main challenges of Studying Abroad?" This question was given three options: 1st option: Financial problems, 2nd option: Language barrier, and 3rd option: Adopting to a new environment. For this question, 22 out of 45 students chose the first option, that is, financial problems, 10 students chose the second option Language barrier, and the remaining 13 students chose the third option adopting to a new environment, and all students expressed their opinions.

Now the second question of the questionnaire is "What opportunities do you think are available for studying abroad?" The following options were given for this question: 1st option scholarship and grants, 2nd option international experience and new knowledge, and 3rd option Future career opportunities. 45 university students answered this 2nd question, of which 17 students chose the first option scholarship and grants, 24 students chose the second option international experience and new knowledge, and the remaining 4 students chose the third option Future career opportunities, and each of them expressed their opinions. Now the last question of the questionnaire is "How to prepare for studying abroad?" This question also has 3 options, namely 1st option improving Language skills, 2nd option preparation of documents, and 3rd option search for funding and grants. 45 students participated in the third question, of which 27 chose option 1, improving language skills, 11

chose option 2, preparation of documents, and 7 students chose option 3, search for funding and grants, indicating the options they considered important. The questionnaire conducted for this article consisted of these.

Findings

№	Questions	Yes (%)	No (%)	Partly (%)
1	Do you have any information about the opportunities for studying abroad?	46%	26%	28%
2	Do students know about the opportunities to study abroad?	52%	11%	37%
3	Do students know how to prepare for studying abroad?	61%	15%	24%

A survey was conducted with the students using the above questions. In this survey, the students shared their knowledge of the concepts, which we will explore in more depth in the next section.

Discussion
A survey was conducted among university students about the advantages, opportunities, and disadvantages of studying abroad. Students who participated in this survey expressed their opinions. For example, when asked about the difficulties of studying abroad, 46% of the 45 students answered that they were knowledgeable, 28% were partially knowledgeable, and the remaining 26% were not knowledgeable enough. Now, when we come to the second question in the survey, when students were asked about their level of knowledge about the possibilities of studying abroad, it was found that 52% of students knew about the possibilities, 37% knew partially, and 11% had no knowledge.
Now, let us look at another question asked of students. In the question about what preparations should be made for studying abroad, it was found that 61% of students had knowledge, 24% had partial knowledge, and 16% had insufficient knowledge. Now, in general, the survey conducted on the opportunities, disadvantages, and difficulties of studying abroad shows that almost 60% of students are aware of this and have the dream of studying abroad in the future. If we look at it this way, this is a good result. The remaining students who have partial information or little information can learn from this article.

Recommendations
So, here is the deal if students wanna study abroad, they need to know more about how things work. According to this study, here are some ideas to help them get ready. So, universities should hold regular workshops, group discussion and online

talks to keep students updated about studying abroad. This should go over how to go for, Fulbright Grants and stuff options, fitting into a new culture, and the challenges they might face.

Also, schools should get help from experts who give students personal advice about studying in other countries. Maybe even set up experienced programs where Students who have already studied abroad can guide others and share their experiences. There should also be easy to use websites, info storage and even paper guides with all the must know info like which universities to try to, entry rules, how to get a visa, and ways to get funding.

A big problem for many students that struggle with the Language or not having the right learning tricks. So, universities should have a special class for English exam like IELTS and TOEFL, plus academic writing classes, to help Students do better. And lastly, being in a group where students can talk about their struggles, trade stories and drop some advice would be legit. These groups can also help with cultural swap and getting ready before moving abroad. If universities do all this, students will have a much better chance of making smart decisions and feeling confident about studying out of the country.

Conclusion

In conclusion, this study shows that university students have different stages of knowing about studying abroad the good stuff, the shots, and the challenges. The survey results say that most students about 60% know enough and actually want to study abroad, but there are still many who do not have all the details. If schools and other organizations step in with better guidance and support, more students can go for international education without feeling lost. In the end, the more they know and prepare, the better chances they will have for a great academic and career future.

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A STUDY OF THE EFFECTS OF EARLY SCHOOL HOURS ON A STUDENT'S LIFE

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Abstract: This research analyzes how early school hours impact students' academic performance, mental health, and general well-being. The relationship between sleep deprivation and cognitive functionality, concentration, and emotional equilibrium is evaluated. It encompasses the literature review, design and methodology, results, and suggestions for improved student performance through adjusted school schedules.

Key Words: adolescent development, academic performance, school schedule, mental health, cognitive function, sleep deprivation, student well-being.

Introduction
All around the world, starting schools too early has been an issue discussed by teachers, parents, and medical professionals. Numerous studies have shown that spending too much time at school, especially in the morning, has a negative effect on students' sleep leading to poor academic performance, lower levels of attention and greater stress. This research sets out to examine the consequences of early school hours on different facets of students' life and suggest how school hours policies can be modified.

Literature review
Existing research suggest that for effective functioning, adolescents require a minimum of 8-10 hours of sleep. Unfortunately, students are only able to achieve optimal rest when school does not start before 0900 am. Studies have shown a correlation between sleep deprivation and reduced cognitive abilities, emotional instability, and lower academic achievement. Some schools that have delayed start times reported improvements in student performance, attendance, and overall well-being.
The literature review examines the impact of early school hours on students' academic performance, sleep patterns, and mental and physical health. Studies have shown that students who begin school before 8:30 AM experience reduced cognitive function, lower grades, and decreased concentration. Later-starting schools perform better on standardized tests, particularly in subjects requiring

critical thinking. A 2014 study by the University of Minnesota found that students who started school after 8:30 AM had higher grades, better attendance rates, improved focus in class, and reduced likelihood of dropping out (Burdick-Will, 2016, p. 133). Conversely, students with earlier school hours reported more academic struggles and lower performance due to fatigue and difficulty maintaining concentration. Sleep is essential for cognitive development, memory retention, and overall well-being.

Methodology

This is mixed methods research with qualitative and quantitative components. Surveys and interviews were administered to students, teachers, and parents in order to evaluate the impact of early school hours on different stakeholders within the school community. Furthermore, sleep patterns and performances of the pupils were recorded and analyzed to determine relationships between the various variables.

The study established that students with an earlier school start time suffer from chronic sleep deprivation, which in turn makes them fatigued, inattentive, and anxious above normal levels. Students who sleep less tend to have low academic achievement and more behavioral problems. A noticeable decline in children's motivation and effort towards learning activities was reported by teachers and parents as well. This data illustrates the consequences of setting school start times unduly early, as many educational institutions do for the sake of efficiency. The conclusion drawn from this analysis is that the school start times should be shifted to complement the students' sleep cycle in order to attain better educational performance as well as overall well being. Location has 200 students from middle and high school along with 50 teachers and 100 parents coming from various schools. The participants were chosen across various demographics and economic levels to represent the target population of the study.

Students, teachers and parents were sent out surveys which were aimed at understanding sleeping patterns, academic achievements, and health-related issues. The school managers were interviewed to find out how they schedule activities and what policies are taken concerning the students. Relationship between hours of sleep and academic records was determined from all the logs that were prepared to identify patterns and trends.

Materials:

• Surveys targeted to students, their parents, and teachers.
• Logs used to track students' hours of sleep.
• Trends pertaining to students' academic performance.
• Data analysis software and apparatus.

The National Sleep Foundation recommends 8-10 hours of sleep per night, but most students struggle to get even 6-7 hours due to early school start times. Sleep deprivation increases stress levels, leading to mood swings, emotional instability, and clinical depression. Early school schedules disrupt the body's circadian

rhythm, leading to irregular sleep cycles and long-term negative consequences on health and learning capabilities.

Results and Discussion

The literature review highlights that delaying school start times could significantly improve student success and well-being. Countries that prioritize student sleep needs tend to have better educational outcomes than those with rigid early schedules.

The writing survey looks at the affect of early school hours on students' scholastic execution, rest designs, and mental and physical wellbeing. Ponders have appeared that understudies who start school some time recently 8:30 AM involvement decreased cognitive work, lower grades, and diminished concentration. Later-starting schools perform superior on standardized tests, especially in subjects requiring basic considering. A 2014 think about by the College of Minnesota found that understudies who begun school after 8:30 AM had higher grades, way better participation rates, moved forward center in lesson, and diminished probability of dropping out. On the other hand, understudies with prior school hours detailed more scholarly battles and lower execution due to weakness and trouble keeping up concentration. Rest is basic for cognitive improvement, memory maintenance, and generally well-being. The National Rest Establishment prescribes 8-10 hours of rest per night, but most understudies battle to urge indeed 6-7 hours due to early school begin times. Rest hardship increments stretch levels, driving to temperament swings, enthusiastic insecurity, and clinical misery. Early school plans disturb the body's circadian cadence, driving to unpredictable rest cycles and long-term negative results on wellbeing and learning capabilities. The writing survey highlights that postponing school begin times may altogether move forward understudy victory and well-being. Nations that prioritize understudy rest needs tend to have superior instructive results than those with inflexible early plans (Jordan, W.J. and Nettles, S.M., 1999, p. 29).

Early school begin times have long been a point of wrangle about among teachers, guardians, and analysts. Ponders recommend that the time at which understudies start their school day essentially impacts their scholastic execution, mental wellbeing, and by and large well-being. The conventional early begin times, regularly some time recently 8:00 AM, are outlined to suit working guardians and maximize sunshine hours. In any case, inquire about progressively highlights the disadvantages of such plans, especially for young people whose natural rest designs don't adjust with early morning schedules.

One of the foremost critical impacts of early school hours is rest hardship among understudies. Youths require between 8 and 10 hours of rest per night for ideal cognitive function and in general wellbeing. In any case, due to organic changes amid adolescence, their normal rest cycles move, making it troublesome for them to drop sleeping some time recently 11:00 PM. With early school begin times, numerous understudies as it were around 6 to 7 hours of rest, driving to constant

rest hardship. This need of satisfactory rest contrarily influences memory maintenance, concentration, and problem-solving aptitudes, all of which are vital for scholarly victory (Kalenkoski CM, Pabilonia SW., 2012, p. 211).

Cognitive execution is profoundly affected by the sum and quality of rest a understudy gets. Thinks about have found that understudies who start school afterward within the morning perform superior in subjects that require expository considering and inventiveness, such as arithmetic, science, and writing. Inquire about conducted by the College of Minnesota found that understudies going to schools with afterward begin times had moved forward grades, superior participation rates, and expanded engagement in classroom exercises. On the other hand, sleep-deprived understudies regularly battle with keeping up consideration, driving to lower academic accomplishment and the next probability of lost school due to fatigue or sickness.

The mental affect of early school begin times is another significant figure to consider. Rest hardship is closely connected to expanded levels of stress, uneasiness, and discouragement among understudies. When understudies don't get sufficient rest, their capacity to direct feelings is compromised, driving to disposition swings and increased crabbiness. A ponder distributed within the Diary of Clinical Rest Pharmaceutical detailed that understudies with deficiently rest show higher rates of depressive indications and enthusiastic insecurity. Also, weakness decreases inspiration, making it harder for understudies to take an interest effectively in lesson or total assignments successfully.

Physical wellbeing is additionally adversely influenced by early school plans. Need of rest debilitates the safe framework, making understudies more vulnerable to sicknesses such as colds and flu. Besides, rest hardship is related with an expanded hazard of weight, as tired people tend to need high-calorie, undesirable nourishments whereas missing the vitality for physical movement. Inquire about moreover recommends that tired driving, especially among young drivers, may be a major security concern connected to early school begin times. Sleep-deprived understudies are more likely to be included in car accidents, emphasizing the broader open security suggestions of deficiently rest (Lufi D, Tzischinsky O, Hadar S., 2011, p. 137).

Past scholarly and wellbeing concerns, early school begin times impact students' social lives and extracurricular cooperation. Numerous understudies battle to adjust schoolwork with sports, clubs, and other after-school exercises, driving to encourage exhaustion. With restricted free time, understudies frequently give up rest to total homework or lock in in social intelligent. This lopsidedness can contribute to burnout, reducing by and large efficiency and excitement for learning. Distinctive nations have tested with altering school plans to adjust superior with students' characteristic rest designs. In Finland, for illustration, most schools start after 9:00 AM, and understudies reliably perform well in universal instruction rankings. Additionally, a few schools within the Joined together States have actualized afterward begin times and watched critical changes in scholastic results, participation, and understudy well-being. California, for occasion, passed

enactment ordering that tall schools begin no prior than 8:30 AM, based on logical discoveries supporting the benefits of afterward school hours.

In spite of the developing body of prove pushing for afterward school begin times, resistance to alter remains. Numerous schools follow to early plans due to calculated challenges, such as planning transport transportation and adjusting with parents' work plans. A few contend that altering school begin times would disturb after-school exercises and part-time occupations for understudies. Be that as it may, inquire about recommends that the benefits of made strides rest and scholastic execution exceed the potential bothers.

The talk about over school begin times highlights the require for approaches that prioritize understudy wellbeing and scholastic victory. Arrangements such as adaptable planning, online learning choices, and slow alterations to begin times might offer assistance relieve the negative impacts of early school hours. Schools that have embraced afterward begin times report not as it were higher scholarly accomplishment but too enhancements in understudy temperament, behavior, and generally well-being.

As inquire about proceeds to highlight the association between rest and learning, it gets to be progressively clear that early school begin times may not be the foremost viable approach to instruction. Altering school plans to adjust with pre-adult rest needs may lead to more advantageous, more fruitful understudies. Whereas challenges exist in actualizing these changes, the long-term benefits for students' mental, physical, and scholarly well-being recommend that afterward school begin times ought to be genuinely considered by teachers and policymakers.

Recommendation

Based on the findings, the following recommendations are proposed:

1. Delaying school start times: Schools should consider shifting start times to align with adolescent sleep cycles, ideally beginning no earlier than 8:30 AM.

2. Educating students and parents on sleep hygiene: Awareness programs should be implemented to emphasize the importance of proper sleep schedules and habits.

3. Implementing flexible learning schedules: Schools can explore hybrid or staggered scheduling to accommodate students who struggle with early start times.

4. Reducing homework and screen time before bed: Educators should balance homework loads and encourage practices that promote better sleep.

5. Collaboration between schools and health experts: Schools should work with sleep specialists and psychologists to design schedules that promote student well-being and academic performance.

These recommendations aim to create a more effective and health-conscious educational environment, enhancing students' ability to learn and succeed.

Conclusion

This research study is focused on how school children are affected by early school start time in primary target area. Students tend to underperform or neglect studies entirely suffering from insomnia, severely impaired concentration, learning ability,

and overwhelming stress. The research strongly suggests changing school starting hours to cater students needs along with ensuring better concentration on the subject, more secure students' emotional balance and overall effectiveness in education. Solving this matter, which is of great importance, requires joint efforts of teachers, government, and parents to make learning more convenient for the children.

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THE IMPACT OF CLASSROOM ENVIRONMENT ON STUDENT ENGAGEMENT

<div align="right">

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Annotation: Classroom environment is crucial in determining student engagement and affecting their motivation, participation, and academic performance. The classroom design, teacher-student relationship, and instructional strategy have important effects on how students interact with course materials and one another. An efficiently designed and supportive classroom environment instills a sense of belonging and active engagement, while inflexible and uninteresting classrooms can cause disengagement and lower academic performance.

The results emphasize the importance of constructing an engaging and diverse

classroom that supports multiple learning styles. Educators can boost student engagement by implementing collaborative learning, establishing close teacher-student relationships, and creating an inspiring physical space that encourages creativity and active learning. By optimizing the classroom environment, schools can improve student performance and deliver a more efficient and enjoyable learning experience.

Key words: classroom environment, student engagement, learning space, teacher-student interaction, flexible seating, collaborative learning, motivation, academic performance.

Introduction

An imperative sign of predicting success in student learning is student engagement, where learning, motivation, and the overall classroom experience is impacted positively. Engagement has three major dimensions that form a hierarchy: emotional engagement (encompassing feelings of interest, enjoyment, and social belonging), behavioral engagement (participation, attention, and effort at the tasks performed), and cognitive engagement (in-depth understanding and critical thinking, along with the willingness to undertake challenging tasks).The classroom environment plays a vital role in shaping students' learning experiences, directly impacting engagement, motivation, and academic performance (Fraser, 2012). As studies have shown, these components are greatly influenced by the classroom setting and it also factors in how students remain awake, engaged with others, and motivated to learn.

The classroom environment includes such elements as physical space, furniture arrangement, lighting, level of noise, classroom adornment, the nature of relationship between the teacher and students, and their teaching styles and strategies. A well organized and attractive environment assists in increasing student participation as well as fostering interaction and feelings of safety and acceptance within the environment. An unappealing classroom with stationary desks, no student interaction, and instructor focused teaching methods may lead to passive learning, low motivation, and unsatisfactory grades. Research indicates that factors such as lighting, seating arrangements, noise levels, and teacher-student interactions significantly influence students' ability to focus and participate in class (Weinstein, 2006).

This case specifically looks at the impacts that the environment of a classroom has on the participation levels of the students. Using a mixed method approach which includes surveys,

Methodology

The methodology for this research incorporates a qualitative approach to analyze

the relationships between the classroom environment and student learning and performance activities. The study is conducted based on literature analysis of previously published research studies, academic articles and reports on classroom and its design as well as social and psychological factors that engage students into learning. "Studies show that classroom design directly impacts student focus and participation. Well-lit classrooms, especially with natural light, improve concentration and reduce eye strain (Barrett et al., 2015)."

Data is gathered from reputable educational databases, secondary journals, and research papers for primary data, which analyze different features of the classroom environment, They include physical characteristics (e. g., illumination, room temperature, seating arrangements, and noise), social characteristics (e. g., interactions between the students and the teacher, students' interactions among themselves), and psychological characteristics (e.g. a feeling of security, motivation, and emotional state of the students).

The analysis method employs thematic analysis in which students from different studies are brought together and analyzed in order to find common patterns and trends as well as gaps in the existing literature. This research intends to consolidate information in order to understand how the classroom environment influences student performance and how educational settings can be improved.

The review of literature shows teacher-student relationships and peer interactions are most impactful. Student motivation and engagement is positively influenced by trustful approach interactions with teachers as well as by supportive peers and teachers. Peers who are recognized, understood, and accepted can actively engage with faculty members to enhance motivation and positive engagement with the learning process, while the opposite can result in apathetic students who remain withdrawn.

1. Physical Factors: Certain physical features like seating arrangement, temperature, and classroom illumination affect student's attention and productivity. Use of windows for natural illumination aids in the relaxation of the students, while appropriate ventilation and moderate temperatures creates willingness to interact. Good quality construction also helps in creating a noise free environment which promotes better attention and understanding of the subject being taught to learners.

2. Social Aspects: Positive interaction with teachers and fellow students leads to meaningful learning outcomes. Trustful approach from teachers leads to higher engagement from students, especially when there is a collaborative classroom atmosphere where students actively engage with each other and share concepts and ideas. Lack of interaction among students will lead to poor academic performance in students due to lack of motivation and social disengagement.

3. Psychological Factors: There is a great possibility the student's personal psychological difficulty, if any, can be dealt with through the classroom's socioemotional environment. The basic emotional security and care provided in the classroom setting is expected to enhance the students' self-esteem and self-confidence.

Discussion / Data Analysis

The results obtained from this research report confirm that classmates' and teachers' participation and contribution from within a classroom setting determines student interaction, motivation, as well as achievement outcomes. Consideration of the physical environment, social environment and psychological environment attempts to explain the achievement outcomes of the students in regards to the learning environment.

1. Physical Environment and Learning Efficiency

The sample indicates that optimized classrooms foster greater learning and achievement. There is an atmosphere of learning when there is good light, warm temperature and good seating arrangement. Studies show that students in well-ventilated classrooms with low background noise perform better than students in badly kept classrooms. It is clear from these findings that greater emphasis should be placed in improving physical conditions in order to learn better.

2. The Role of Social Interactions

Relationships within the classroom are very important for students' success. In addition, these teachers support students' communication, active participation and therefore, a better teaching process. In addition, group work together with teaching that leads to understanding and higher order thinking is encouraged.

Recommendations

With regard to the results of this investigation, various suggestions may be made in order to improve the class environment and student educational achievement.

1. Modify Environmental Elements

Natural lighting should be used, if possible, for the sake of eye comfort and the ability for students to pay attention.

Ensure that students of different ages are comfortable by maintaining good air temperature and quality via the ventilation system.

Seating arrangements should be designed to encourage attention and interaction while minimizing as much disturbance as possible.

Construction of learning spaces should incorporate sound absorbing materials and quiet spaces in the classrooms in order to minimize background noise.

2. Improve Relations Between Students and Teachers or Among Students

Encourage instructors to be more friendly and approachable so that students are able to share their academic difficulties without fearing for open communication.

Encourage interactive teaching so that students are able identify their peers and work together during problem solving activities.

Social bullying and the zealous rejection of peers should be dealt with by the establishment of supportive classroom policies for students.

"A sense of psychological safety and emotional well-being significantly influences

student engagement. Research highlights that students who feel safe and supported in their learning environment demonstrate higher motivation and confidence (Weinstein, 2006)."

3. Foster Psychological Research Well-Being

Create class settings that are not guarded and are friendly and enable the students to concentrate and respect their peers. Mentoring and counseling give emotional and academic help to students to help them when needed.

Encouraging progressive change through the promotion of improving one's performance and achievements minimizes challenges. Activities geared towards minimizing anxiety and stress include, but are not limited to, a more advanced practical approach to Learning for All.

Conclusion

This study has analyzed how physical, social, and psychological aspects of the classroom environment impact student learning, engagement, motivation, and academic performance. It was concluded that a well-structured, supportive learning environment strongly correlates with student success and achievement. The research shows that concentration and productivity is enhanced in students with supportive relationships with peers and teachers as well as in a noise-controlled space with appropriate lighting and comfortable seating. In addition, positive engagement is fostered when students feel included within peer groups or positive interactions, further enabling deeper learning. Moreover, a supportive environment along with a sense of security and emotional support fosters psychological well-being needed to sustain motivation and confidence in academic abilities.

In order to improve learning outcomes, make sure positive social interaction, adequate emotional support, and classroom atmosphere is appropriately designed. These strategies can enable the students to be comfortable in the school environment yielding the motivation to perform to the best of their abilities. This shows the great importance of the classroom environment as it can fundamentally change how students experience education.

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EVALUATING THE EFFECTIVENESS OF ONLINE LEARNING PLATFORMS

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Abstract: This study explores the effectiveness of online learning platforms in facilitating educational outcomes. With the rise of digital education, understanding the impact of online learning on student performance, engagement, and satisfaction is crucial. The research combines quantitative and qualitative methods to provide a comprehensive evaluation.

Keywords: Online Learning, Effectiveness, Digital Education, E-Learning Platforms, Student Engagement, Learning Outcomes

Introduction

Online learning platforms have been made possible by the rapid advancement of technology, which has transformed traditional learning methods. These platforms are now unavoidable, particularly in times of global crises like the COVID-19 pandemic. The efficiency of these platforms in providing quality education remains questionable, though. This study examines different variables like user satisfaction, interaction, and information retention in a bid to assess the efficiency of online learning platforms. Technology advancement has made online learning platforms possible, courtesy of the faster speed at which technology has evolved. Data improvement over the past decades has changed the manner in which people receive and utilize information. The growth of the internet and wide-scale use of smart devices have equipped students and teachers with even more resources to augment the learning process.

A key element of contemporary education is now made available through internet-based learning websites, which provide an abundance of interactive tools and learning materials. In addition to making information more accessible, these sites

have made it possible for students to access course materials at their own most convenient time.

Pandemics at the international level like the COVID-19 pandemic have reaffirmed the need for online learning platforms. Online materials proved to be important in order to offer uninterrupted learning as schools worldwide were shut down for more than a couple of weeks. The swift transition to virtual lessons in schools, colleges, and institutions made digital learning a matter of reliance for millions of students. This wonderful revolution highlighted the pros and cons of learning online. Some students were short on motivation, not digitally literate, and with little access to high-speed internet connectivity, while others highly appreciated the flexibility of studying. These varying differences have sparked controversy over the extent to which online learning websites offer quality teaching.

Besides, many factors, like the level of engagement of the user, maintenance of knowledge, and satisfaction of the user, shape the functionality of online learning sites. User engagement is among the key components contributing to learning output and could be defined as the level of participation and activity among the users and the website. Conversely, knowledge retention gauges the level at which the students can remember and apply the learned knowledge. User satisfaction covers all aspects of the learners' experience, such as usability of the platform, quality of the information, and support services. To measure the extent to which online learning systems meet the various needs of learners, one needs to know how these factors relate to each other.

Literature review

The research outcomes will inform the discussion about the future of learning and provide actionable suggestions for improving the design and usability of online learning environments. Ultimately, this project aims to close the gap between learning outcomes and technological innovation, enabling learning to be more effective and accessible for everyone.

The past few years have seen the learning environment transform drastically with the arrival of online learning platforms. Their contribution to education in modern times has been the subject of some research that has explored their strengths and weaknesses. Johnson et al. (2020) assert that online learning platforms promote accessibility by eradicating geographical limitations and providing students with flexible timetables. For non-traditional learners, i.e., working individuals and those with other family obligations, this flexibility provides them with the ability to access educational resources at a time convenient for them. Nevertheless, Johnson et al. (2020) further observed that as online systems tend to focus more on material delivery than on collaborative processes, they can end up not including the interactive components needed for rich learning.

However, Smith and Lee (2021) put forward that multimedia content-based systems, including interactive tests, films, and gamification features, increase learner engagement by a significant margin. Multimedia features support various styles of learning and make the learning process more engaging. Besides, the study demonstrated that interactive features enhance understanding and memory recall of complex ideas. Subsequent studies by Brown et al. (2022) confirmed these findings, with a focus on the fact that computer learning environments with adaptive learning paths and customized feedback increase learning achievement by responding to the needs of all learners.

Despite all these benefits, researchers have lamented the lack of peer collaboration in virtual learning communities. Social learning constitutes the source of knowledge creation, and compared to this, the lack of group projects on most sites may render critical thinking abilities more difficult to develop (Clark, 2021). This issue underscores the importance of incorporating discussion boards, group projects, and e-study groups into online spaces in a bid to increase social interaction and community building.

Moreover, technical difficulties are another important drawback of online learning systems. The poor students find it difficult to obtain stable internet access and proper devices, thereby exacerbating educational inequalities, as emphasized by Green and Taylor (2020). Hence, optimization of online learning requires equitable access to digital resources.

Methodology

In order to establish a greater degree of knowledge in the efficacy of online learning environments, a mixed-method was used. A mixed-method provided quantitative data combined with comprehensive user experiences through bringing together quantitative surveys and qualitative interviewing. This mixed-method ensured a fuller extent of comprehension into the subject under research since it was able to record numerical tendencies and subjective judgments.

200 students from all over all the academic fields, such as the STEM disciplines, humanities, and social sciences were involved in the study. Participants were selected based on prior experience with online learning systems, which was obtained from the fact that participants should have had prior experience with them for at least six months. For the sake of obtaining a representative sample of students, undergraduate and graduate students were included in the sample.

Data Collection

Three principal data collection approaches were utilized:

● Surveys: Web-based surveys were designed to capture user satisfaction, engagement levels, and learning success. The survey was based on closed-ended

questions and Likert-scale to gain quantitative estimates of participants' experiences.

● Interviews: Semi-structured interviews were conducted with a sample of 30 respondents to gain more detailed information regarding their experiences. The interview questions were regarding platform usability, quality of content, and perceived benefits and limitations.

● Platform Analytics: Use data were extracted from learning platforms, ranging from time on platform, how many times interacting with the platform, and passing rates of assignments and quizzes. The data here presented objective assessments of engagement as well as of learning patterns.

Engagement Levels: According to the findings of the survey, 75% of the respondents said they were very interactive with sites containing features of interaction like simulations, quizzes, and multimedia tutorials. The sites were found to require these features to keep students engaged and actively involved.

Also, by allowing students to apply concepts in real time, learning was made more dynamic and interactive. However, sites with no interactive elements and consisting of mostly text-based content revealed significantly lower levels of interest. Students are not really interested in static content per se, as evidenced by the fact that only 40% of the respondents said that they felt very interested in these sites.

Results

Knowledge Retention: On average, 68% of the participants' knowledge retention was improved much more when they used websites which provided frequent quizzes and practice tests. Those participants who did assessments frequently over time were able to remember more facts than those who only used passive learning methods like watching videos or reading books. This outcome concords with prior work showing that more low-stakes testing given repeatedly leads to higher levels of active recall and consolidation of information and learning. Even increased recall was evidenced in individuals taking adaptive quizzes where question difficulty increased or decreased with performance, meaning more targeted measures equated with greater learning.

User Satisfaction: Overall, 80% of the students indicated satisfaction with the usability and variety of information on the sites. Access to a vast range of resources, such as interactive drills, reading, and video lessons, ranked top among the most favored advantages.

However, the platforms failed to facilitate peer interaction equally. Only 60% of the students reported being satisfied with provisions for group work and socialization. This paradox suggests that some platforms prefer sharing

knowledge instead of creating a culture of unity among students that can discourage peer support systems and collaborative abilities to evolve.

Qualitative Insights

Additional participant experience data was added to the quantitative data using qualitative interviews. Participants were asked in open-ended discussion to share their perceptions of the benefits and limitations of online learning sites. Flexibility and Accessibility: One of the most oft-lauded attributes of distance education was, of course, its flexibility. Participants noted how easy it was to access anything from anywhere, at any time, allowing them to juggle their education with obligations to their family or workplace. Working parents and students especially appreciated this feature since they could learn at their own pace without the constraint of fixed schedules. Most of the participants also reported that this flexibility minimized stress related to inflexible timetables and allowed them to study in a standardized way.

Technical Difficulties: Another common problem that arose was technical problems. Common complaints were problems with interfaces on platforms, software bugs, and unreliable internet connections. For those who participated in areas with poor internet connectivity, such issues were quite annoying. To address such problems, various participants recommended that platforms enhance technical support services and provide offline options. Users preferred websites that provided customized feedback and adaptable learning paths. Progress dashboards, adaptive learning recommendations, and automatic quiz response were believed to support customized learning paths. Customized feedback helped students recognize the areas of weakness and establish achievable learning goals, while adaptive learning paths allowed them to learn at their own pace.

Discussion

The results suggest that online learning sites possess the ability to improve the interaction and memory retention of the students. There are, however, major hindrances since there is no person-to-person interaction and technical issues. Multimedia and interactive sites mostly result in more outcomes. The results suggest that online learning sites possess the ability to improve the interaction and memory retention of the students. This is best seen when sites integrate multimedia content, interactive functionalities, and tailored learning experiences. These functions enhance the efficacy and engagement of the learning process by catering to different learning modes. Quality of the platform, nature of information, and technology infrastructure employed by the students are among the determinants of the success of online learning platforms.

One of its main strengths is the capacity of online learning systems to offer flexible and accessible education. Knowledge retention is greatly improved since students can go over an abundance of resources at their own time and learn at their own

pace. Self-directed learning improves comprehension and long-term memory retention when paired with interactive content like simulations, films, and quizzes since studies have established (Smith & Johnson, 2020). Apart from this, learning objectives are facilitated through the provision to review content and discuss it with others using forums or internet chat sites.

Despite all these benefits, social loneliness still exists. In-person traditional education through live debates, instant feedback, and peer-to-peer learning communities is possible with all these elements and more challenging to achieve through the internet. Without the direct face-to-face interaction, the students get depressed and lose their interest. Because there were fewer social interactions, online students had lower satisfaction scores compared to their peers in hybrid or physical campuses (Brown and Taylor, 2021). Thus, such negative impacts are normally mitigated by platforms utilizing collaborative tools like peer review systems, group projects, and videoconferencing.

Technical problems are another significant barrier to the success of websites for online learning. Slow internet, malfunctioning software, and a lack of adequate technical support can disrupt learning. These types of problems disproportionately impact students from low-income or rural areas. According to research conducted by Lee et al. (2022), 30% of the sample indicated that technology issues were one of the most challenging aspects of their online learning. In order to avoid such imbalances, institutions and platform developers should assign extremely high priority to extending effective technical assistance and getting their platforms supported across a range of devices.

Conclusion

The final remarks of the investigation highlight the ever-changing nature of educational technology and the ongoing quest to maximize its application in higher education. There are opportunities and challenges alike in the future, thus there is a need for commitment to continued research, innovation, and reflection. Thus, technology is implemented to assist teachers in adopting student-centered instruction in which a proper understanding and elimination of issues with equity, access, and success are focused in higher educational institutes. Its utilization in higher education for future depends upon its effective implementation so as to enhance learning with attractive classrooms, exciting approaches, and easy acquisition.

Recommendations

- Incorporate more interactive and collaborative features.
- Enhance technical support systems.
- Develop hybrid models combining online and in-person learning.

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FLIPPED LEARNING AND ITS IMPACT ON STUDENT ACHIEVEMENT IN ENGLISH EDUCATION

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Abstract: The study of flashback appeared as an innovative pedagogical approach to the involvement of students and training in English. Unlike a traditional reporting class, changing the usual training model through obsolete education, videos, reading and interactive materials. Later, training sessions are dedicated to the development of developing cooperation, discussions, and problem-solving methods.

Studies show that the learned learning leads to a deeper understanding, critical thinking, and actively involved, as well as improved language, as well as reading and speaking. By allowing students to learn their speed before lesson, this method promotes various textbooks and the reader autonomy. In addition, teachers can make more personal thoughts and special problems more effective.

Despite many advantages, successful implementation requires sufficient technological resources, training and encouragement of students. Effective integration, the study of upbringing will significantly increase the school in English, significantly increases the interactive, student center and the growing development.

Keywords: Achievement, students, education, quality.

Introduction

There are demands and requirements for educations institutions to nurture and provide a rich learning environment for students to develop their learning and development. Universities are required to provide resources, infrastructure and teaching, enabling students to learn the most from them. In this regard and competitiveness, universities are increasingly competing and attractive learning environments for their prospective students. On the other hand, students expect their universities to provide their knowledge, skills, develop and grow as individuals. Students are required to focus on their academic tasks and achievement. However, students face various and competing responsibilities that often disrupt their success and academic expectations [1]. In particular, Students are trying to manage long- and medium-term academic Goals, as well as social, psychological, and personal demands, which they must pay attention to in their Goals. Often, they fall into the trap of procrastination; which is a difficult and serious issue for academic work [2, 3].

Literature review

Study on the face has increased its attention as an innovative pedagogical approach to the return of traditional teaching methods in recent years. This model deals with the curricular structure (E.G., video lectures, studies) outside the classroom outside the class to be dedicated to interactive discussions and practical manuals. This review studies the impact of students in English in English.

The study shows that the spreadshot has a positive effect on students' academic activities in English education. According to Bergman and Sams, shifted grades create more opportunities for personal education that allows students to grow in their speed. This individual approach is such as improving students' scientific skills and maintenance of language, such as grammar, reading and writing (basal, 2015).

In addition, free learning strengthens students to involve and motivate. On (2015) The students' fluent English salons demonstrated confidence in participating in compared to those traditional settings. By conducting passive education outside the class, students learn more for interactive and communicative tasks, it is very important to learn this language.

Another important advantage of the structured education is the role of its ability to think high-level thinking. According to the webb and DOman (DOman), students in the Ravshan courses develop the ability to solve problems in important thinking and public discussion and peculiarities. It is associated with the taxonomy of a

flower, emphasizing the importance of remembering, analyzing, analyzing and evaluating this information.

Despite the advantages, some studies highlight fast education problems. For example, the students who are not limited to the use of digital resources or not familiar to self-reading can be adapted (LO and HEW 2017). In addition, the effectiveness of directed training depends on well-compiled materials and teacher's manual to ensure the active participation of students.

In short, learning literature, learned teaching will enhance students' knowledge, attracting and improving critical thinking. However, successful implementation is required to carefully planning and review the needs of students. How to learn how to optimize limited learning in the future research can be optimized for contexts and skill levels.

Methodology

This study will learn students' achievements in English. To achieve this, a mixed methods of research containing various quantitative and quality research methods is used.

Research design:

The quasic experimental design is used to compare students' training sessions with those in traditional classes. In addition, quality data is observed by communication and teachers.

Participants:

The study attracts medium or university students in two groups: Experimental group (Front Teaching) and Management Group (traditional guidelines). Both groups will be similar to both the level of knowledge, origin and other relevant variables.

Data collection methods:

1.Prior to the test and subsequent test: a standardized English language test is used before and after measures to improve the skills of students.

2. Inquiries and interviews: students submit questions about their experiences and limited education. The selected participants will talk for deep understanding.

3. Class observations: Survey observations: researcher observes the interaction of the class to attract students, participate, and assess the dynamics of teachers.

Order:

1. Traditional group: Lessons are delivered by teachers during a lesson.

2. Prior to the class: Fast Training Group: Students carry video, reading materials and online sources before the classroom. The classroom focuses on discussion, solving problems and implementing knowledge.

3. Analysis: Accumulated information is analyzed using thematic analyzes for statistical methods (test points) and a thematic analysis for quality responses.

Moral attitude:

The consent of the participants is obtained and confidentiality is stored. The study is aimed at ensuring impartial result and ethical research practice.

The study of the learning of this methodological knowledge evaluates whether or not to learn English and involve students in relation to traditional teaching methods.

Results:

The conclusions of this study, the study has a positive impact on students' education in English. The results are based on analysis of pre-test test and postgraduate points, student views and class observations analysis.

Quantitative conclusions:

Points before and after testing, the students in the loose training shows that the students of the loose study group shows that they are improving English language knowledge than those in traditional classes. The results of the experimental group increased 15-20 percent, while the control team will improve 8-10 percent. The T-test analysis confirmed that the difference was statistical significance (P <0.05) means that English knowledge has achieved knowledge in English.

Quality conclusions:

1. Student Attract and Motivation:

The students in the survey and interviews revealed were more processing and zealous.

They reported that they allow learning programs in force for watching textbooks before the classroom.

2. The interaction of the classroom:

Observations showed that students of the grade-connected graders took an active part in discussions, asked more questions and worked better with peers.

On the other hand, traditional graders trust in the teacher explanation and demonstrated low levels of interaction.

3. Mausages are said:

Some students found it difficult to complete disciplined and famous assignments.

Multions noted that technical problems (e.g. Internet access) occasionally hindered their training process.

General conclusion:

The results show that the directed study will increase the results of learning English language learning, improving the active participation, understanding and increasing students' achievements. However, to increase its effectiveness, teachers must provide additional assistance to students who are fighting independent teaching.

Discussion

The conclusions of this study, the study has a positive impact on students' education in English. Post-tested results in the approved class show that this approach is more effective than traditional methods to know English. This shows the advantages of the learning environment studied by students in the purchase of this language.

The main advantage of limited knowledge is that it allows students to engage in training with their speed before lesson and to take it to keep it. The interaction in the class observed in this study is more convinced that when students are prepared, they believe in discussions, ask questions and apply their knowledge more and use their knowledge more and use their knowledge. It supports the idea that they can make more of their knowledge and use their knowledge and to make sure their knowledge in applying their knowledge and applying their knowledge. This active learning approach helps the ability to understand the deeper understanding and critical thinking, which is necessary in learning languages.

However, the study identified some challenges. Several students struggled to control the time and self-discipline in performing previous tasks. This shows that the additional help necessary to help students be involved, such as instructions or privileges needed. In addition, technical barriers such as Internet access hinder the efficiency of accelerated reading, emphasizes the need for flexible and accessing practices.

Despite these problems, common findings, prompt study is a promising way to increase students' knowledge in English. In order to maximize its advantages, teachers must provide specific instructions, provide technological use, and assist students who are aimed at self-directing. The future research, the study of the long-term effects of spread education and various aspects of its words, such as speaking and writing skills.

In short, education in English more interested in students who have achieved students and learned to teach students. While there are some problems, they can apply to appropriate strategies and learn an effective approach for modern language.

Conclusion

Belmbiting study emerged as a transformative approach in the field of education, which is affected by students' achievements. The reverse of the traditional education model, students spend more time in classes, reading and online exercises, such as interactive and personally available for practical and practical manuals. This method improves the deeper understanding, active participation and purchase of language.

One of the main benefits of limited education in English education attracts students. Because students are already familiar to the class, they are more prepared to participate in discussions, make their language knowledge effectively. This active participation leads to understanding and maintaining understanding, leading to high academic indicators. In addition, grinding allows the placement of different textbooks, to learn students at their speed, to reconsider difficult terms and to reinforce the classroom.

In addition, the twisted model encourages a student autonomy and responsibility for knowledge. This is a focus of the focus of teachers to apply to students who assign their progress. This independence develops the ability to solve critically and solve the problems, it is necessary to master this language. In addition, teachers

help to allow students to fight students, advanced students to learn more complex concepts.

Despite its advantages, it is effective efficient for studying education. All students do not have equal access to digital resources, and some can fight self-discipers when completing the events that are up to class. Therefore, teachers must ensure that the scattered education is inkose, and alternative resources and constant instructions for support all students.

In short, teaching has a great impact on students' education in English. It will be attracted, understand and improve the autonomy, eventually improving language. Although there are problems, strategic planning and fair use of resources can maximize the benefits of this innovative approach. When education is developing, it is a promising manner to develop meaningful and effective practices of English learning.

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HOW EFFECTIVE ARE CAMPUS MENTAL HEALTH SERVICES IN ADDRESSING STUDENT NEEDS

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Annotation: This study examines the effectiveness of campus mental health services in addressing student needs, focusing on the challenges students face during their transition to university life. The research highlights the increasing psychological distress among students due to academic pressure, financial concerns, and social adjustments. Utilizing a mixed-methods approach, data was collected from students and clinicians through surveys, workshops, and interviews.

Findings suggest that traditional counseling services face barriers such as long wait times and accessibility issues, which hinder student engagement. The study advocates for integrating digital mental health tools and student-centered support initiatives to enhance accessibility and effectiveness. These insights emphasize the need for institutions to adapt their mental health services to better support student well-being.

Key words: Campus mental health, student well-being, psychological distress, university transition, counseling services, digital mental health tools, mixed-methods research.

Introduction

The period of transition can be difficult, particularly for migrants, but attending university is a positive and emancipating experience. More than 80% of British full-time students move from home to attend college. Attending university occurs at the same time as young adults are moving away from home, their brains mature more quickly, and they are more susceptible to stress. Transitioning from home to communal living is full of unique challenges, such as sharing with unknown people, managing on one's own, and balancing domestic tasks.

To sustain themselves, students also need to undertake part-time jobs in addition to studies, which further tends to add to the stress level. It is true that psychological distress rises as soon as one begins to go to college. Problems pertaining to their well-being are the most common cause of university dropouts, which tend to occur within the first few weeks of school. Successful transition experiences, though, help students develop a sense of community, which has the potential to heighten wellbeing and improve academic attainment.

Once they are in HE, the students are themselves accountable for learning and achieving. Stress and anxiety levels may rise as a result of this extra responsibility and juggling of time between competing demands. Students' capacity to adjust to their new learning environment may be impaired when their expectations and the reality of their first year at university differ. A majority of students report they lack the capabilities to be successful independent learners, despite the fact that it is expected that they become independent learners during the transition phase. Perceived lack of preparation for independent learning is among the factors given for school dropout.

Literature review

Universities and colleges are becoming more diverse, and the high level of racially and ethnically minoritized (REM) students enrolling in the recent years has contributed to accelerating this expansion. As per the quote by National Center for Education Statistics (NCES), "The percentage of college students who identify themselves as racially and ethnically diverse has shifted nationally, rising from 45.3% of all students in 2010 to 52.1% in 2022" (National Center for Education Statistics, Citationn.d.).

As future leaders, the mental well-being and health of university and college students are crucial to the future and health of society. Young adulthood is experiencing a mental health crisis because of the various stressors and challenges to which this group is exposed, and in recent years compounded by the COVID-19 pandemic. The highest rate in the 15-year period the survey has been conducted—44% reporting depressive symptoms, 37% reporting anxiety, and 15% reporting suicidal thoughts—was found in a survey of approximately 90,000 students at 133 US colleges and universities during the 2021–2022 school year (Healthy Minds Network, Citation2023).

Methodology

Participants

This study involved clinicians and undergraduate and graduate students at two moderately large universities in the Midwest. For this work, we will refer to these universities as "University #1" & "University #2." We establish the university partnership to facilitate on-going research on mobile technologies for mental health for college students.

Methods

This work utilized three different approaches of data collection: an online survey, co-design workshops & 1:1 interviews. For the undergraduate and graduate students, we recruited through print advertisements, in an email, and through outreach to student organizations on campus. Clinician participants were recruited through email, and we also arranged to meet in-person with the clinicians on staff to recruit. Complete protocols for this study were approved by the Institutional Review Board of the authors' university, and at least one researcher obtained informed consent from each participant.

An online survey to gauge interest in digital mental health tools and current methods of treatment for mental health filled out by 31 doctors from both countries. This survey was modeled on a previously published survey that asked mental health clinicians about their willingness to use web and mobile-based tools in their practice. Participants received 20 questions focused on their interest in digital mental health. These questions asked how often they use technology at work, whether they would like to use it to communicate with clients, and what technology they would recommend for clients' personal use. Respondents answered the questions in multiple choice, Likert scale, and open-ended format.

Co-Design Workshops: Twenty students and ten physicians participated in the co-design workshops in both sites. Human-centered design principles were utilized in the co-design workshop methods. To bring a diverse group of people together and stimulate their minds, brainstorming and creative thinking activities were utilized. Clinician and student groups in both college counseling centers held workshops with 10 or fewer participants. The members of the group were informed of a stress management program to be created:

"A tool that allows students to access at no charge a few interactive, clinical resources, complete short mental health screens, get feedback, and build their own stress management and coping skills." Details regarding counseling center services (and possibly other campus services) will also be provided to students whose assessment suggests they could benefit from in-person evaluation and counseling.

Results

They included 15 from School #2 and 16 from School #1 in the sample of clinicians who were surveyed. The majority of the sample was white (77.4%) and female (74.2%). The years of practice ranged from less than one year to 32 years. The average number of years in practice was 10.5 years (SD = 9.3). The co-design workshop sample participants included 20 students and 10 clinicians from the counseling center. Participants were primarily female (8????3%) and ethnically and racially diverse (including 4 Hispanic or Latino, 8 African American, and 5 Asian participants).

Out of the total 19 students of the counseling centers, there were 15 students and 4 counselors who took part in the sample of individual interviews. Most participants (89 percent) were females and belonged to different races and ethnicities. For example, four people were Hispanic or Latino, four people were African American, two people were Asian, and five people were more than one race. The participants' scores on the PHQ-9 or GAD-7 were elevated. Thirteen subjects scored higher on the GAD-7 while twelve the PHQ-9. The mean score for PHQ-9 and GAD-7 was 12.5 and 13.2 respectively.

Findings

Descriptive statistics were used to summarize the quantitative survey data. Findings include percentages, means, and standard deviations. Findings in this research were informed by integration and analysis of qualitative and quantitative survey data, though since sequential mixed methods design used in this research involved gathering quantitative survey data first and subsequently most of the qualitative data, qualitative survey data was unavailable until near the end. The co-design workshops and the one-to-one interviews were audio recorded and subsequently transcribed. The authors used a qualitative description approach to code and analyze the transcriptions, which were the main source of qualitative data.

Because there was substantial theme overlap among the responses, individual interview and co-design workshop transcripts were coded separately before being combined into a single set. Because they collapsed codes into the more general issue categories mentioned in the findings, the method used allowed the coders to become familiar with the data. Both members of the study team read through each transcript and negotiated the first codes. The study team created a codebook and coded the transcripts using the NVivo software. The participants in the co-design

workshops could not be identified individually because of the character of the recordings and transcripts; thus, they are not attributed to any single quotation in the findings presented below.

Discussion

College students face adversity and mismatch between their expectations and practices in counseling centers, putting them at risk of having long-term mental health problems. We employed a mixed-methods design to determine barriers to care and synchronize students and counseling center professionals on proposals for offering mental health services on campus. This article adds to the growing body of literature on the advantages of working together among students and counseling center clinicians to offer mental health services.

Children were screened first to determine if there were any barriers to mental health treatment. We found that the typical face-to-face counseling offered on most campuses has limitations that limit students' participation. Long waitlists, limited-service times, and inconvenient or unexpected places are not merely physical hindrances to the receipt of help by students; they also can cause a breakdown in motivation on the part of students' efforts to access it. These barriers confirm previously quoted hurdles in the literature and as suggested by students. Our findings uphold that there is need to do even more to offer college students the attention they need as quickly as possible.

Conclusion

Addressing mental health issues in college is crucial to the long-term health of students. 38 With the number of students seeking counseling services on the rise, it's essential that therapists and researchers develop effective ways to better serve the students. Students identify obstacles to face-to-face care and are interested in developing and implementing novel support strategies. We recommend that US institutions and colleges carry out low-level emotional support initiatives and involve students in their development.

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THE ROLE OF SWITCHING FROM THE TARGET LANGUAGE TO L1 IN THE EFL CLASSES

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Annotation: The use of the first language (L1) in English as a Foreign Language (EFL) classrooms remains a widely debated topic in today's world. While some researchers argue that L1 use facilitates comprehension and lowers students' affective barriers, others claim that it reduces exposure to the target language (L2) and hinders language acquisition. This literature review explores the role of switching from L2 to L1 in EFL classrooms, focusing on theoretical perspectives, benefits, drawbacks, and empirical studies. Based on various linguistic and pedagogical perspectives, this review highlights how strategic L1 use can support learning when implemented effectively. The review concludes with recommendations for a balanced approach to code-switching in EFL classes.

Keywords: Code-switching, L1 use, EFL classes, second language acquisition, bilingual education.

Introduction

The role of the first language (L1) in English as a Foreign Language (EFL) classrooms has been a significant topic of discussion in second language acquisition research. Code-switching, or the act of switching between L1 and the target language (L2), is often observed in language learning classes. While L1 teaching methods emphasize maximum exposure to L2, modern perspectives recognize the strategic use of L1 as a pedagogical tool (Cook,2001). This literature review examines the advantages and drawbacks of L1 use in EFL classrooms, considering both theoretical perspectives and empirical research. While some scholars argue that L1 facilitates comprehension, reduces anxiety, and aids in metalinguistic awareness (Macaro,2005), metalinguistic awareness is the ability to understand and analyze the underlying structure of language, separate from its meaning. Others believe that excessive reliance on L1 hinders L2 immersion and fluency development (Krashen,1985). This review synthesizes key research findings and theoretical perspectives, offering insights into how L1 could be effectively integrated with EFL instruction.

Theoretical Background.

Several theories of L2 acquisition inform the discussion on L1 use in EFL classes: Krashen's Input Hypothesis suggests that comprehensible input is essential for language learning, and L1 can facilitate understanding of complex concepts (Krashen,1985). Vygotsky's Sociocultural Theory emphasizes the role of L1 in cognitive development, particularly in scaffolding learning (Vygotsky,1978). The

Cummins Independence Hypothesis argues that proficiency in L1 supports L2 development, as linguistic skills transfer across languages (Cummins,2000).

Advantages of Switching to L1 in EFL Classrooms.

The first benefit of switching to L1 in EFL classes is, it facilitates comprehension. L1 can help clarify difficult grammatical structures and abstract concepts (Turnbull & Dailey–O'Cain,2009). The second is that it reduces anxiety. Studies suggest that limited L1 use lowers effective barriers, making students more comfortable in language learning(Macaro,2005). The third is that it enhances classroom management. Teachers can use L1 for instructions, discipline, and building rapport (Littlewood and Yu,2011). Lastly, it promotes metalinguistic awareness. Comparing L1 and L2 structures helps learners develop a deeper understanding of both languages (Cook,2001).

Disadvantages of L1 use in EFL classes.

As for the drawbacks, the first one is that overreliance on L1 may restrict students' chances to practice L2. For instance, Krashen (1985) highlights that minimizing L1 use is critical for maximizing L2 exposure, which is vital for language acquisition. Secondly, there may be insufficient immersion, as students who use L1 excessively may not be able to acquire natural fluency in L2, and Macaro (2005) notes that learners' competence may be affected by inadequate complete experience in L2, which may hinder the internalization of language structures. In this regard, frequent use of L1 may promote translation-based learning rather than direct L2 thought. Ellis (1994) maintains that excessive reliance on L1 may result in language interference, making it difficult for students to become fluent in L2.

Studies and Research Findings.

The purpose of L1 in language learning has been the subject of numerous studies. For instance, Cook (2001) supports an appropriate approach to L1 use, arguing that it ought to be viewed as a learning tool rather than an obstacle. Similarly, Macaro (2005) found that limited and strategic use of L1 can aid comprehension without negatively impacting L2 proficiency. Additionally, Turnbull & Dailey-O'Cain (2009) found that students who occasionally got explanations in their first language (L1) performed better in complex grammatical tasks. In authentic classroom environments, EFL instructors frequently shift to L1 when students face difficulties with writing assignments or grammatical guidelines. For instance, while teaching English verb tenses like the past perfect or passive voice to students who had never heard of them before, teachers in a Turkish EFL classroom would utilize Turkish (Çelik, 2008). Another example is seen in EFL lessons taught in Japan, where teachers use Japanese to explain the distinction between articles "a" and "the," as this idea is not present in Japanese (Saito & Ebsworth, 2004). Additionally, when it comes to classroom administration, code-switching is prevalent. To prevent misconceptions, teachers frequently use L1 while making disciplinary comments or when fully explaining test regulations (Littlewood & Yu, 2011). A research by

Daşkın (2015) found that Turkish EFL teachers used L1 to sustain classroom dynamics and engagement by using it for comedy, rapport-building, or to address cultural allusions that were hard to express in English. Another situation is where L1 switching happens naturally in peer communication. Students may use L1 when working with their peers as a group, in order to figure out the meaning and ensure that the task is finished. According to Swain and Lapkin (2000), French students in Canada, who have full experience, used English as their first language to scaffold each other's learning and resolve misunderstandings when working on collaborative assignments. Krashen (1985), however, maintains that optimizing L2 exposure is crucial for language acquisition and recommends against excessive reliance on L1. As a result, while some researchers emphasize the advantages of regulated L1 use, others focus on the need for total involvement in L2 acquisition.

Conclusion.

The debate over L1 use in EFL classrooms continues with research highlighting both its advantages and limitations. A strategic approach—integrating L1 while maintaining strong L2 exposure—can be beneficial for learners. Future studies should focus on determining optimal L1-to-L2 ratios based on student proficiency levels and learning contexts. As a result, the effective use of L1 should be tailored to meet students' needs while fostering L2 fluency.

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THE ROLE OF CODE-SWITCHING EAP CLASSROOMS

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Annotation: This article discusses the issue of code-switching, the use of more than one language in a single communicative exchange, in the context of English for Academic Purposes (EAP) classrooms. For bilingual students, code-switching can act as a high-level tool that enables them to understand abstract academic content, feel less anxious during tests, and communicate more effectively. Some teachers view it as a beneficial approach, while others are concerned that it interferes with complete engagement in English. When applied judiciously, however, code-switching can enrich the learning experience, as the findings suggest. Overdependence on the first language (L1), however, may hinder English language development. Finally, this review emphasizes the need for more research on the effectiveness of code-switching integrated into pedagogy to advance the oral proficiency of students and their academic achievement.

Keywords: Code-switching, EAP classrooms, bilingualism, academic language, second language acquisition.

Introduction

Code-switching refers to the practice of alternating between two or more languages within a conversation or sentence (Gumperz, 1982). Although English is used in the EAP classroom, code-switching can be used as a pedagogic resource. This allows students to wade through dense academic material and renders challenging concepts more appealing. In multilingual environments, students often turn to academic language to construct and produce ideas that they will often struggle to articulate in English. Some educators say that code-switching can detract from full immersion in English, but others make the case that it is a useful tool to help boost understanding and lower cognitive load. This paper examines code-switching in EAP classrooms, presenting both its benefits and its limitations.

Defining Code-Switching

In linguistics, code-switching generally refers to switching between languages in a conversation by bilingual or multilingual speakers, which can happen even at the sentence level (Gumperz, 1982). There can be several reasons for such phenomena, such as searching for clarity, repeating the meaning, or simply expressing notions that cannot be easily translated into any single language (Macaro, 2009). So while some may regard code-switching as indicative of a lack of high-level language proficiency, it is also a strategic communicative tool that enables students to enhance their learning by allowing them to switch between different linguistic and academic registers given the fact that we are cognizant that there exists a gravitation between them during the learning process (Gumperz, 1982).

Code-switching is particularly useful in the Language of Education classroom, where students have to describe a complex academic idea in English but may not have the necessary vocabulary at their disposal. Completing the transition to their L1 would allow them to comprehend and express academic ideas, promoting their cognitive and linguistic development.

Case Study: Code-Switching in EAP Classrooms

Imagine a student trying to describe a science phenomenon in English but can't find the proper term. The student may turn back to their L1 (e.g., Russian) and ask for clarification:

Student (in English): "The process of photosynthesis… it's how plants… you know, they change sunlight into...?" Student (transitioning to Russian): "How do they use light to make oxygen? What is this called in English?" Teacher (speaking in English): Oh, it's called photosynthesis!"

In this case, the student resorts to Russian for greater clarity, when the teacher confirms the term in English, ensuring both processing and adding to the message. This case demonstrates the teaching potential of using code-switching as a resource to help students make sense of the academic content.

The benefits of Code-Switching in EAP Classrooms

Interestingly, according to research, code-switching is highly beneficial in EAP classrooms. It can first lower the cognitive load by letting students access their L1 and L2 when processing difficult information. As Macaro (2009) puts it, 'the strategic use of the L1 can facilitate the learning of difficult items of academic vocabulary and grammar, and hence the learning process'. Academically, Hall (2007) found that code-switching aids the transfer of learning by helping students to connect their known and new content, allowing a better understanding of academic material.

According to Swain and Lapkin (2000), a "less stressful classroom environment" is also a product of code-switching, and it is well known that such an environment may lower students' anxiety levels and encourage more participation. This is especially vital for multilingual students, who may feel anxious about their English ability. The students tend to become more confident when they learn using their L1, and they will eventually become more active in learning.

Moreover, code-switching can promote collaboration among students in multilingual classrooms. According to Cook (2001), academic discussions between students enable them to make connections in their language and thus facilitate learning through the potential of both languages. So, making sure the students themselves learn the material and help each other comprehend it, rather than relying purely on the teacher, creates a community feel in the classroom, as well.

A real-life example of Code-Switching in EAP classrooms

Think of a teacher talking about an academic topic such as economics. A student may understand everything in their studies in English, but there's just this one term they don't quite get. They slip into Russian to explain the idea:

Student (in English): "So, when we're talking about 'market equilibrium'… it's the state between supply and demand, right? Student (speaking in Russian): "А как это меняет цены на товары?" Teacher (answering in English): "Yes, exactly. It equilibrates supply and demand and stabilizes prices. So that balance is what we call market equilibrium."

Here, the student uses Russian to better understand a complex concept, and the teacher uses English as an affirmation of learning.

The Challenges of Code-Switching in EAP Classrooms

Although code-switching has its advantages, it can create problems, especially when it occurs too frequently. One of the main concerns is that excessive code-switching may prevent students from fully learning English. Overuse of L1 deprives students of exposure to English and thus hinders their language development (Macaro 2005). Excessive switching overwhelms students, as Sweller (1988) elucidated in his Cognitive Load Theory, preventing learners from properly absorbing English grammar and academic vocabulary. Moreover, code-switching can break the rhythm of lessons to the point of incoherence, particularly if overused; rather than serving as an elucidation, it can confuse rather than clarify. So, teachers need to balance the use of code-switching to help understand the lesson content and also give students enough exposure to English to help them with fluency.

Example of Overuse of Code-Switching:

Imagine a scenario in which a student keeps alternating between English and Russian while explaining:

Student (in English): "The theory of relativity … explains how time and space are … connected." Student (switching to Russian): "How does it work? What does that mean in real life?" Student (returning to English): "Oh, that means gravity bends space and time, especially in areas of strong gravity.

The student might switch to Russian for a better understanding of a given concept, although if it happens too often that can disrupt the lesson. To reinforce this, the teacher could encourage greater and more consistent use of English for the student to gain confidence and fluency with the target language.

Code-Switching in Classroom Interactions

Code-switching in bilingual and multilingual classrooms helps to make communication happen. Using such phrases gives students the ability to clearly articulate ideas ask for clarifications and engage in fluid discussions. However, students need exposure to English to develop their academic language skills. Teachers' attitude toward code-switching also plays a role in its effectiveness in the classroom. When teachers recognize that code-switching is a natural part of language learning, they're able to include it in ways that help make academic content more accessible. Conversely, teachers with strict English-only policies may stifle students' ability to use their first language as a learning resource.

A Classroom Interaction in Real Life:

Imagine this example in a classroom discussion, where a student asks for clarification in both Russian and English:

Student (in English): "What is this idea of 'cultural capital'?" Student (switching to Russian): "What do you mean by that, how does that relate to social theory?" Teacher (answering in English): "It means the knowledge, skills, and education that people use to get ahead in society. Cultural capital helps people get ahead."

 This kind of switching clarifies the meaning of the academic term for the student in a way that contributes to their understanding of the lesson.

Teaching Methodologies in Code-Switching

 Some teaching methodologies actively embrace code-switching, while others discourage it. The Communicative Language Teaching (CLT) approach, for example, emphasizes immersion in English to foster fluency (Littlewood, 2012). As a result, CLT typically discourages excessive use of students' first language in the classroom. However, research suggests that strategic code-switching can support CLT by helping students transition to English fluency (Garcia, 2009). Other educators implement bilingual teaching frameworks, systematically using code-switching to clarify difficult concepts before guiding students back to full English use (Turnbull & Daily O'Cain, 2009). This approach allows students to gain confidence in English while ensuring thorough comprehension of academic content.

 Real-life Explanation of the Bilingual Teaching Framework.

Picture, if you will, a teacher explaining a complex topic in a bilingual classroom.

 Teacher (in English): "Today we'll discuss how economic policy impacts international trade." Teacher (now in Russian to clarify): "Understanding these principles will enable you to understand better how economic decisions impact international trade."

People think that this is great, because they get the explanation in Russian, but still get their exposure to English at the same time.

Conclusion

Code-switching is an important part of language acquisition and the academic success feature of our EAP classrooms. If used strategically, it improves

students' understanding, lowers anxiety, and promotes collaboration in multilingual classrooms. On the other hand, using the L1 too much can inhibit students from developing their English skills. It means educators should maximize the use of code-switching. Students must receive sufficient input in the Lingua Franca to ensure success when they need to communicate academically while also benefiting from the support of their L1. Future research should explore how code-switching can be effectively integrated into EAP pedagogy to improve student outcomes.

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TECHNOLOGICAL INNOVATIONS AND AI IN LANGUAGE LEARNING AND COMMUNICATION

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Annotation: The implementation of Artificial Intelligence led to substantial changes across digital operations as well as significant adjustments in language teaching and communication practices. The combination of personalized educational approaches with time-based translation components and interactive educational resources enables AI-based language tools to boost educational effectiveness. The system integrates individual learning modules to eliminate language barriers, facilitating seamless communication across organizations.

Key words: Artificial Intelligence, Language Learning, Personalized Education, Real-Time Translation, Assistive Technology, AI-Powered Communication, Augmented Reality in Language Learning.

Main information

AI in Personalized Language Learning

AI-driven platforms use machine learning algorithms to tailor language lessons to users' proficiency levels, learning speeds, and interests. Adaptive learning platforms ensure committed instruction, while AI-driven tutors provide instant feedback on syntax, pronunciation, and grammar, enhancing linguistic capabilities effectively.

Gamification and Engagement

AI has introduced gamified learning experiences, integrating interactive exercises, rewards, and adaptive tasks to improve engagement. Apps like Duolingo leverage AI to create immersive, game-like environments, while AI-powered conversation simulations enable learners to build confidence in real-life communication.

AI-Powered Translation and Communication

AI has revolutionized global communication through advanced translation technologies. AI-powered real-time translation software removes language barriers in business, education, and social settings. Neural machine translation (NMT) systems, such as Google Translate, interpret linguistic nuances to deliver highly accurate translations, improving cross-cultural communication.

AI in Business and Professional Communication

AI-powered communication tools are now essential in business. Companies use AI-driven translation tools, virtual assistants, and automated customer service solutions to streamline global communication. NLP-based AI chatbots facilitate multilingual customer interactions, improving operational efficiency and customer engagement.

Assistive Technology for Accessible Learning

AI-driven assistive technologies have enhanced language learning accessibility, particularly for disabled learners. Speech recognition, text-to-speech programs, and AI chatbots support individuals with dyslexia, speech impairments, and other disabilities. AI-powered sign language interpreters further enhance inclusivity in language education.

AI and the Future of Language Learning

Future advancements in AI, including virtual reality (VR) and augmented reality (AR), will create immersive language learning environments. Students will interact with virtual native speakers, enhancing contextual language acquisition. AI-powered voice recognition will improve speech-to-text accuracy, while predictive analytics will refine teaching strategies for optimized learning outcomes.

Challenges and Ethical Concerns

Despite its advantages, AI-based language learning presents challenges. Over-reliance on AI tools may hinder human interaction essential for cultural and contextual understanding. Data privacy concerns arise due to AI's extensive data processing capabilities. Balancing AI-assisted learning with human instruction is crucial to maximizing technology's potential in education. Additionally, bias in AI algorithms must be addressed to ensure fairness and inclusivity in AI-driven language applications.

Conclusion

AI has transformed language learning and communication, making the process more interactive, efficient, and personalized. However, ethical challenges must be addressed to ensure AI's responsible deployment in education. As AI technology advances, its role in breaking language barriers and fostering global connectivity will continue to expand, particularly with developments in AR, VR, and NLP enhancing its capabilities.

Table 1. AI Tools and Their Educational Features

AI Tool	Feature
Duolingo	Gamified learning, personalized lessons

Source: Duolingo Research Team

Reference:

- Coursebox AI - AI in Language Learning and Translation
- Investors.com - Duolingo AI Innovations
- NoodleFactory - AI Transforming Language Learning
- AP News - AI and Students with Disabilities
- Talkpal AI - AI's Impact on Global Communication

ESP AND EAP FOR FUTURE EDUCATORS: PREPARING FOR INTERNATIONAL TEACHING ENVIRONMENTS

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Abstract: In today`s world English Language is having a great value as approximately 2 billion of 7 billion inhabitants speak English which encourages more people to learn a language in term of ESP (English for specific Purposes) and EAP (English for Academic Purposes). This article explains the definitions of ESP and EAP, Significance,and possible advantages and disadvantages of two forms of studying English.

Introduction

Today's educators must be able to communicate, work together, and flourish in global settings as education becomes more global than ever. But welcome to the world of ESP and EAP—general English is no longer sufficient.

With the growth of international campuses, academic exchange programs, and online learning settings that support multicultural, varied classes, education is becoming more and more global in scope. In this regard, English for Academic Purposes (EAP) and English for Specific Purposes (ESP) have emerged as crucial instruments for aspiring teachers to interact meaningfully in global academic and professional contexts, communicate clearly, and instruct with assurance.

Effective English communication is now required in today's global educational environment. Future teachers need to be prepared to participate in academic conversations and research, provide subject-specific knowledge, and engage in professional discourse in addition to being able to relate socially. This requirement emphasizes the value of English for Academic Purposes (EAP), which prepares people for academic tasks like essay writing, presentations, and critical reading, and English for Specific Purposes (ESP), which concentrates on the language proficiency required within specific professional fields. To succeed in multicultural, multilingual classrooms and worldwide academic communities, future teachers intending to work in global settings must grasp both ESP and EAP. Since global education highly being developed in recent times, the need for ESP and EAP educators increased, therefore, value of ESP and EAP forms of studies should be widely in use.

What is ESP and EAP?

English Language Teaching (ELT)

↓

English for Specific Purposes (ESP)

↓

English for Academic Purposes (EAP)

↙ ↘

English for General Academic Purposes (EGAP) | English for Specific Academic Purposes (ESAP)
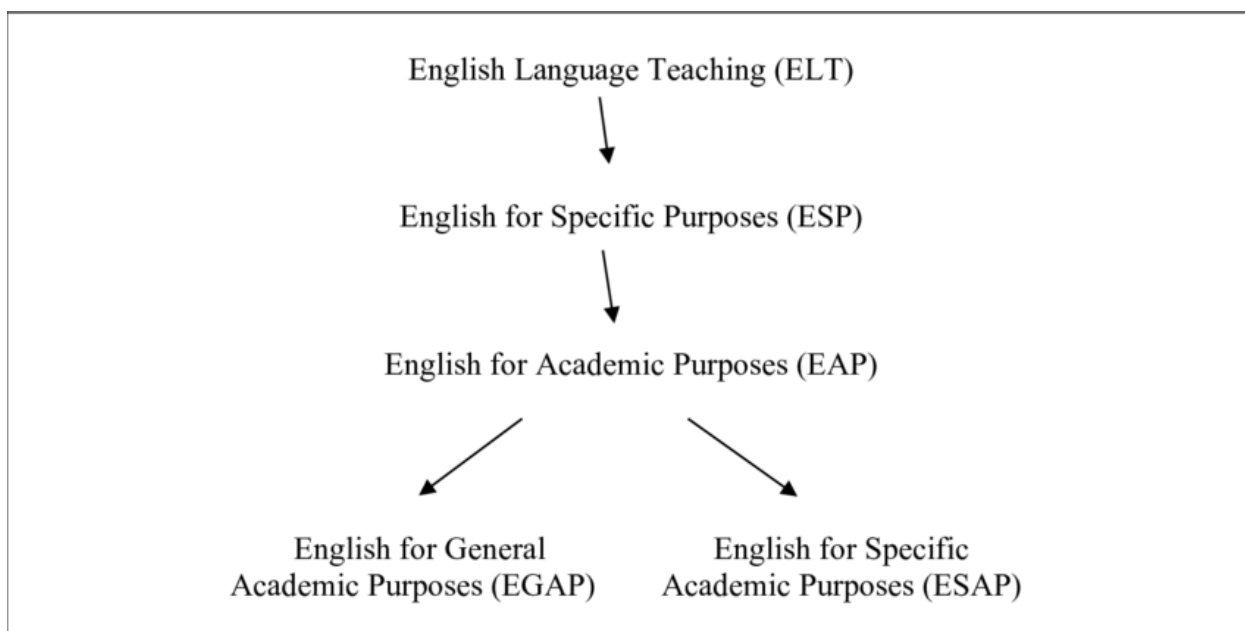
Basically, ESP stands for English for Specific Purposes which means learners should be thought in a way their needs are such as business, medicine, law and etc. On the other hand, EAP means English for Academic Purposes where learners of this field tend to have researches, discussions, and college university works. While Belcher D (2009) in their 'What ESP Is and Can Be: An Introduction' defined ESP and EAP followingly:

A learner-centered method of teaching English that is intended to address the unique linguistic and communicative requirements of people working in certain academic, professional, or occupational domains is known as English for Specific Purposes (ESP). ESP, which has its roots in real-world relevance, stresses the deliberate use of language in specific circumstances, such commerce, law, engineering, or healthcare.

One important area of ESP is English for Academic Purposes (EAP), which focuses on building the language proficiency necessary for success in educational environments. By focusing on academic genres, critical reading, lecture understanding, and academic writing, it helps students navigate the demands of higher education. The goal of EAP is to give students the language skills they need to contribute effectively to academic discourse groups.

The Advantages and Disadvantages of teaching ESP and EAP

On the one side, Teaching English for Academic Purposes (EAP) and English for Specific Purposes (ESP) comes with its own set of difficulties. Initially, in the varied and international educational environment of today, addressing the unique learner needs in these specialist courses is a significant challenge because students come from a variety of academic, professional, and cultural backgrounds, necessitating individualized instruction that strikes a balance between general language ability and subject-specific knowledge. Teaching to different levels of language competency is another difficulty for teachers, as some students may find it difficult to use simple language skills. Cultural differences make teaching even more difficult because different regions have different conventions, expectations, and learning styles. This can cause miscommunication and affect classroom dynamics.

According to (Medrea & Rus, 2012). There are a number of significant obstacles while teaching English for Academic Purposes (EAP) and English for Specific Purposes (ESP). Teachers' lack of subject expertise is one of the main problems. It is challenging to effectively teach pertinent terminology and content because many professors lack knowledge in the specific professions their students are studying, such as law, engineering, or medical. Lesson planning and course delivery become more difficult as a result. Additionally, teachers also struggle to strike a balance between teaching language and delivering material. Another challenge in ESP/EAP programs is the diversity of the students, who have diverse degrees of English ability and come from a variety of academic backgrounds.

On the Other side, EAP and ESP learning styles can create great opportunities for both, teachers and students. Firstly, ESP and EAP based teachings involves working with multicultural classes which means both teachers and students learn how to communicate, behave, and socialize with different nations. This awareness of different cultures triggers several advantages: understanding global issues, better communication, having strong relationships with overseas and most importantly personal growth. In addition, most of the students studying in ESP form tend to be eager as they are gaining what they truly need in the future for their specific field. A researcher (George M 2008) defined significance of ESP followingly "By recognizing the dynamic nature of language and the importance of addressing learner`s unique goals, ESP positions itself as a transformative model in

equipping learners with the skills essential for success in today`s global communication landscape."

Conclusion

EAP and ESP terms of learning plays a crucial role in today`s education. The former (EAP) helps students and teachers to work on academic researches, essays, discussions, and academic analysis whereas the latter focuses on subject-specific knowledge. In order to self-growth, global understanding and to succeed in personal and academic lives people need EAP and ESP forms of studying English language. Even if there are some obstacles emerging, these difficulties can be avoided, outweighed by the benefits mentioned.

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THE ROLE OF ESP IN TOURISM AND HOSPITALITY INDUSTRY: MEETINGS THE NEEDS OF INTERNATIONAL TRAVELERS

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Annotation: This article will discuss the importance of English for Specific Purpose (ESP) in tourism and hospitality industry. It explains how learning ESP helps employees communicate better with international travelers and provide better service. The article includes real-life situations like hotel receptions, tour guides, and restaurant workers to show how ESP is used in practice. By improving their language skills, tourism workers can make guests feel more welcome and make their travel experience easier and more enjoyable.

In today's world tourism is growing so fast. People from many countries travelling more than ever before and communication play a big role in this industry. When travelers visit a new country, they often depend on a local people to ask for a direction and bookings, sometimes for an information. This is where English for Specific Purpose (ESP) play a key role in Tourism and Hospitality Industry.

Before delving into this topic in depth, let's understand the meaning of ESP in tourism and hospitality industry. ESP is learning English that's focused on a specific job and field. In tourism and hospitality, this includes useful vocabulary, polite expressions and phrases that is used in airports, restaurants and tourist attraction. Instead of learning general English, workers focus on language that they will use with guests and travelers.

The use of ESP in this industry helps to improve communication between employee and international tourists. For example, hotel receptionist can assist with check-ins smoothly or airport staff can explain flight details easily and give some directions also restaurant servers can describe dishes and take orders without confusion. These skills help avoid misunderstanding and make sure that the guests feel welcomed and comfortable.

Moreover, when tourists arrive at a hotel after a long journey, it's important for the receptionist to clearly explain the services and answer any questions. Tour guides who know ESP can easily share historical facts and cultural information. Even simple things, like giving directions or helping with transport, can make a big difference for travelers.

Plus, when travelers can communicate easily, they feel safer and more satisfied. They're able to solve problems faster, ask for recommendations, and enjoy their trip more. For businesses, good communication means happy customers, positive reviews, and more people coming back in the future.

Based on research, tourism and hospitality businesses should include ESP training in their staff development. Studies show that employees who get language training are better at communicating with customers in a clear and friendly way. It's also helpful when language experts and industry professionals work together to create training materials that are useful in real jobs. Regular practice and feedback can also help employees keep improving their language skills over time.

Also, several studies have highlighted the importance of English proficiency in the tourism and hospitality sectors. According to Dudley-Evans and St. John (1998), ESP focuses on teaching English relevant to specific fields, such as tourism, to meet the practical needs of learners. Additionally, research by Harvard (2007)

shows that ESP training improves communication between service providers and international clients, leading to higher customer satisfaction. Research by Blue and Harun (2003) highlights that ESP boosts employees' confidence and helps them work more effectively when serving foreign visitors. Overall, this research proves that ESP is a key part of improving global tourism services.

In conclusion, ESP plays an essential role in helping the tourism and hospitality industry meet the needs of international travelers. It allows workers to communicate clearly, offer better service, and create a welcoming environment. As tourism continues to grow worldwide, learning ESP is not just helpful, it is necessary for success in this field. After all, making people feel at home, even when they are far away, is what hospitality is all about.

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THE FUNCTION OF ESP AND EAP IN INTERNATIONAL COMMUNICATION

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Annotation: Two subfields of English language instruction that address the particular requirements of students in academic and professional settings are English for Specific Purposes (ESP) and English for Academic Purposes (EAP) (Basturkmen, 2010). While EAP prepares students for academic achievement in English-medium schools, ESP concentrates on giving learners the language skills necessary for particular industries (Hyland, 2006). The functions of ESP and EAP

in international communication are examined in this article, along with their uses and effects on students' academic performance.

Keywords: ESP, EAP, international communication, academic achievement, and professional growth.

English has become the most widely used language for international communication in a world that is becoming more interconnected by the day. In order to guarantee that people acquire language skills suited to certain academic and professional requirements, ESP and EAP are essential (Dudley-Evans & St John, 1998). EAP gives students academic literacy, while ESP gives them industry-specific expertise, making both essential for success.

ESP's part in international communication. Professionals are given industry-specific language skills using ESP. Standardized English is essential for safe communication between pilots and air traffic controllers in the aviation sector, for example (Belcher, 2009). Similar to this, medical professionals need specific medical English training in order to interact with patients and coworkers from around the world. According to a poll conducted by Basturkmen (2010), more than 70% of professionals think that receiving ESP training enhanced their ability to execute their jobs.

EAP's role in global conversation. Engaging in EAP helps students become more academically prepared for success in English-medium schools. It places a strong emphasis on academic writing, research methods, and critical thinking (Flowerdew & Peacock, 2001). In a study by Hyland (2006), for example, students who completed EAP programs demonstrated significantly improved performance on research papers and in class discussions. Students can collaborate well in a range of academic contexts thanks to EAP's promotion of intercultural communication.

Difficulties with ESP and EAP implementation. ESP and EAP program implementation is fraught with difficulties, despite its significance. The varied demands of students are a significant problem since EAP must handle different academic subjects while ESP must serve a variety of sectors (Basturkmen, 2010). Furthermore, curricula need to be updated frequently to reflect changing business and academic demands, and many schools lack the resources to offer specialized training.

Techniques for successful implementation. Institutions should carry out in-depth needs studies to create pertinent ESP and EAP curriculum in order to overcome these obstacles (Dudley-Evans & St John, 1998). Working together with academic and industry specialists helps guarantee that training materials are current and useful. Technology integration can also improve accessibility and offer

real-world communication possibilities. Examples of this include online learning platforms.

In conclusion, when it comes to giving professionals and students the language abilities they need for international communication, ESP and EAP are essential.EAP equips students for both academic performance and cross-cultural interaction, whereas ESP strengthens industry-specific competency. The efficiency of ESP and EAP programs will be further increased by addressing implementation issues through focused curriculum development and technology integration.

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DISTRACTING FROM DISTRACTORS: USING HUMOUR TO ENGAGE STUDENTS IN EAP CLASSES

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Annotation: The current article explores how to attract students' attention to classroom activities in English for academic purposes (EAP) seminars by using humour. It relies on the conclusions drawn from the extensive literature review. An example of an activity based on using humour approach in EAP seminars is illustrated to help future educators prepare for working in transnational English medium instruction (EMI) universities.

Key words: English for academic purposes, humour, engagement, distractors

Introduction

Students may get bored with the lesson flow in EAP classes (the same case may also happen in other disciplines), and students tend to lose their concentration, which works as bait for distractions such as students' devices and chatting with their friends. While one cannot change the nature of EAP classes in the sense that grammar, different textual patterns, specific vocabulary need to be taught, which can indeed sometimes be tedious, one can change the approaches to how these elements can be taught. This paper explores possible ways to integrate humour to draw students' attention and engage them in classroom activities. Thus, this paper will present a theoretical background on why humour can effectively motivate students to re-engage and become more active during classes.

Literature review

Humour is not new for modern pedagogy, as several research papers have accentuated the benefits of using humour in the classroom. Moreover, in pedagogy, one of the trending approaches is Humour Integrated Language Learning (HILL).

Definition of humour

Firstly, it can be of great use to define humour for the purposes of the current article. As in literature one can find various definitions, it is complicated to choose one unanimous definition of humour (Raff, 2005). Davis (2008) provided the following definition: "Humor is any sudden episode of joy or elation associated with a new discovery that is self- rated funny" (p. 547). Ziv (1986) described humour as a form of communication and proposes the following definition "Humour is a form of communication with an intent to amuse, including special cognitive and emotional characteristics, that cause a physiological reaction" (p.9). The physiological reaction that humour can stimulate is laughter (Dziemidok, 1974), but laughter is not always the usual reaction. It should be noted that laughter can also be incentivized by other stimuli (e.g. tickling, nervousness, triumph, approval, contempt, shame, etc.). Likewise, sometimes a reaction to a humorous instance can be a smile, verbal acknowledgement, a smile with a verbal acknowledgement or telling another joke in response (Kuipers, 2008). Titze and Eschenröder (2011) use humour as a generic term to describe the whole field of the comical or funny. As can be drawn from the definitions, humour can be used as an umbrella term for all

forms of comical and funniness and sometimes is used interchangeably with the term comic. Humour indicates the ability of human beings to laugh at difficult situations and shortcomings in life, and thus humour gives people the feeling of alleviation. It is a universal human feature - a defensive tool that helps humans stay positive.

Humour and Pedagogy

According to research findings of Al-Duleimi and Aziz (2016, p.112), humour mainly is a good remedy against boredom during the lesson, which may hinder the learning process. Furthermore, Al-Duleimi and Aziz (2016) they count six advantages of humour's integration into the class: 1. humour is a wished personal teacher's trait in the class; 2. it breaks the ice effectively; 3. humour brings comfort to students and thus makes them receptive to the lesson's material; 4. humour engages students in the activities and corrects their mistakes in a more milder and amusing way; 5 it fosters deep learning; 6. it connects people by melting the cultural borders (p.112). Akhmadulina and Valiahmetova (2019), in their work "Pedagogical Competence", highlighted that humour plays different roles in pedagogical practice. They accounted for humour as one of the integral characteristics of a pedagogically competent teacher, as humour helps teachers look at some challenging pedagogical issues with a glimpse of positive energy and a method of relaxation. It helps them to communicate with students in a friendly manner (when they encourage students to do a task or make a remark without being tough).

Humour in EAP classes

Using humour in EAP classes, its roles and benefits and limitations were not widely explored. However, it can be noted that the pedagogical peculiarities of using humour as a pedagogical tool (e.g. to create a favourable atmosphere in the classroom) or as a material (e.g. using humourous texts, audio and video files to teach a certain aspect of Academic English) can also be applied to EAP classes.

Humour as a pedagogical tool

It was stated in previous research that teachers utilize humour to establish a pleasant atmosphere to make students feel more open and not stressed during the classes which helps to lower the affective filter (Krashen, 1985). Moreover, teachers use humour to build rapport with students (Chergui, 2018), engage them in group activities and mildly correct students' mistakes when providing feedback. It can be highlighted that students enjoy the classes in which humour is used constructively. They feel more engaged in discussions and are open to asking questions from the teacher without feeling anxious during the classes. In the classes where teachers initiate humour, students also tend to use humour if the situation allows it. Moreover, students retain the material taught during the class better (Garner, 2006). Humour is effective provided that it is planned

and related to the lesson's content. Besides, teachers should avoid using derogatory humour towards students, which may demotivate them. Using humour should be balanced, and teachers need to follow some limits on which topic to joke about (e.g. not to joke about explicit, obscene topics).

Humour vs. distractors

Needless to say, Zoomers are the generation that was already born during the period of technological inventions. Therefore, it is sometimes easy for them to lose engagement and become sidetracked by gadgets. Besides, if stricter rules are accepted for using gadgets in specific classrooms according to policies, students can involuntarily engage in a 'small talk' with groupmates. Technology-integrated or enhanced EAP classes make the classes more appealing and attractive to students (Smith, 2013). However, not all EAP instructors can integrate technology into their classrooms for several reasons (e.g. lack of knowledge of frameworks on how to use technology in the classroom, lack of necessary technology itself and time constraints). In this case, using humour to engage students creates favourable opportunities as this resource is available anytime.

One of the examples of activities that build on implementation humour in EAP classes is using false citations and holding a competition between students to find accurate and false citations to strengthen referencing skills. The citations can be created in a funny way in order to keep students' attention and make them engaged:

Procedure:

1. Compile a list of 8-10 references. Some of them should be references to real sources, whereas some should be created using humour. To create a list which will have a humorous impact, one can use exaggerations, incongruity and pop culture. For the funny references to be more credible, the references should imitate academic referencing principles.

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2. Ask students to read the references and find those which are true, and which are false.
3. After students define the true and false references, the teacher can encourage students to create true and false references themselves for practising purposes.
4. After students are done creating true and false references, they can be assigned pairs to exchange their materials and try to detect the true and false references their partners created.

Conclusion

English for academic purposes is one of the fundamental disciplines to excel in academia further, be it embarking on degree studies or writing academic texts for different purposes, presenting the results of research, or developing other academic skills. However, teachers are mostly faced with students being distracted during classes by different gadgets or students' off-topic chats. While there are other methods on how to help students stay on track with the lesson's plan, humour can be used as a pedagogical tool and as material to keep students engaged and active during the classes. As a pedagogical tool, humour can be used to establish a light atmosphere in the classroom, which encourages students to freely share their ideas, build rapport with students and correct students' mistakes in a more friendly manner. Besides, humour can be used as learning materials based on the learning outcomes of the respective session or activity. Teachers need to follow some limitations such as not using derogatory humour, which might overcriticize student/students and relate the humour to the lesson's content, as well as following some limitations regarding the topics to joke about.

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K-POP AND KOREAN DRAMA: BRIDGING CULTURES THOUGH ESP AND EAP IN GLOBAL COMMUNICATION

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Annotation: this article explores the importance of English for Special Purposes (ESP) and English for Academic Purposes (EAP) from a global perspective in relation to the new phenomenon of K-pop and Korean drama. It will explore the way English is used in the K-pop industry through song lyrics, interviews, and marketing to a global audience and international fan awareness. This study will also examine theoretical texts related to the use of English subtitles or dubbing in Korean dramas to reach a wider audience, as well as the use of academic English in Korean dramas in an academic context. I argue that k-pop and Korean dramas provide a means to overcome culture by enhancing intercultural communication and mutual understanding though language. I will analyze the challenges, opportunities that arise from the language differences discussed and consider the implications that ESP and EAP can provide for raising global awareness of Korean culture though this popular media phenomenon.

Keywords: Korean drama(k-drama), k-pop, English for Specific Purpose (ESP), English for Academic Purpose (EAP), culture, communication, phenomenon.

K-pop and Korean dramas have become global phenomena that overcome cultural barriers and connect different audiences. Korean dramas have become a powerful force in the global entertainment industry, capturing audiences with fascinating plots, emotional depth, and high-quality production. As well as k-pop, short for Korean pop music, its infections melodies, synchronized choreography and high- quality music videos captivated the audience. All over the world. Besides the entertainment value of drama and k-pop, it acts as an important bridge between cultures, using English for ESP special purposes and English EAP academic purposes to facilitate global communication and entertainment of international understanding.

ESP`s focuses on the specific use of language in professional contexts. In the field of k-pop, artists and manages often communicate in English for international events, which requires an understanding of the nuances of language in the music industry. Similarly, Korean dramas are often aimed at foreign viewers, which requires adapted language and subtitles that preserve cultural meanings. And that the global Korean drama fan community is thriving thanks to ESP. The online community and social media platforms are seething with specialized vocabulary related to dramas, such terms as "오빠" (oppa). "누나" (nuna), "대박" (dabac).This common vocabulary, which often includes Korean words and phrases translated into English, allows fans from different countries to communicate and interact effectively. Fan subtitles, which often rely on slang and culturally specific expressions to convey meaning, play an important role in making the drama`s messages accessible to an international audience and creating a sense of community within the fandom. Using ESP further strengthens the global community among fans of Korean dramas. As for the role of ESP in k-pop, the foundation of k-pop will also depend heavily on ESP, and this is especially true for online communities. Fans use special vocabulary and structures in relation to k-pop, using terms like "bias", "stan" and "comeback", which speak to a purposeful connection. A specialized vocabulary brings fans together from all over the world, fostering a sense of community and occasional interactions that allow them to share their passion. The increased use of English in hashtags on social media, fan translations of song lyrics, interviews, and other k-pop related materials also attested to ESP`s role in shaping global communities.

K-pop`s explosion in popularity triggered interest from scholars. This led to the extensive application of English for Academic Purposes (EAP) in studying its cultural implications. The use of EAP in research is now extended to include phenomenon such as identity politics, globalization, and cultural hybrids. Articles and presentations published in academic journals and conferences analyze k-pop music pieces, their videos, fans activities with a more sophisticated narrative of

sociocultural context. These analyses achieve specific objectives within the complex interactions comprising global cultural phenomena including the influence of k-pop and the integration of different cultures. The use of EAP is also prevalent in Korean soap operas where discussions on gender, family, historiography, and social stratification of Korea and their influence on cross-cultural communication. These researches help to identify which dramas nurture an understanding of the Korean society and culture beyond the borders of Korea.

K-pop and Korean dramas help promote Korean culture to foreign audience while simultaneously captivating their attention to Korea`s culture, traditions, and language. These dramas offer a window into Koreans` daily lives and cultural practices offering everything from food and fashion to music and etiquette. This newfound knowledge can spark interest that encourages deeper exploration into Korean culture, which can enhance intercultural understanding and appreciation. In addition, the foundation strengthens intercultural relations by actively supporting charity auctions and participating in cultural exchange initiatives. And just like that, k-pop and k-drama fandoms promote tourism in South Korea, actively assisting the development of more direct cultural exchange.

Despite its positive impact, the use of English in k-pop and dramas also presents certain challenges. Accurate subtitles and translation are crucial to convey subtle meanings and avoid cultural misunderstanding, in addition, the dominance of English in k-pop and drama discourse may marginalize non- English- speaking fans. Future research should focus on addressing these issues and exploring strategies to promote intensity and equal access to k-pop content and dramas for a diverse audience.

K-dramas and k-pop have become global phenomena, demonstrating their ability to bring people from different cultures together. Though the effective use of ESP within the fandom and the application of EAP in academic research, drama and k-pop make a significant contribution to intercultural communication and mutual understanding. Although challenges exist, the continuous growth and global reach of K-dramas and k-pop songs offer exciting prospects for further research and exploration of their role in shaping intercultural dialogue and fostering respect for cultural diversity.

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THE ROLE OF AI IN MODERN LANGUAGE LEARNING

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Annotation: In recent years, artificial intelligence (AI) has had a significant impact on second language acquisition and language exchange. AI in education enables personalized learning experience, enhancing both the speed and effectiveness of language learning. This article explores the impact of AI-driven technologies-such as machine translation systems, voice assistants, and mobile language platforms on modern language learning methodologies.

Key words: *AI technology, second language acquisition, language exchange, machine translation, mobile language platforms, voice assistants.*

Language diversity and mobility play a crucial role in today's world. The influence of technology in education is rapidly increasing, and AI is becoming a fundamental part of this process. AI, or artificial intelligence, refers to systems created by humans to imitate cognitive functions such as learning and problem-solving (Russell & Norvig,2010). According to Baker and Smith (2019), AI is defined as "computers which perform cognitive tasks, usually associated with human minds, particularly learning and problem-solving". AI has developed considerably over years. At first it appeared as an academic field in the 1950s, when scientists began discovering how machines could imitate human intelligence. Early AI systems concentrated on analytical tasks, but by the 1980s, machine learning permitted computers to improve based on data rather than established rules. In the 2000s, deep learning and large-scale data transformed AI into a powerful tool used in numerous fields, including language learning. Today, AI is found on messaging bots, grammar tools, Google translate, and voice assistants, making education more engaging and accessible.

This subject is particularly relevant based on the idea of globalization, where fluency in numerous languages opens up golden opportunities for connection and professional growth. These innovations increase the speed and effectiveness of language learning simultaneously making it more practical for people globally. Such as business, cultures and individuals become more connected throughout the world, AI plays a significant role in overcoming language barriers and expanding career opportunities. The role of AI in learning language is a transformative force creating the future of education and communication.

The future of language learning is not limited to textbooks or classrooms- it's gradually shaped by AI, which is developing the future generation of fluent speakers.

In some sources it was suggested that using AI in language education noticeably improves the effectiveness of absorbing new information. Studies show that AI assistants such as Siri and Alexa help students improve their speaking and listening skills. For example, a study published in Frontiers in communication explored how users control their speech while having a chat with voice assistants. It noted that these systems can affect dictionary use and perception.

More studies call attention to the role of mechanical translation systems such as Google Translate, which is useful tool for both amateurs and professional students. For instance, research in Language Learning & Technology explored the way of beginner learners using Google Translate to assist with Spanish vocabulary acquisition. It appeared that while Google Translate helped learners understand words and phrases in context, it contributed to dependence on the tool as well, which hindered the invention of long-term language maintenance.

Moreover, there are some apps that can help with learning the English language. Applications such as DUOLINGO are great examples of how Artificial Intelligence is being utilized to personalize the educational experience. These tools adapt to specific user demands, adjusting difficulty ratings and providing tailored lessons according to learners` performances. This kind of adaptive learning is considered to be more productive for long-term memory and engagement compared to classical teaching systems. In these applications AI often uses data to gradually improve the process of learning, offering more appropriate content to users.

However, there are several drawbacks related with using AI in English learning that cannot be ignored. A probable disadvantage of using AI in language mastery is the risk of laziness. Although AI tools are highly helpful, it's crucial for learners to use other methods too, such as practicing with real people or surrounding themselves with the language, in order to achieve the best results. Over-reliance on machine learning may hinder the development of independent problem-solving skills, critical thinking, and long-term retention. Furthermore machine-learning content sometimes lacks cultural context, which is important for deep language comprehension.

On the other hand, artificial intelligence not only assists students learn and explain topics they struggle with, but at the same time it makes teachers' jobs easier than ever before. A great number of AI tools are free, improving access to superior education. Below some remarkable AI tools:

1.Grammarly

This AI- powered tool regarded as an excellent resource for developing writing skills. Grammarly goes beyond simple grammatical reviews and provides a number of features to boost vocabulary, extends choice of words, and even detect plagiarism, ensuring maximum accuracy and creativity in your writing.

2.Quizlet

Quizlet is an adaptable and effective learning tool that can offer lots of opportunities to support English dictionary and practice grammar. Its individual learning method, includes flash cards, quizzes, and games, satisfy multiple learning preferences and help to make stronger knowledge retention. With it user-friendly interconnection and extensive teaching material database, Quizlet is a beneficial resource for students of all levels.

3.Kahoot

Kahoot is a game platform that allows teachers as well as students to create interactive quizzes with mixed media elements such as images and videos that can make learning enjoyable and engaging for students of all ages. It is convenient for viewing lessons, evaluating students' understanding and encouraging active participation in the classroom.

4. Duolingo

Duolingo is a language learning platform which has gained considerable popularity among English learners. Its interactive lessons provide dynamic and engaging learning experience. With immediate ratings and feedback, Duolingo assists learners to track their progress and stay inspired to continue learning their target language.

5. Elsa Speak

Elsa Speak concentrates on improving English pronunciation. Elsa Speak provides an instant feedback and personalized coaching, by helping its students develop precise pronunciation skills and obtain confidence in their spoken English. With its interactive exercises, Elsa Speak offers a fascinating and effective learning experience.

Additionally, apps such as Padlet, Google Classrom, TED-Ed, Evernote, ChatGPT-4, Trello and Canva provide unique opportunities for enhancing the learning process of education.

Solutions to the problems:

A serious problem in using technology for language training is the lack of social interaction. To deal with this, AI systems should be combined with live trainers to create hybrid teaching methods. AI should focus on developing language abilities through several sensory inputs, such as auditory, visual and interactive elements in real-life situations. It is also crucial to develop systems that consider individual learning styles, such as knowledge level, preferences and learning speed. What's more, AI could be used in machine-assisted translation systems to advance

translation quality by including cultural nuances and context. As AI becomes more integrated into education, instructions should be established to confirm responsible and ethical use, preventing over-reliance and inaccurate information.

To conclude, AI is revolutionizing language development, making learning more available, efficient, and engaging. However, while AI-powered tools provide valuable assistance, human interaction remains essential for mastering a language. The most impactful approach to language learning is a balanced combination of AI-assisted tools and everyday communication. As AI continues to advance, it holds great potential for building the future of language learning. However, to fully improve its benefits, learners must use AI as a tool rather than a replacement for traditional learning methods.

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ESP AND EAP FOR FUTURE EDUCATORS: PREPARING FOR INTERNATIONAL TEACHING ENVIRONMENTS

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Annotation: The paper focuses on the effective use of ESP (English for Specific Purposes) and EAP (English for Academic Purposes) in international educational environments. It analyzes the role of these approaches in optimizing and further developing the teaching process by enhancing students' academic and professional skills and preparing competitive specialists. Additionally, the study provides recommendations and practical insights on implementing ESP and EAP through modern technologies, innovative methods, and internationally standardized learning materials. The findings of this research contribute to improving the quality

of education at the international level and play a crucial role in preparing students to adapt to global market demands and cultural diversity.

Keywords: *ESP, EAP, international, education, academic skills, professional development, modern technologies, global market, cultural competitive*

Introduction: By the end of the 20th century, English had finally established itself as a world language. Today the ability to know foreign languages is becoming one of the integral parts of professional education. Experts in various fields have a high rate of cooperation with foreign partners because they have a high demand for language learning. In modern society, foreign languages are becoming an important component of professional education. People learn such knowledge first at school, college, lyceum, and later at institutes, training courses, or independently by getting acquainted with basic information sets that help to learn a foreign language. Language is the main means of communication, without which it is difficult to imagine the existence and development of human society. Today at a time when great changes are taking place in social relations in our world, communication media (information technologies) require the improvement of students' communicative skills, which requires them to exchange ideas in different situations, to use language and speech norms correctly in the process of interacting with other participants of communication.

Its study became compulsory in most schools around the world, and the teaching methodology began to develop by leaps and bounds. Not everyone has the opportunity to attend the courses that led to the emergence of the first method of independent English language learning. Later, many authors tried to independently create an effective English language learning program, but we will focus on the 4 most popular ones.

1**. Schechter's method**.

This method of learning English is not based on the classical model "from theory to practice ", but on the reverse, more natural system of perception. It is very similar to how we learn our mother tongue. The author gives an example of how young children learn how to speak, after all, no one explains to them the rules for building sentences, cases, and parts of speech, in the same way**, Igor Yuryevich Shekhte**r suggests learning English. The essence of the modern, method of learning English is that from the first lesson, students are given a certain task, for example, to learn the profession of the interlocutor, in addition, all students are called "etudes". Where they act in different roles and try to solve the problem. Since communication takes place between people with approximately the same level of knowledge of the language, the fear of using foreign speech, which

appears in the communication between the teacher and students, disappears. This technique of the English language consists of three stages: in the first, lexical units, words, and phrases are given, and only then, in the second and third stages, the use of grammatical and syntactic structures is corrected. The system has repeatedly confirmed its effectiveness and is currently considered one of the most successful from the point of view of educational psychologists.

2. Pimsler method.

Dr.Paul Pimsler developed a special system of thirty-minute lessons designed not only for the perception of information but also for its reproduction. Each lesson is taught by two people: our compatriot and a native English speaker. Thanks to this and special memorization technology, each student learns hundreds of English words and phrases for each lesson. The essence of the lesson is to perform the tasks given by the lecturers in sequence. The undoubted advantages of the technique include its mobility -you can perform audio tasks anywhere: when you are standing in traffic, on your way to work, on the subway on your way to a meeting when you are lying in bed before going to bed. The downside is high-quality pronunciation and knowledge acquisition there will be no test.

3.Drafunkin's method. A distinctive feature of Alexander Nikolayevich Dragunkin" 's system is the focus on the native Russian language when learning any foreign language. The author, whose very body called the English language simple, emphasizes that its roots go back to the ancient Russian language, especially the system of grammatical tenses. Students of the Dragonkin course learn new words transcribed in Russian letters, and grammatical constructions are divided not into the 12 tenses known to us from school, but into past, present, and future and their changes. Alexander Ninkovich has his own network of schools where you can master three types of courses: basic, short, and conversational. For independent students, the book "A Little Leap into English is offered which includes a linguist's innovative approach to language learning. Using this you can easily understand the use of English verbs, memorize the articles and easily master the basic principles of sentence constipates You can master. Nevertheless, the Dragonkin method has many negative rereviews, which criticize the pronunciation and insufficient theoretical knowledge.

4. Petrov method. Dmitry Petrov says that you can learn English in 16 hours. True, the author once again clarifies that we are not talking about language acquisition at the level of a UK-born citizen, but about basic knowledge. His lessons are enough to survive in an English-speaking environment, explain your needs, and understand the answer.

Modern methods of teaching English for specific purposes.

Language is a constantly evolving tool. Therefore in order to master and learn a certain language successfully. It is necessary to know. It's history first. It is also true that the English language, which has a history of several centuries, has been developing its vocabulary during the long-term phase of gradual development. By the 21st century, the importance of learning foreign languages in the world has increased to such an extent that it is difficult for a person to imagine himself as a successful person without knowing foreign languages. At the same time, today, the ability to communicate freely in English is recognized by the employer as one of the main requirements for employment. After all, in today's developed society, perfect knowledge of English is the main key to success in social life. In recent years, in our country, effective work has been carried out on the development of a national assessment system for students learning foreign languages and determining the level of students' knowledge of foreign languages, in particular, the decision PQ-5117 of the President of the Republic of Uzbekistan dated May 19.2021." On measures to bring the activities popularizing of foreign language learning in the Republic of Uzbekistan to a qualitatively new level "was adopted The importance of the need to teach a foreign language, including the English language, is clearly visible today in our country. The knowledge of English or one of the foreign languages of every student., student, and specialist will help to expand foreign relations, go abroad to study their technology and bring our Republic to the ranks of developed and advanced countries in the future. Nowadays, taking into account the continuous teaching of the English language, the issue of teaching the English language at all levels of the education system and the issue of teaching of developing programs, textbooks, and manuals is becoming one of the urgent tasks. The world is changing and developing at a rapid pace, creating the basis for the rapid spread of the English language around the world. As a result, the English language like other languages, has its own dialects and dialects The emergence of new dialects and the exchange of information between people is also related to the fact that certain rules and grammar are not widespread. As a result of such change, many dialects are being formed. Today's modern English is divided into several regional dialects including British, American, Canadian, Australian, and New Zealand dialects. It is the most widely used among these dialects in modern developed society and has several dozen dialects, the most common among the peoples of the world are British English and American English.

English is more conservative and requires strict adherence to grammatical rules, in particular, shortening of phrases or leaving the end of words incomplete is not used in this direction. However, development and life-specific changes did not affect this direction of the English language. American English is also known as "wrong English "by Americans. At all levels of this orientation, it is recognized as a very simplified English language, which allows for the freer entry of other cultures. Today, in our country English is taught as a foreign language in schools or institutions of higher education based on special programs. One part of prefect

English learning is just learning to read and write, the other half is characterized by applying the acquired knowledge in a particular experience. One of the best ways to learn modern English is to get hands-on education from professors who can communicate perfectly in English It allows the learner of this language to communicate effectively while writing, listening, and reading at the same time.

Another effective way to learn modern English is the practice of communicating through internet sites and special interactive programs. In the age of technological progress, this is not only the most effective but also the most convenient way. In this, a specially trained "teacher «will create an individual online education program and an individual lesson schedule for each student, and exchange ideas on improving communication and speaking skills. Nothing can help you learn English intensively and quickly, except for the immersion of a person in the environment of this language. Nowadays, many travel agencies and language schools are developing study-abroad programs. Such courses provide an opportunity not only to learn English, but also to get acquainted with the culture of the country, and the mentality of the local population, as well as to understand all the innovations of the modern language One of the most effective and independent ways to learn English is use English-language films, video materials, talk shows, and interactive educational programs. This not only makes language learners more interested, but also builds strong motivation, self-regulation, and enjoyment in them. The key to successfully learning English is choosing the right teaching materials and teaching methods, and learning from qualified professors and trainers who can arouse interest in the lessons. Of course, many of our highly qualified teachers are working in our institute, and their training based on high pedagogical skills gives a special spirit to our students.

In conclusion can say that modern English is the language of communication with the ever-changing and developing world. Therefore, as a result of learning this language, a person can master communication in the world language and imagine himself as a modern person.

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TRANSLATION OF GLUTTONY DISCOURSE IN CHILDREN LITERATURE

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Abstract: *This article is about food discourse's role in children's fiction. The role of gluttonic discourse in children's fiction extends beyond only nourishment; it serves as a powerful literary device that shapes narratives, develops characters, and conveys cultural, social, and moral themes. This article explores various works from different cultural backgrounds, the research highlights how food scenes contribute to world-building and constructive engagement. Moreover, the paper analyses the connection between food and childhood imagination, emphasizing its role in storytelling and character development. In contemporary global literature, food discourse is examined as an academic discipline that explores specific attributes of food, its presence, techniques of depiction, and modes of presentation.*

Keywords: Food discourse, gluttonic discourse, children's fiction, translation types, "Charli and the Chocolate Factory" by Roald Dahl

INTRODUCTION

Literature is a term used to describe written and sometimes spoken material. This term originates from the Latin word literature, meaning "writing formed with letters." Literature typically encompasses works of creative intellect, including poetry, drama, fiction, nonfiction, and, in some cases, journalism and lyrical compositions. Poetry, fiction, nonfiction, drama, and prose are five primary genres of literature. Literary genres encapsulate human experiences, encompassing both intrinsic and extrinsic psychological influences on individuals. Various forms of discourse manifest within each fictional work. Among the most prevalent is gastronomic discourse, which is intricately connected to the national culinary domain.

SCHOLARS RESEARCH

During the 18th and 19th centuries, the theme of gastronomy was extensively explored in European literature. However, artistic depictions of food and beverages can be traced back to ancient manuscripts from the 11th and 12th centuries. The Greek author Xenophon's treatise on household management and domestic economy, The Economist, provides guidelines on table etiquette, household organization, and appropriate dietary practices for religious observances (Encyclopaedia of Orthodox Cuisine. - N. Novgorod: Publishing House of the

Brotherhood in the Name of St. Alexandra Nevsky, 1999). The study of food and its representation in literary texts constitutes a specialized field within European literary studies. According to scholars in this domain, the act of eating and its associated rituals hold a distinct position in fiction.[23] This is because gastronomic elements serve as significant indicators of a society's cultural heritage, historical evolution, and sociological structures. G. Odilova emphasizes that the image of food in Eastern and Western Renaissance literature has different aspects and explains her opinion as follows: "Gluttony discourse exists without form in the national linguistic landscape (OMLM) of all the world, but its assessment is different. Abstaining from food and describing its taste in words prevailed in the works of the representatives of our classic literature following the mystical teachings. As a result, around the concept of "food" in our classic literature, "food should be little, it should be consumed sparingly, if it is abundant, it is extravagance, the image of enjoying it is an example of frugality, abstaining from it, avoiding it - will and satisfaction, getting closer to God; giving it to someone is a favour; a concept was formed that was influenced by mystical views such as the benefit of its low consumption to health. This event naturally influenced modern literature and Uzbek gluttony discourse. In European classical literature, the gluttony discourse was used for the following purposes: 1. To promote the idea that food is a pleasure-giving tool with equal power to sexual desire through the delicious description of food. 2. Using gluttonyms (nominatives of food) to make various metaphors and phraseological units and to use them as a means of artistic imagery that vividly expresses mental experiences. This view is also reflected in OMLM".[24] From the above analyses, it can be concluded that the existence of gastronomic discourse is one of the most common parameters among states, ethnic groups, and their sociocultural contexts. Food serves as a profound literary paradigm that reflects human experience and cultural identity. It is intricately woven into narratives, often symbolizing not just nutritional sustenance but also individual and societal ethos. Literature frequently explores the hedonic aspects and ritualistic dimensions associated with gastronomic practices, using food to define protagonists and illuminate ethnocultural frameworks. For instance, novels like Laura Esquivel's Like Water for Chocolate highlight the connection between food and gendered identities, showcasing the dialectics of love, tradition, and societal expectations. Lastly, literary representations of disordered eating behaviours underscore the complexities surrounding food and self-concept, particularly among women, further illustrating the multifaceted semiotic role of food in literature. This thematic exegesis emphasizes not only the biological imperatives of food but also its rich hermeneutic potential within anthropocentric narratives. – Delmer Davis[25]. Now, we will explore several definitions of

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discourse. Discussing its communicative nature, A.Y. Popov states that "discourse is dynamic—it emerges, develops, and disappears when the topic being discussed loses its relevance[26]". T.A. van Dijk expands on this idea, explaining that "discourse is a real spoken or written text used for communication within a specific professional field".[27] To summarize what discourse is, we turn to three key characteristics identified by M. Stubbs: "1) Structurally, discourse is a language unit larger than a sentence; 2) In terms of meaning, it is connected to language use in a social context; 3) Functionally, discourse is interactive, meaning it involves dialogue and exchange". [28]

This study examines the fantasy food names used in one of the most renowned works of children's literature, "Charlie and the Chocolate Factory"[29] is a 1964 children's novel by Roald Dahl, this book is translated in 2010 by G.Khaldarova along with an analysis of certain lexical and semantic errors present in the text.

1. In English:

*There wasn't even enough money to buy proper food for them all. The only meals they could afford were **bread and margarine** for breakfast, **boiled potatoes** and **cabbage** for lunch, and **cabbage soup** for supper*. (4-page)

In Uzbek:

Shuning uchun hammalariga zarur oziq-ovqatlarni sotib olishga qurblari yetmas edi. Ularning ayrim ovqatlargagina puli yetardi: nonushtaga — **non va margarin**; qaynatilgan **kartoshka va karam** — tushlikka; **karamsho'rva** — kechki ovqat uchun.(5-bet)

Note: Through these food names, the reader can infer the extent of Charlie's family's poverty. This is because margarine is significantly cheaper than butter, and cabbage soup is more affordable compared to other dishes.

2. In English:

*Now, over here,' Mr Wonka went on, skipping excitedly across the room to the opposite wall, 'over here I am inventing a completely new line in **toffees**!' He stopped beside a large saucepan. The saucepan was full of a thick gooey purplish treacle, boiling and bubbling.(33-page)*

In Uzbek:

— Hozir bu yerdan yuqorida, — dedi Villi Vonka gapida davom etib, xonada xursand sakradi. — Bu yerda men butunlay yangi **IRIS QAND**larni ixtiro

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qilyapman. - U katta kostrulka qarshisida to'xtadi. Ushbu kostrulka qaynatilgan to'q qizil yolishqoq qiyom bilan to'la edi. (79-bet)

Note: The word "toffees" has been translated into Uzbek as "iris qand". This translation is accurate, as the term "iris qand" is also familiar to young Uzbek readers.

3. **In English:**

*It's a **chewing-gum meal!** It's . . . it's . . . it's . . . That tiny little strip of gum lying there is a whole three-course dinner all by itself!' This piece of gum I've just made happens to be **tomato soup, roast beef, and blueberry pie,** but you can have almost anything you want!' (34-35page)*

In Uzbek:

Bu *saqich taom*! Bu ozginagina, kichkinagina, tilimgina saqich hammangizga uch mahallik ovqat ocmini bosadi.Saqich ta'miga siz xohlagan *sho'rva, qovurilgan mol go'shti, qo'ziqorinli piroglar* ta'mi kiritilgan. (82-83-page)

Note: In the original text, "tomato soup" is literally translated as "pomidor sho'rva"; however, the translation does not specify the type of soup. Similarly, "blueberry pie" is literally translated as "maymunjonli pirog", but an error occurs in the translation, where it is mistakenly rendered as "qo'ziqorinli piroglar" (mushroom pies).

4. **In English:**

'*It has pictures of fruits on it — **bananas, apples, oranges, grapes, pineapples, strawberries, and snozzberries** . . .'* (38-page)

In Uzbek :

Bu mevalarning rasmlari: *banan, olma, apelsin, uzum, ananas ,snozberries (uxlatadigan mevalar)* ...(90-bet)

Note: In this section, a fantasy fruit name is used, which does not exist in real life. For this reason, the translator retained the original term "snozberries" (uhlatadigan mevalar) and provided an explanatory note to convey its meaning.

5. **In English:**

*EATABLE **MARSHMALLOW** PILLOWS* (38-page)

In Uzbek:

Yeyiladigan yostiqlar(90-bet)

Note: The phrase "Eatable Marshmallow Pillows" has not been fully translated into Uzbek. A more accurate translation, preserving the original meaning, would be "Yesa bo'ladigan zefir yostiqlari", which aligns with the word-for-word translation

and conveys the intended concept more clearly. Because in the "Uzbek izohli lug'ati" the word "zefir" as the equivalent of "marshmallow."[30]

CONCLUSION

Thus, gastronomy in literature can serve as a means of exploring ethnocultural identity, traditions, and customs. By incorporating culinary ethnography into literary works, authors can establish intertextual connections between different cultures and their experiences, making sociocultural practices more accessible to readers of diverse backgrounds.Food fantasies appear in realistic fiction, yet they are arguably most impactful in fantasy literature, where a vast array of dishes can be savored—including those that don't exist in the real world. In these imaginative tales, characters can let food take center stage in particular scenes and guide them through the fantastical realm. Stories featuring food as temptation are still being created and will continue to be told. Although modern food may differ from that of the past, it remains a fundamental aspect of life. By analyzing symbolic meals in these narratives, readers can trace the evolution of children's independence and decision-making.

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USING GAMIFICATION TECHNIQUE ELEMENTS IN FOREIGN LANGUAGE CLASSES

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[30] O'zbek tilining izohli lug'ati - https://izoh.uz/word/zefir

Annotation: In this article will be given information about Gamification technique that involves using game-like elements for making non-game activities more engaging and interesting. In addition to this, it discusses key components of Gamification such as rewards, leaderboards, or badges that their applications in education, healthcare, business and even marketing. The benefits and some challenges also will be highlighted with some clear evidences and real-world examples.

Key words: gamification, intrinsic, extrinsic, game-like, non-game, rewards.

Today, for enhancing students' proficiency in foreign languages Gamification is being used widely by educators so actually, Gamification is that the integration of game-mechanics and game-like elements into non-game contexts to add motivation and active participation. Gamification was designed with artificial intelligence and technological innovations for making it more interactive and effective so for implementing this technique in foreign language classrooms teachers are using technological advancements which can help students for more engagement. We can say that about the history of Gamification and its technological innovations over the past two decades, has been a significant development in usage of this technique in education namely in this period educators applied many innovations like from online learning platforms or online learning apps to corporate training programs also that is why nowadays Gamification elements are powerful and effective tool for enhancing students` level of knowing foreign languages. If we consider these aspects of Gamification technique, in can be implemented for the different purposes like education, business, healthcare and marketing as well so first and foremost thing for the young generation is the use of Gamification in education, it can make learning more interesting and enjoyable or enhance student motivation in the classrooms. Many educators are using technological platforms or free apps like Duolingo which uses streaks, points and badges; Kahoot that creates quiz-based learning or true-false questions with leaderboards for memorizing last topics additionally in this game you can choose faces or other design elements for yourself and so it would be more attractive for all of the ages; badges also are visual rewards in Gamification that act as a encouragement tool for discovering more knowledge-first you earn and it is displayed, then is certified as a proof of competency with some e-certificates. Importantly, the use of Gamification and technological innovations in education can improve memorization skills because game mechanics develop memory and understanding, enhance problem-solving skills because challenges can stimulate critical thinking among students in addition to these skills Gamification can encourage learners to collaboration which include team-based activities it that cases if students participate more discussions or work in teamwork, they can learn more communicative skills and thinking independently in society. However, we will face some drawbacks in this technique like wrong competitions or wrong understandings of rewards may lead to unusual competition because some students may focus on points rather than learning new things,

another one is that some learners may feel discouraged by leaderboards or badges as a result of constant bad marks or every school and educational institutions in some places are not provided with enough technical tools so teachers may face difficulties with these problems in classrooms.

Additionally, one important point with the use of Gamification and its technological innovations in language teaching is that instant feedbacks because positive reinforcement in classrooms ca make students feel accomplished and may build long-term motivation for learning so if we can give example Duolingo always provides feedback even if it was wrong or right answer after each question, motivating learning more. Another example of this, real-time progress creates a sense of achievement and learners stay more focused, engaged when they accept feedback rather than final results also, they have a chance to correct their mistakes. Moreover, instant feedback builds students' trust and achieve their satisfaction because they believe and will be more connected to the platforms, apps or teachers that conduct lessons if they receive timely responses so whether in education or other purposes, constant feedback keeps users in engagement and more motivation, improve their memorization.

Gamification is divided into intrinsic and extrinsic types, understanding both of them leads to good experiences in usage so first one intrinsic motivation works as a result of personal enjoyment, curiosity and a sense of achievement some marks. In this type of Gamification learner more pay attention to master new skills or new knowledge, not just to win points or not just to competition so they can enjoy solve some challenges in their field in a game-based learning app.

Second type of is that extrinsic motivation usually relied on external factors like money, badges or just competition, in this type, each leaderboards encourage students, points or badges reward them for doing tasks. If extrinsic motivation influence students in language learning, they complete lessons in Duolingo or Kahoot to maintain streaks and earn XP, for taking place in the leaderboards so every successful game-based lesson with technological advancements should combine both types of motivation for this each type of techniques have to begin with extrinsic motivation to engage learners and then should gradually motivate intrinsic motivation by making progress enjoyable and interesting.

In overall, during years Gamification has proven as a highly effective and powerful technique for increasing productivity across different fields especially in education and then by integrating with digital technologies can transform ordinary tasks into interactive and rewarding experiences. In addition to these we can see some drawbacks within their advantages so every educator and each student have to pay attention to implementing this technique for lessons, teachers should give true explanations for not being of their students misunderstanding. Another key aspect of its success based on a sense intrinsic and extrinsic motivation among learners however balancing between these two types is really important for achieving significant developments.

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THE ROLE OF ESP IN THE TOURISM AND HOSPITALITY SECTOR: FULFILLING THE EXPECTATIONS OF FOREIGN VISITORS IN UZBEKISTAN

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Abstract

The development of the tourism and hospitality industry within Uzbekistan is undergoing dynamic changes, which has resulted in a progressively larger influx of foreign tourists. Another language barrier and communication problem constitute the greatest difficulty on the part of hospitality personnel. The objective of this paper is to study the impact of English for Specific Purposes (ESP) in the area of tourism, focusing on the understanding of its role in communicating with service providers and foreign visitors. An analysis of existing training programs is conducted to diagnose primary problematic areas of linguistics, as well as suggest ways for enhancing the ESP paradigm of teaching fundamental English in the Republic of Uzbekistan's hospitality industry. In this discussion, statistical information about the number of incoming tourists to the country and their level of command of English is given for Illustrating these problems.

Keywords: ESP, tourism, hospitality, language barrier, Uzbekistan, communication skills.

Introduction: Importance of the Study

Uzbekistan's historical and cultural sites make it one of the choice destinations for international tourism. In 2024, the foreign tourists that visited Uzbekistan summed up to 8,2 million – which is a decent increase from the former years (kun.uz). Tourists are still flocking to cities such as Samarkand, Bukhara and Khiva to delve deeper into the country's legacy of the Silk Road.

In spite of the growth achieved, the country still misses quite a few critical aspects of growing their tourism business. The country still needs major improvements when it comes to languages. According to The English Proficiency Index of 2024, Uzbekistan stood at the ghastly number of 98 out of 113 which is very poor (tashkenttimes.uz). The lack of English skills among hoteliers and hospitality staff is very difficult to cope with if Uzbekistan is expected to provide quality services to global tourists.

ESP takes center stage in addressing some of these problems. It emphasizes on easier usable phrases so that people in the tourism sector can interact with foreigners in English. This ESP paper analyzes the issues, put policies to improve the situation at various levels in relation to the current practices of training specialists in tourism in Uzbekistan.

Literature Review

Different studies tend to highlight the need for placing emphasis on ESP in professional contexts. As per Hutchinson and Waters (1987), \"ESP is a type of language teaching which corresponds to the specific needs of a target professional or vocational area.\" With respect to the tourism sector, ESP equips employees to interact with international guests, thus improving their satisfaction and enhancing business productivity (Dudley-Evans & St. John, 1998).

A report prepared for the Paris Conference on Education in 2024 shows that professionals working in tourism sector in Uzbek cities have certain problems using English as a working language (papers.iafor.org). The paper underlines the necessity of developing certain ESP instructions to facilitate better interaction between hospitality employees and international visitors.

Research done in Southeast Asia (Wang & Sun,2018) and also in Europe (Gimenez, 2019) points out that English for specific purposes in tourism education results in better service delivery as well as increased volume of tourists. Still, evidence and studies concerning Uzbekistan and the use of ESP are only a handful, supporting the necessity of further studies and more customized programs.

Methods

This work is a review of literature and statistics about the tourism and language teaching in Uzbekistan. We collected and analyzed documents and data from foreign tourism agencies, English instructions reports, and scholarly papers.

Problems Relating to the Application of the English for Specific Purposes Methodology in the Hospitality Industry in Uzbekistan

The growing importance of USA ESP is being sorely lacking in Uzbekistan for the following points:

1. Not Having Developed Specialized Training Courses in ESP - English taught in Uzbekistan is mainly not taught for particular industries.

2. Poor Level of English Knowledge of those Employed in the Hospitality Industry - Uzbekistan was ranked 98 out of 113 countries in the world in 2024, which demonstrates how the various professionals in tourism are experiencing a lack of knowledge.

3. Lack of Teaching Aids and Teaching Techniques - There are insufficient teaching materials, especially textbooks on English for specific purposes supplemented by adequately trained teachers to conduct courses in tourism English.

4. Outdated Methods of Conducting Language Courses - In many companies, operational efficiency is placed over spending money on employee language training even when there are plans to expand internationally.

Solutions and Strategies for Improvements

The following was recommended to the Uzbekistan tourism industry to improve the given situation:

1 Implementation of Specific Programs in ESP Education in Vocational Schools - Schools that teach tourism and hospitality business management should include normal working situation based specialty ESP courses.

2. Joint Projects of Business and Language Schools - Travel agencies and hotels may cooperate with languages schools to prepare teachers with practical knowledge...

3. Creation Of Digital Learning Materials - ESP for tourism specialists can be improved by the use of web portals and mobile applications or by the assistance of AI language tutors.

4. Support Of Government and Policy Action - The Ministry of Tourism and Higher Education ought to undertake projects directed towards promoting ESP courses in the hospitality industry.

6. Suggestions and Looking Ahead

In order to fully attain the goals of the ESP training program for the tourism industry in Uzbekistan, the following measures need to be implemented:

• Creation Of An ESP Curriculum - An appropriate standardized curriculum of English for specific purposes needs to be created for people working in tourism.

• Funding for Teacher Training - Teachers should receive training on ESP teaching strategies.

• Integration of AI and IT - The use of chatbots, translation programs, and virtual reality environments can lead to higher levels of English among employees in the field of tourism.

More work ought to be done to analyze the impact of implemented solutions via practical research and test them in popular tourist places in Uzbekistan.

Conclusion

The role of ESP in the tourism industry of Uzbekistan is undeniably important as it assists in bringing together the local service providers and the tourists from abroad. With the foreign tourists expected to visit the country reaching 8.2 million in 2024 and the country's English rank being poorly placed, it is paramount that the education in ESP helps in ensuring the provision of quality customer services. The country stands to gain significantly in its international tourism image by improving specialized language teaching, modern instructional materials, and business-education partnerships in Uzbekistan.

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THE ROLE OF ENGLISH IN MARKETING

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Annotation: Marketing is all about socializing, and English plays a massive role in making that communication smooth. Nowadays, businesses need to connect with customers from different backgrounds, and English often becomes the common language to speak. Whether it is writing product descriptions, handling customer services, or creating, English is everywhere in marketing.

Key words: English, marketing, global communication, branding, advertising, consumer engagement

In our increasingly world, English is the most widely spoken second language in the world. When I was freelancing for a small e-commerce company, I realized that even though their main customers were not native English speakers, they still wrote their product descriptions in English first. Why do you think? As English helped them reach a wider audience. Even in countries where English is not the first language, people are well-known with it, which makes it a powerful tool for businesses.

Branding and English

Think about some of the biggest brands –Apple, Coca-Cola, Nike. What do they all have in common? Simple, catchy English slogans. ''Just do it'' is something I have heard even in countries where English is not widely spoken. When I do a favour to a local business come up with a brand slogan, we initially tried something in our native language, but it did not have the same universal appeal. Finally, we switched to a short English phrase, and suddenly, it clicked with a much large audience. That is the power of English in branding.

Here are the charts demonstrating the role of English in marketing:

Global Language Usage in Marketing

English

60.0%

10.0%

5.0%

Other

15.0% 10.0%

French
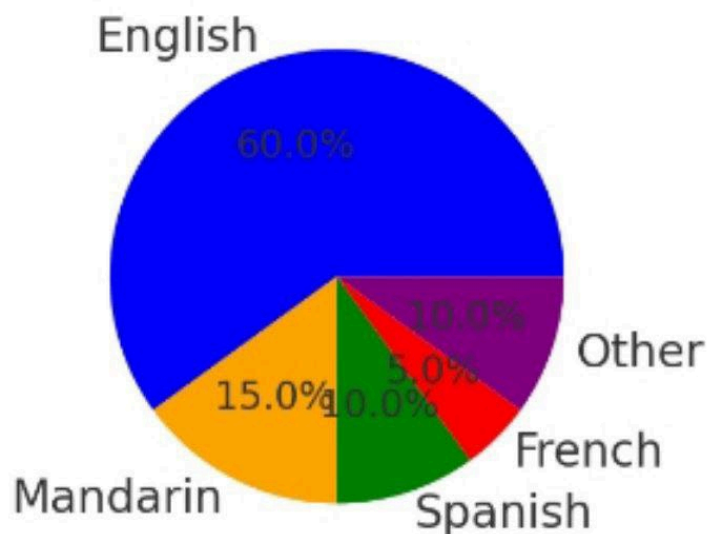
Mandarin

Spanish

1. Global Language Usage in Marketing - English language is considered as dominant among global marketing languages, as it accounts for 60% of usage. Other significant languages include Mandarin (15%), Spanish (10%), French (10%), and others (5%).

Brand Perception by Language
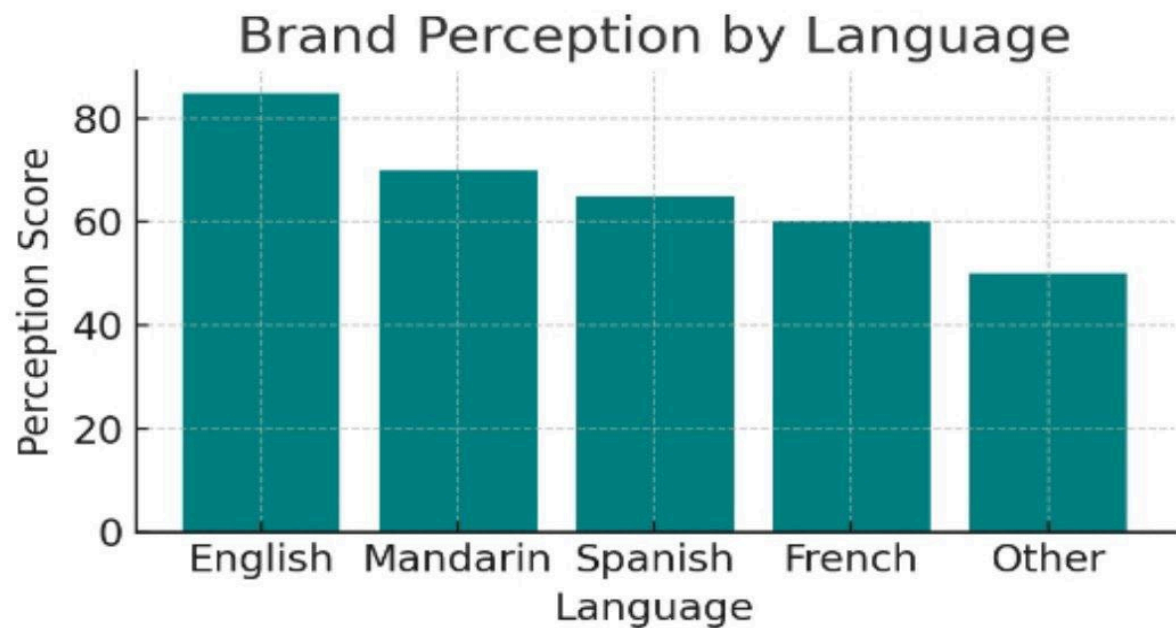
2. Brand Perception by Language - A bar chart illustrating how English is perceived more favorably. Mandarin and Spanish follow closely, with slightly lower perception scores than English.

French and other languages have comparatively lower scores, indicating a weaker brand perception when used.

Language Distribution on Social Media
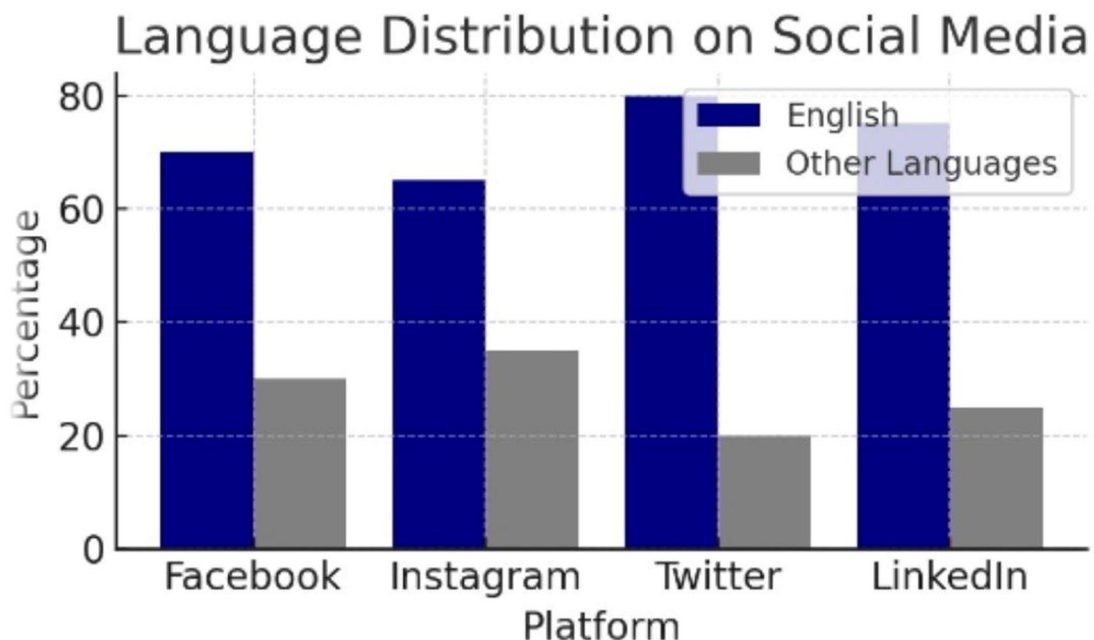
3. Language Distribution on Social Media - A bar chart comparing English and other languages on major platforms. Social media platforms like Facebook and Instagram predominantly use English compared to other languages.

Twitter and LinkedIn also show a preference for English, but the difference is less pronounced.
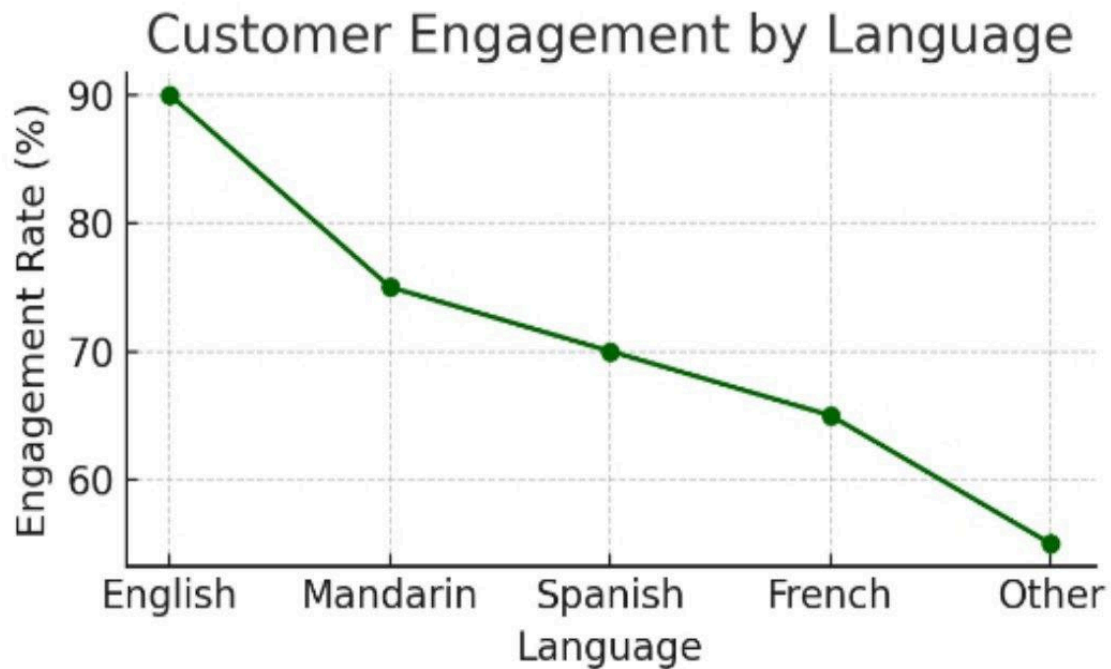
4. Customer Engagement by Language - A line graph showing higher engagement with English content. Engagement decreases with Mandarin and Spanish, showing a moderate level of interaction.

 French and other languages have the lowest engagement rates, showing less customer involvement.

Conclusion. English plays a huge role in Marketing. It connects businesses with global audiences, extends branding, and boosts online visibility. From my own experience, I have learned that just using English is not enough. It has to be used effectively. Keeping the language simple, being aware of cultural differences, and knowing when mix English with local languages are key to successful marketing.

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ADAPTING TO INTERNATIONAL TEACHING ENVIRONMENT THE ROLE OF ESP AND EAP

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Annotation: In our globalized world, to overcome culture and communication barriers we are using specialized language teaching. This paper explores the role of English for Specific purposes (ESP) and English for Academic Purposes (EAP) and how we are using them in international learning places. First of all, English for Specific Purposes is essential for improving communication in certain domains, enhancing professional development and academic success by learning a target language for specific fields and contexts. It looks like general English (GE) learning but not for overall language skills, ESP courses are designed for specific language needs of learners in target fields like law, business, medicine and aviation. On the other hand, EAP helps as a global language to access research, communication, and enabling participation in international communities. EAP offers practical advice to improve academic mastery of language education. This paper also provides information about then future of ESP and EAP, coupled with modern technologies. Overall, whether you are a student aiming to enhance your skills or a teacher seeking for optimize your methods. These analyses serve as a fundamental knowledge.

Introduction

   As many students and educators participating international language programs, Specialized language programs such as English for Specific Purposes (ESP) and English for Academic Purposes (EAP) becoming essential tools for overcoming language and cultural barriers. English for Specific Purposes (ESP) is specialized language instruction emphasizes learner's knowledge about how to use English in specific fields, to success in certain fields. when it comes to English for Academic Purposes (EAP), it is for students and educators who are developing language skills for achieving success in university or college and gaining academic

knowledge in writing academic essays, articles or reports, and reading academic books, speaking and listening.

Main part

There is a higher education environment where both native and non-native students learning together, having difficulties with cultural adjustment and communicating with each other. However, whether a native or not, any student who is studying at the university or completing a university degree in the English must be able to use English for Academic Purposes. It is essential for academic processes; to compare research and categorize it, to describe data and hypothesis. Improving students' cognitive skills is another advantage; better analyzing, problem solving, memorizing and interpreting in academic setting. Learning English for Academic purposes program focuses only certain skills that are required for achieving a success in certain fields. It improves student's curiosity to the lessons, their persistence, punctuality and responsibility to their target domain. For educators; lecturers, professors and teachers tutoring English are also required to follow academic communication conventions. English for Academic Purposes (EAP) focuses on rising student's general English levels, that's why they can enter to a university or can take certificates like IELTS or TOEFL. This program teaches four skills (reading, writing, speaking, listening) but combine them with learner's needs; for example, translating texts in specific areas of research, academic vocabulary, and learning how to write an essay. By acquiring language in this program learners can express ideas more clear, precise and simple in writing and communication. It is designed to help international students improve their overall English level and teach very important language skills such as natural language expression, punctuation, vocabulary, grammar, writing, literature, translating, and media. Language skills addressed: includes comprehension in listening, developing fluency, improving pronunciation. While doing them, educators focus on student's note taking skills and how to work on their mistake.

As for gaining language only for certain goals like taking a job, English for specific purposes (ESP) helps achieve their goals more efficiently by taking approach that focuses on the language skills, vocabulary needed for particular fields. It is related in content to particular disciplines or occupations. It has been growing as a distinct discipline since 1960s and educators were seeking for new teaching methods to satisfy target population and ESP was totally opposite term to General English (GE). The main difference of them in their learners and learning purposes. General English learners can start from a fundamental level, but ESP learners are mainly adults who have noticeable amount of acquaintance with English and learn the language for profession-related activities. To take an account, ESP students speaking desires, educators should consider the role of communication skills and needs to learn more new topic related words. There are over twenty skilled areas during which English was required for effective

communication. These include commerce, client care, aviation, finance, human resources, data technology, engineering, law, enforcement, maritime communication, media, medicine, nursing telecommunications, and businesses. This program can be harder to educators as well, because it is a bit juggling act. For many parts of it contain new vocabulary, teachers may be unfamiliar with the content, which means it requires loads more research and preparation before the class. The language is very important in some domains, for instance in aviation and medicine means the difference between life and death. There are some elements of English for Specific Purposes (ESP) in the classroom: for example, asking learners what are their target goals related to languages.

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AN OVERVIEW OF INNOVATIVE TECHNOLOGY AND ITS EFFECTS FOR STUDENTS

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Annotation: In an age where technology surges forward like an unstoppable force, the education sector stands at the crossroads of profound transformation. What was once a straightforward classroom of chalkboards and textbooks being now a landscape brimming with possibilities—from artificial intelligence (AI) to immersive virtual reality (VR). These innovations promise to reshape not only how students engage with information but also how they think, learn, and grow. But is the shift truly beneficial? Are these digital marvels enhancing learning outcomes, or are they a double-edged sword, cutting both ways?

This exploration aims to dissect the technological revolution in education, scrutinizing its impact on student learning, engagement, cognitive abilities, and

emotional health. Through a multifaceted lens, we'll uncover the benefits and challenges that these advancements bring, revealing a complex, often paradoxical relationship between students and technology.

Keywords: personalized learning, Artificial Intelligence, adaptive learning

It is widely acknowledged that mathematical science merits appreciation for its pivotal role. The advent of didactic technology has precipitated transformative shifts in education, bestowing upon educators an array of resources and methodologies for pedagogical guidance. This technological evolution has given rise to virtual platforms, tablets, educational software, and readily accessible digital books, thereby fostering a contemporary scientific culture replete with diverse programs and resources. These contemporary tools have facilitated teaching and enhanced access to education for pupils and educators who have gradually become proficient in their utilization over time. As posited by Marín et al. (2020), the integration of novel technologies has precipitated multifarious alterations in the quotidian functioning of civilization, particularly within the domains of employment, recreation, education, and cognitive processes. Information and communication technologies play a pivotal role in societal and cultural development, engendering profound changes and potentially jeopardizing entrenched interests in the event of technological failure or obsolescence due to factors such as power outages or internet disruptions. (Cueva & Diego, 2020) The intersection of education and new technologies has been approached from varied didactic perspectives, with these technologies often regarded as a resource teacher can utilize. However, the variations this produces at the level are not evidenced in the world of education for children and young people, who, due to their educational demands, are well-positioned to implement new technologies and technological enhancements available for the development of knowledge. (Palaces et al., 2021)

Throughout the history, educational technology has been studied as an important doctrine that has performed a leading role in the changes in the way educators teach, achieving a better way of understanding by students, since it achieves to produce various academic support tools and programs essential to achieve a complex learning, where technology regulates the variations that are going to be made in educational organizations for the implementation of information applications for student development. The matter of the use of new technologies and education has had a didactic approach, taking into reflection that it is one more method of the many that a teacher has to provide learning to children and young people, however, it is essential to be taken into account the favourable modifications produced by the use of technological advances at an official level, since they offers greater opportunities of access to education to people from different parts of the world, making them absorbed in obtaining knowledge and to a large extent done self-learning outside of educational establishments.

Technological innovation and education: a brief review of the literature It is important that students comprehend the use of technological tools in the educational field and the benefits that they provide in personal instruction, helping their development to be faster according to the development of technology and its application in the educational field since technology has been used for schooling, there have been great advances in students and teachers because it is a tool that helps and encourages learning. Technological instruction has achieved to have a better proper in the didactic field, founding and controlling disciplinary tool that can be at the service of students and, in turn, generating endless educational proposals based on knowledge formation techniques and the preparation of information. primordial, which is the basis for the operation and understanding of current civilization, has also managed to form thoughts necessary to understand the differences between past civilizations and what was the contribution of technology to the development of new practical and theoretical aspects.) The knowledge instructed by teachers in educational institutes and the use of updated technologies have led to a better training of human beings, managing to increase their capability for individual, work, collective, family, academic development, among others. It could be said that technology is present in a large number of scenarios in which human beings cooperate, since it fluently influences and affects behaviour, thoughts and even its nature. It is important to appreciate that education and technology do not have a relationship that only represents the use of laptops, as is generally assumed, but that technology contributes to the creation of scientific and technological sciences that generate involvement, knowledge, and critical thinking, mainly promoting the ability to invent and be creative both individually and collectively, and generate competitiveness, which will result in human development and in turn social growth that will favour society.

Yet, as with any tool, gamification comes with its pitfalls. Critics argue that while it may boost motivation in the short term, it could overshadow the deeper, intrinsic motivations for learning. Instead of fostering a genuine passion for the subject, students might focus more on earning points or unlocking levels than truly understanding the material. The challenge, then, is ensuring that the game doesn't become the end goal—learning must always remain at the centre.

So, where does all this leave us? The effects of innovative technology on education are as multifaceted as they are profound. There is no denying that these tools have the potential to revolutionize learning—personalized, immersive, and interactive experiences can engage students in ways never before possible. Yet, we must tread carefully, keeping a close eye on the unintended consequences.

Excessive reliance on technology, screen time, and the dehumanization of the classroom are risks we cannot ignore. What we need, then, is balance. Technology should enhance, not replace, traditional methods of learning. It should support

cognitive growth, not hinder it. And above all, it should be used thoughtfully and ethically, with the well-being of students as the top priority.

As we continue to venture into this brave new world of digital education, we must ensure that these tools are not just about making learning more efficient but about making it more human, more enriching, and more meaningful.

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FOOD AS A COMMUNICATION TOOL IN CHILDREN'S BOOKS

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Annotation: Food has always played a crucial role in both real life and literature. This article examines how its perception and meaning shift across different cultural contexts. In literature, food represents more than just a means to satisfy hunger—it serves as a reflection of people's lifestyles, values, and attitudes. In European traditions, an abundance of food has long been associated with wealth and high social status, with grand feasts described in texts dating back centuries. Meanwhile, in Central Asia, food is not only a sign of prosperity but also a symbol of hospitality, respect, and modesty. This cultural contrast is particularly evident in literature, where meals become a form of communication, a way to express social standing, and even a tool for imparting wisdom.

Why is the study of food as a means of communication in children's literature important?

Food is not just something people eat—it carries history, culture, traditions, beliefs, and even emotions.

- When authors describe traditional dishes, family meals, and customs, they create a strong cultural setting. This helps readers understand how characters live and what values they have.

In European books, big feasts often show wealth and high status, while in Asian stories; food is more about hospitality, respect, and modesty, which are important family values.

- In children's books, food teaches important lessons. Characters show kids how to share, be thankful for a meal, and see food as part of family traditions, not just something to eat.

- Food can also show if a character is rich or poor. It helps readers understand their life and personality better.

Purpose of the Study

Food is much more than just a way to satisfy hunger.

It is one of the oldest and universal languages that people use to communicate with each other. As mentioned before, food helps us understand culture better. Through dishes, we can feel the character of a nation; learn about its values and traditions. For example, national cuisine is not just about taste; it is a part of history, a way to preserve identity in a rapidly changing world.

In children's literature, food is often used not only as a part of everyday life but also as an important symbol that helps reveal characters, their world, and even teach life lessons. Moreover, children's books often use food to teach kids important values. Through meals cooked with love or foods that become a symbol of celebration, children learn to appreciate traditions, care for others, and understand food culture.

Food is not just a way to satisfy hunger but an important element through which authors share not only practical but also moral meanings, creating deep images and lessons that stay with readers for a lifetime.

Children, Nannies, and Mealtime Separation from Parents.

In families with a high social status, where there were many children, taking care of each child required good organization. A nanny or house cleaner was responsible for feeding and looking after the children, allowing parents to focus on other important matters.

Children were usually fed in a separate room or even in a special dining area for them, where the servants could maintain order and ensure they followed proper manners.

In aristocratic circles, it was common to believe that proper upbringing required hiring governesses and nannies who were responsible for the children's education, discipline, and cultural development.

[31]In **The Secret Garden**, the main character, Mary, does not experience parental warmth and care, which is reflected in her meals. All meals take place at a large table, where only Mary and her governess, who replaces her parents, are present. The lack of family interaction at the table highlights the hero's inner detachment. This technique is often used in children's literature to illustrate a child's loneliness and emotional isolation. As Burnett (2004) suggests, food in literature often reflects social bonds, and in The Secret Garden Mary's isolated meals emphasize her emotional detachment.[32] Literary scholar Susan Merrill agrees with this observation, stating, "Food in children's literature is not just a depiction of everyday life but a powerful tool for conveying emotions and social norms." Her research shows that characters' meals often symbolize their place in society and their relationships with others.[33]

Charlie and the Chocolate Factory

Food plays an important role in showing the characters' personalities and relationships. Sweets and chocolate act as a unique language, helping the characters express their emotions, values, and social standing.

Charlie Bucket is a poor boy for whom food is not just a treat but also a rare and valuable thing. He can rarely afford sweets, so he always shares food with his family. When Charlie finds the golden ticket, he sees it as an incredible luck because his family values food as something precious. His humility and gratitude for even the smallest treat reflect his kindness and good upbringing.

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[31] Food and Loneliness in The Secret Garden
[32] "As Burnett (2004) suggests, food in literature often reflects social bonds, and in The Secret Garden Mary's isolated meals emphasize her emotional detachment."
[33] Susan Merrill, Food and Fiction: Symbolism in Children's Literature, Oxford University Press, 2018.

Augustus Gloop is one of the children who visited the chocolate factory with Charlie. He was a fat and greedy boy who did not appreciate food at all. Instead of enjoying it, he devours everything in large amounts without thinking about others. He never shares and only cares about satisfying his own desires. His behavior shows his selfishness and lack of respect for those who have less. For Augustus, food is not something to enjoy—it is simply a way to indulge himself.

Veruca Salt sees food as just another luxury she deserves. She always demands the best and most expensive things, and chocolate at the factory is no exception. She does not appreciate food itself but rather uses it to show her status and privilege.

Her attitude reveals her spoiled nature, immaturity, and inability to be grateful for what she has.

The way each character treats food helps reveal their true nature. Charlie, by sharing his chocolate, shows his love and appreciation for his family. In contrast, Augustus and Veruca use food to feed their greed and selfishness, never thinking about others.

Brooker (2009) notes that in children's literature, chocolate often symbolizes social class and moral standing. This is evident in Charlie and the Chocolate Factory, where Charlie's appreciation of chocolate contrasts with the excessive indulgence of Veruca Salt and Augustus Gloop[34]

Writer and children's literature researcher Jonathan Collins notes: "Through their attitude toward food, Dahl doesn't just show children's habits—he reveals their true nature. Those who appreciate food also appreciate people[35]

Social Status through Food: European and Asian Perspectives

During the Renaissance period, obesity was associated with wealth and high social status. People who could afford plenty of food often showed their success through their appearance. Overweight people were seen as powerful and rich, while thin people were associated with poverty and lack of food. In this way, being fat became a symbol of success and a good life.

This way of thinking was present in both Europe and Asia.

In the modern world, food remains an important social marker, but its symbolism has changed. Today, an abundance of food is no longer necessarily associated with high status. In Western countries, the principles of healthy eating, organic food,

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[34] Brooker, W. (2009)
[35] Jonathan Collins, children's literature researcher

and mindful consumption are becoming increasingly popular. Now, eating properly and maintaining a balanced diet is seen as more prestigious than simply having access to expensive and rare products.

Conclusion

Food in literature is more than just something characters eat. It helps us understand their emotions, culture, and even their place in society. Through food, authors show the difference between rich and poor, selfishness and kindness, traditions and change. It can bring warmth, family, and care, or, on the other hand, show loneliness and distance.

I think studying food in literature is important because it helps us see hidden meanings in stories. A simple piece of bread or a cup of hot chocolate might not seem special, but they can tell us a lot about a character's dreams, fears, and hopes. It is also interesting to see how people's attitudes toward food have changed over time—from a sign of wealth and power in the past to a symbol of healthy and mindful eating today.

I believe food is not just something we need to survive. It is a part of our culture, history, and identity. Literature shows this in a beautiful way, turning an ordinary meal into a strong symbol that helps us understand both the characters and ourselves.

Tell me what you eat, and I will tell you what you are," food shapes not only the body but also the culture of society.[36]

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THE ROLE OF SOCIAL MEDIA IN BUSINESS AND MARKETING

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Annotation: *This article discusses the impact of social media on business, examining its advantages and disadvantages, its future role, and its current significance both globally and in Uzbekistan.*

Key words: *Social media marketing, business, instagram, telegram, platform, influencer marketing, global influence*

Introduction: Nowadays, social media plays a significant role in our lives.

The world's first social network, Six Degrees, was created in 1997, allowing users to create profiles, add friends, and connect with them, albeit for a short period. Since then, social networks have evolved and become an integral part of our lives. According to statistics from February 2025, there are 5.56 billion internet users worldwide, which is 67.9% of the world's population. Of these, approximately 5.24 billion people use social networks, accounting for 63.9% of the population.

List of the top 6 social networks with the highest number of users worldwide (as of February 2025):

1. Facebook – 67.14%

2. Instagram – 10.87%

3. Pinterest – 8.17%

4. Twitter – 6.61%

5. YouTube – 4.99%

6. Reddit – 1.25%

And if we consider the above indicators for Uzbekistan:

1. Instagram – 57.59%

2. Pinterest – 15.89%

3. Facebook – 10.72%

4. YouTube – 8.27%

5. Twitter – 3.01%

6. LinkedIn – 1.88%

Concurrently, nearly 11.7 million people in Uzbekistan are actively using social networks.

The Importance of social media in Business Today. Social networks are currently making significant contributions to the development of many fields. In particular, the business sector has reached a level where it is unimaginable without social networks. Social networks are not only an effective advertising tool but also serve as an important platform that allows every business owner to directly connect and communicate with their clients. Direct communication with clients enhances trust and loyalty, positively influencing business development. Furthermore, social networks play an invaluable role in increasing sales volume, strengthening brand awareness, and creating new job opportunities. According to 2023 reports, almost all business leaders emphasized that social media data and analytics have a positive impact on key business areas, including enhancing brand reputation (94%) and improving competitiveness (92%). According to projections for 2025, business leaders are increasingly recognizing the importance of social networks. For instance, the volume of online trade in Uzbekistan reached $1 billion in 2024, and this figure is expected to increase by 50% in 2025. This trend encourages businesses to implement new digital strategies. Furthermore, new social media trends such as artificial intelligence and content creation based on short videos are greatly helping brands establish effective connections with their audiences.

What is Marketing? Its Connection to social media. Marketing, derived from the English words «market» and «action/activity in the market» refers to a form of organizing and managing the production and sale of goods by a company. Marketing is closely related to business and refers to the process of increasing a company's value through the exchange of products or services between sellers and buyers. In this process, buyers satisfy their need for a particular product or service, while sellers' benefit. The main goal of marketing is to attract new customers by offering high-quality products, while also retaining existing customers, increasing sales, and meeting their needs. The task of marketing is to study each market and provide a higher level of service than competitors, produce high-quality products, and increase the company's overall profit. As you can see, marketing is inherently interconnected with social networks. Especially nowadays, we can confidently say that social networks are one of the main tools of marketing. Therefore, social networks are considered a means that significantly simplifies the work of marketers. The key aspects of the connection between them include: directly

influencing the audience, strengthening and shaping the brand, advertising and content marketing, increasing customer trust and building a community, as well as analysis and optimization.

Influencer Marketing: The Impact of Bloggers on Consumer Behavior. Influencer marketing is a marketing approach implemented through social networks, utilizing recommendations and product mentions from influential individuals. These individuals are recognized as experts in their field and have a loyal audience. As you can see, the people mentioned above are today's bloggers. Indeed, the influence of bloggers on people is growing day by day. Every blogger has their own audience, and they employ various strategies to influence people's purchasing decisions and motivate customers to buy specific services or products. People view bloggers as friends or long-time acquaintances, and trust them when they praise something. Especially when bloggers sincerely express their opinions about a product or service, it strengthens the trust between them and their audience. Demonstrating a product live to the public, using it yourself, and then recommending it creates a psychological effect on people, namely the emergence of FOMO (fear of missing out). This leads them to think, «Everyone is using it, so I should buy it too». Additionally, bloggers receive various discounts and promo codes for their audience, which further encourages quicker purchases. They answer customer questions directly through stories and live broadcasts, which helps eliminate doubts and motivates purchases. In conclusion, the influence of bloggers can significantly increase sales, especially when there is a genuine and honest connection with their audience.

Choosing the Right Social Media Platform. In my personal opinion and conclusion, the most convenient and reliable social networks for sales are Instagram and Telegram. Currently, Telegram users in Uzbekistan exceed 30 million, while Instagram users` number 7.1 million. While Telegram is convenient for business development through various channels and groups, Instagram is much more suitable for effectively selling products or services due to its focus on visual content. As I mentioned above, influencer marketing is also closely tied to these platforms. Telegram bots can be easily used for direct and quick communication with clients. Since both platforms have large and active audiences, it's possible to advertise without significant restrictions. Using these two platforms together for business operations increases efficiency and boosts sales. Since, the choices are unlimited, the possibility of comparison for clients also increases, that is, everyone can choose and buy the product that suits them.

Downsides of Online Commerce. While online commerce and social media-based sales offer numerous advantages, it is equally important to acknowledge their drawbacks—the other side of the coin. One of the most pressing concerns is the rise of fraudulent activities, including fake stores that deceive customers by collecting advance payments without delivering products. Issues such as discrepancies in product quality, sizing, and appearance (where items do not match

their images or descriptions) also pose significant challenges. Moreover, delayed deliveries and the lack of return policies in many online stores add to customer dissatisfaction. One of the most critical risks associated with online sales is data security. Cybercriminals may engage in phishing attacks, leading to the theft of sensitive banking information and personal details. Additionally, financial risks such as failed transactions, where payments are deducted twice, or funds being temporarily frozen due to system failures, can result in monetary losses. In extreme cases, customers may lose their money entirely if payment systems malfunction or if a seller disappears after receiving payment. Thus, while online sales and social media commerce present significant opportunities, they also require careful risk management to ensure security, transparency, and consumer protection.

The Future of social media in Business. Social media-based commerce, which has already established itself in our country, is undoubtedly set to remain one of the most profitable sectors in the future. Every successful business owner will have a personal account on social media, enabling global accessibility and seamless communication. Consequently, sales will not be limited to Uzbekistan but can effortlessly extend across the world. In the future, personalized advertisements and sophisticated algorithms on social media will become even more powerful tools for attracting customers. Influencer marketing will gain further traction, with micro-influencers (who may have smaller but more loyal audiences) proving to be more effective, emphasizing quality over quantity. Live commerce, where products are sold in real-time via livestreams, will become a major trend. Automated sales and payment systems, such as Telegram bots, will see significant advancements, leading to further development in electronic payment solutions. Currently, platforms like Click, Payme, Uzum Bank, and Apelsin have already simplified online transactions. In the future, cryptocurrencies and international payment systems may expand business opportunities even further. In conclusion, social media is set to become an indispensable part of our lives, shaping the future of commerce and business operations on a global scale.

Conclusion

In conclusion, social media serves as a highly convenient and reliable tool for businesses. However, the demands of the modern era require individuals to exercise caution. Before sharing personal information, it is crucial to ensure its security, and before placing an order, one should thoroughly verify all details and be confident in their decision. As an Uzbek proverb wisely states, "Protect yourself, but do not accuse your neighbor of theft." Ultimately, the impact of social media depends on how it is used - it can either be a valuable asset or a source of potential harm.

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LINGUISTIC CHALLENGES IN SPECIALIZED TRANSLATION AND TERMINOLOGY

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Abstract. It is known that accuracy and clarity of translated materials, academic contexts and some literal texts must be concentrated to convey the real meaning of the topic to the reader. However, professionals might face some problems in the field of specialized translation and terminology which presents a set of unique linguistic difficulties. This article analyzes linguistic challenges and terminology, the complexities of lexical selection, syntactical structures, semantic precision and cultural differences. Moreover, the importance of developing a deep understanding of both the source and target languages as well as the subject matter to provide high-quality translations in specialized domains will be discussed further.

Key words. Academic contexts, specialized translation, terminology, lexical selection, syntactical structures, semantic precision, cultural differences, source and target languages, high-quality translations.

Introduction.

In the fast-growing globalization the need for accurate translation, taking in consideration terminology and cultural conceptualization must be viewed correctly across various specialized fields. Such as medicine, law, technology, science and literature each requiring precise terminology and an in-depth understanding of the domain's concepts. Specialized translation is not only just the transformation of the text from one language to another, but involves the careful rendering of specific technical, scientific and academical content. Terminology emerges obvious differences between the languages due to cultural challenges of interpretations, as for the translator this process demands not only linguistic professionalism but also expertise in the domain of the text being translated. The syntactical nuances of specialized texts, precision of terminology, inherited cultural context make specialized translation more challenging for translator. Moreover, the experts of

translation area must remain in specialized fields while process and navigate linguistic and extralinguistic challenges unlike general translation tasks. The problematic aspects of linguistics in the field of specialized translation and terminology take significant attention in recent years due to the increasing demand for precise and effective communication. So, the diverse technical and scientific domains prove the current issues.

Literature review.

Over the several decades, some specialized scholars have experienced, emphasized the unique linguistic difficulties that arise while translating the texts. Some analyzes from various scientific scholars in this review provides an overview of the critical areas of concern and offers insight into the strategies proposed to overcome these challenges.

The accuracy of handling of terminology is one of the most significant areas of focusing in specialized translation research. According to (Cabré, 1999), terminology takes tremendous place in specialized translation. In some cases, the choice of terminology in the technical and scientific fields lead to slight deviation of misunderstanding or misrepresentation of complex concepts. This might cause some issues for some scholars who do not take as a serious text and even find them effortless. Although, one of the most developed theory in the twentieth century a broad "descriptive paradigm" consists of in some European most significant concepts of translation theory. (Pym, 2010). Additionally, (Bowker & Pearson, 2002) claim that translators are better to fully acknowledged to observe both the source and target languages' of specialized vocabularies. In some cases, these scholars hold strong but essential point that databases of terminology and glossaries must contain tremendous arguments of consistency and accuracy in specialized translations. Nevertheless, in specialized translations might face some challenges conveying from source languages to target ones as lack of direct terms or alternative meanings. So, such cases show that text translators must make some vital decisions regarding the adaptation of terms or the creation of new ways of using words. Other scholar (Gemar, 2001) in his study of legal translation, analyzed that translation process maintains through difficulties of specific syntactic structures unique to legal texts. The sentence structures usually long, distinct formalized and contain clauses, making them difficult to translate while preserving both their meaning and formality. He suggests that the readability in the target language while striving to retain the legal precision of the source text should prioritized.

In the sphere of specialized translation research semantic ambiguity is one of the main central parts. In his research (Newmark,1988) ambiguity such as technical terms with multiple meanings that vary depending on context emerges in specialized translation. Some terms from source language, for instance, "Cell" biologically means a unit of life, however, in the field of legal context might have different interpretation such as a part of organization "terrorist cell".

Scholars of translation field, such as (Eugene Nida,1964) and (Lawrence Venuti,1995) have researched about the role of culture in translation. Firstly, Nida discussed about two main concepts formal equivalence and dynamic equivalence, the main theory that cultural context must be rendered by choice of literal translation and meaning adaptation. On the other hand, Venuti have some views the invisibility of the translator and the impact of domestication and foreignization strategies in translating culturally rich texts. Although, the human interference to translation has important role, in the contemporary world technology takes part in the specialized translation. Such as machine translation (MT) and computer-assisted translation (CAT) tools have their own impact to the process. Different reviews have been discussed as MT and CAT systems can streamline the translation process. (Hutchins,2000) discussed about that MT systems might efficiently translate general content, but they usually have obstacles with the accuracy for specialized fields. It is obvious that precision and nuance are paramount of highly technical content.

Solutions and recommendations to Linguistic Challenges in Specialized Translation

As it is mentioned, specialized translation might have revealed some challenges such as finding terminological equivalence for the context, changing substitute polysemy and contextual meaning, adaptation for cultural and conceptual differences, overcome syntactical and grammatical issues through process of translating source language to target one. Some solutions are analyzed and discussed of specialized translation. First, with the difficulties of finding terminological equivalence is creation the comprehensive bilingual or multilingual terminology databases. Recently, some global scholars completed the site named "Corpora" which includes millions of functions and their usage of words, phrases, idioms and collocations. Nowadays, AI is functioning and using language based on corpora. Precisely, the corpus includes more than one billion words in 485,202 texts, composed with 24-25 million words each year from 1990-2019. There are as well as genres of TV and Movies subtitles, spoken, fiction, popular magazines, newspapers, and academic journals. (https://www.english-corpora.org). The translators can ensure that they are using most accurate and accepted terms in their work after consulting resources such as dictionaries, glossaries, and online databases.

The second issue, polysemy and contextual meaning should be worked with subject-matter experts. Translators must cooperate with professionals who are deeply familiar with the content and terminology of a particular field and clarify ambiguities and ensure they are using the right terms in the right context. Working on with different cultures, convey its originality to the reader is challenging part of the translation. For example, Asian countries are totally different than European ones. In the (O.Henry,1905)'s short story "The gift of the Magi" there is dialogue between wife and husband. "Jim, darling," she cried, "don't look at me that way. I have my hair cut off and sold because I couldn't have lived through Christmas

without giving you a present. At first look, there might not any problems of conceptualization. However, while translating into one of the Asian county languages "…don't look at me that way" must render more politely from wife to husband. And another hand, the religion part that reader "…I couldn't have lived through Christmas without giving you a present." should be acknowledged otherwise misunderstanding and misinterpretation can lead to different meaning. Moreover, some terms lack direct equivalents in the target language. (Nida,1964) suggests in the Dynamic Equivalence theory that the structure for better comprehension is just not sufficient, so adaptation in meaning of the context can assist to build full comprehensive content. In order to maintain the conceptual clarity, translator must apply functional translation such as transposition and modulation.

Conclusion

Specialized translation is not just rendering word by word. High level of linguistic and domain-specific knowledge is required and demanded. The terminology equivalence, polysemy, cultural differences, and syntactic variations might be faced variety challenges and more importantly, the accuracy and effectiveness of a translation can significantly change. However, using different strategies such as developing comprehensive terminology databases, collaborating with subject-matter experts, and continuously adapting to emerging terminology, translators can overcome these challenges. Ultimately, the key to successful specialized translation lies in the translator's ability to balance linguistic accuracy with contextual and cultural appropriateness, ensuring the message is faithfully conveyed across languages and cultures.

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ESP IN FASHION DESIGN

A KEY TO GLOBAL PROFESSIONAL SUCCESS

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Annotation:

This article explores the significance of ESP (English for Specific Purposes) in fashion design and its role in achieving global professional success. As the fashion industry operates internationally, designers need more than just creativity and technical skills-they must also possess strong communication abilities to collaborate effectively with global brands, suppliers, and clients. The study highlights how ESP helps fashion designers understand technical terminology, participate in international fashion events, and market their collections successfully. Real-world examples from leading fashion brands and designers illustrate the practical benefits of mastering industry-specific English. Findings suggest that proficiency in ESP enables fashion professionals to expand their career opportunities, build strong international partnerships, and enhance their brand's global reach. Therefore, learning ESP is essential for anyone aiming to thrive in the competitive fashion industry.

Introduction:

The fashion industry is a global and highly competitive field where creativity and technical skills alone are not enough to achieve success. To enter the international market, work with top brands, and communicate effectively with clients, fashion designers must have strong language skills. This is where ESP {English for Specific Purposes} plays a crucial role. ESP focuses on language learning tailored to specific industries, ensuring professionals acquire the communication skills needed for their field. In fashion design, English proficiency is essential for working with international suppliers and participating in designs worldwide.

The article explores the significance of ESP in fashion design, the role of technical vocabulary, the impact of language proficiency on global collaboration, and real-world examples of its influence on professional success.

The Role of ESP in Fashion Design

Fashion is an industry where language plays a vital role in various aspects, from textile production to branding and marketing. English is the dominant language in global fashion hubs like New York, Paris London, and Milan. Many fashion brands, designers, and suppliers communicate in English, making ESP an essential tool for success.

Technical Vocabulary in Fashion Design

Fashion designers must master specific terminology to communicate effectively. Below are key technical terms used in the industry:

Silhouette - The overall shape and form of a garment.

Texture - The surface feel and appearance of a fabric.

Haute Couture - High-end, custom-made fashion.

Seam Allowance - The extra fabric left for stitching.

Draping - The technique of shaping fabric on a dress form.

Fabric Swatch - A small sample of fabric for reference.

Pattern Making - The process of creating garment templates.

Embroidery - Decorative stitching on fabric.

Fast Fashion - A business model focused on quickly producing affordable designs.

Why Technical Vocabulary Matters

Understanding and using technical vocabulary correctly allows designers to: Communicate clearly with manufacturers and suppliers. Read and interpret international fashion publications. Present their collections professionally. Engage in trend forecasting and market research.

Many global fashion designers have emphasized the importance of technical English. For example, Coco Chanel revolutionized women's fashion, much of her work involved international collaborations that required effective communication. Similarly, Giorgio Armani expanded his brand globally, working with English-speaking markets to establish his empire.

International Collaboration and Communication.

The fashion industry is built on global partnerships. Designers work with teams across different countries, making English proficiency a valuable skill.

Working with Brands and Suppliers

Fashion designers collaborate with textile manufacturers, fabric suppliers, and production teams worldwide. For example: Zara and H&M source materials from different countries, requiring seamless communication in English. Nice and Adidas work with designers and factories globally to develop innovative sportswear. Luxury brands like Louis Vuitton and Gucci rely on international artisans and suppliers to produce high-quality garments. Without English proficiency, designers may struggle to communicate their ideas, leading to production errors and misunderstandings.

Fashion Weeks and Industry Events

Global fashion events provide designers with networking and business opportunities. The Four Fashion Weeks - New York, London, Milan, and Paris - are primarily conducted in English. Designers like Virgil Abloh and Alexander McQueen used English to present their collections to an international audience. Networking with buyers and investors requires clear communication, which is facilitated through ESP training. Fashion conferences such as Business of Fashion's VOICES bring together industry leaders to discuss trends, making English fluency an advantage.

Career Opportunities and Job Marker

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Many international Fashion brands require English-language resumes and portfolios. Job interviews for positions at Chanel, Burberry, or Prada often involve discussions in English. ESP also helps designers in:

Writing compelling CVs and cover letters.

Negotiating contracts and salary expectations.

Expanding career prospects in multinational companies.

Real-life example: Stella McCartney, a leading sustainable fashion designer, worked with global brands like Adidas, expanding her influence by effectively communicating in English,

ESP as a Key to Professional Growth in Fashion

English for Specific Purposes provides designers with tools to succeed in various aspects of the industry.

Branding and Marketing Strategies

Marc Jacobs and Ralph Lauren built their brands by effectively marketing their designs globally.

Social media platforms like Instagram, TikTok, and Pinterest require English-based content for wider reach.

Fashion advertisements and promotional materials are often produced in English.

E-Commerce and Digital Fashion

The rise of online shopping has changed the fashion industry. English is the dominant language on platforms like:

Farfetch, Bet-a-Portner, and ASOS, where designers showcase their collections.

Etsy and Shopify where independent designers sell handmade fashion.

Metaverse fashion brands, require digital designers to engage with an international audience.

A prime example is Balenciaga, which uses digital fashion shows and global marketing campaigns in English to attract international buyers.

Case Studies: How ESP Helped Designers Succeed

Case Study 1: Alexander Wang Alexander Wang, an American designer, successfully expanded his brand internationally by collaborating with brands like Balenciaga and using English to engage with global audiences.

Case Study 2: Phoebe Philo As the creative director of Celine, Phoebe Philo used her language skills to manage international teams and establish a strong brand identity.

Case Study 3: Japanese Designers in Global Fashion Many Japanese designers, including Issey Miyake and Rei Kawakubo, gained international recognition by presenting their collections in English and engaging with Western markets.

ESP is a key tool for achieving success in the global fashion industry, From technical terminology to marketing and international collaboration, mastering English allows designers to expand their reach and work with global brands.

As fashion becomes increasingly digital and interconnected, the ability to communicate effectively in English is more important than ever, Designers who invest in ESP training will have a competitive edge, unlocking career opportunities and expanding their influence in the international fashion world.

Every aspiring fashion designer should prioritize ESP, as it is not just a language skill but a fundamental asset for professional growth.

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THE IMPACT OF ARTIFICIAL INTELLIGENCE AND AUDIOVISUAL TECHNOLOGY ON EDUCATIONAL OUTCOMES

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***Abstract*:** In today's modern world Artificial Intelligence and Audiovisual technology have become the dominant industries of our society and daily life, it includes many aspects of human being such as education, entertainment and social interactions. The article will explain the role of AI and Audiovisual technology on education and how to properly use these tools in the field of teaching.

Keywords: *Artificial intelligence, technology, education, AI, audio and visual.*

Introduction.

In the modern world, Artificial Intelligence and Audiovisual technology have become crucial role to many aspects of our life, including education. These tools provide rich advantages such as improving student involvement, providing real-time advisor and diminish administrative work by teachers. However these tools come with some drawbacks like a lack of individual learning, potential addiction and decrease of critical thinking skills. English is considered the most prominent and influential language in the world and many countries have already adopted English as their main foreign language. Many parents around the world desire that their kids should taught English for various reasons, but the main ones are usually related with future opportunities and the child's development.

What are the beneficial aspects of AI and audiovisual technology on education?

- Help with brainstorming ideas and immediately allows feedback
- Quick accessibility for all platforms and real-time assistant
- Frees teachers from administrative tasks and allowing teachers to focus on training
- Interactive visuals attached student's attention

1. ***Help with brainstorming ideas and immediately allows feedback.***

Artificial intelligence is the best companion it helps you create more ideas and express your thoughts more effectively and deeply, whenever where are you AI can be your best advisor with directly guidance. Also it can adopt to you and be that person who can guide your educational journey. AI can suggest to you more efficient creative content based on trends and helping to overcome issues like creative block.

2. *Quick accessibility for all platforms and real-time assistance.*

Artificial intelligence is the real-time assistance for 24/7 and exclude the necessity of awaiting human support. Users can accept immediate feedback to inquiries whether they need educational support or daily life troubles. Also the AI chat bots and virtual assistants simplifying communication, offering personalized chat based on users experience and preferences.

3. *Frees teachers from administrative tasks and allowing teachers to focus on training.*

AI can manage repetitive tasks like grading assignments, tracking attendance and controlling timetables. Teachers can get real-time insights on students performance allowing to enable them to customize lesson plans without having to examine reports by hand. Another benefit of AI is it can automate notifications, reminders and announcements to reduce time spending on administrative work. Also parents and students can receive current updates on grades, assignments and schedules through AI generated platforms.

4. *Interactive visuals attached student's attention*

Teaching through using creative visuals increases student's attention and can motivate to learn more. Studies shows that using 3D printed models especially in Science classes can help students to understand abstract concepts such as cell structures or orbits of planets. (Natoli, C. 2011) says that " audio and visual materials are rich opportunities for students to develop communication skills while actively engaged in solving meaningful problems. In the another words, Audiovisual materials including videos, presentations along with animations and creative content can engage students to learn more effectively. The materials enable learners to enhance their communication skills by listening and speaking while expressing their thoughts.

What are the negative outcomes of using AI and Audiovisual technology on educational purposes?

- Missing individualizations
- Addiction of using technology

- Lower level of critical thinking
- Temptation of cheating and plagiarism

1. *Missing individualizations*

Artificial intelligence can not replace a real teacher because of not understanding students emotions, learning styles or unique needs and behaviors as a real teacher. Excessive using AI in educational fields can lead students to reduce face-to-face communication and teamwork, which are crucial for socialization and emotional wellbeing. According to studies lack of face-to-face communication can lead to feelings of isolation, loneliness and low mood, key factors to depression include various mental disorders.

2. *Addiction of using technology*

Technology addiction also known as digital addiction describes compulsive and uncontrolled use of digital devices including smartphones and computers as well as gaming consoles and social media platforms. The technology disrupts daily activities and interpersonal communication and mental health so people cannot operate without digital stimulation. Behavioral addiction, particularly among individuals who are addicted on the internet, resembles the addiction patterns seen in those who are dependent on gambling, drugs, and alcohol.

3. *Lower level of critical thinking*

Using AI tools offers immediately and exact answers which makes it very convenient for students. The overuse of AI technology cal leads students to repent less on their individual thinking skills and solving problems. Students who rely on AI can become passive participants, who are unable to ask or understand AI answers while accepting them without analyzing.

4. *Temptation of cheating and plagiarism*

The rapidly growth of AI powered tools like ChatGPT, automated writing essay generators and paraphrasing algorithms has made it easier then was for students to produce academic works. While those tools are beneficial for some reasons but it comes with its own weaknesses. AI can generate well-organized full essays, research papers and homeworks allowing students to submit works that they didn't. AI based programs can paraphrase a whole texts in order to avoid plagiarism

detector, Many students around the world using AI technology to cheat and to pass they exams easily but they forget that after using these kind of programs they will never able write by themselves.

Conclusion

In today's world of digital technology, AI and Audiovisual technology are the playing crucial role of our life, including education. Proving both benefits and challenges, AI improves learning experiences make access easier, and reduce teacher workloads but at the same time bringing with some drawbacks saucy as diminished critical thinking, digital addiction and plagiarism.

To maximize benefits and minimize risk teachers should employ AI responsibly guiding how to use as a helper not as a replacement of traditional learning processes. Schools should also improve digital literacy, teaching learners how to use AI ethically and critically. By finding a balanced way, we can ensure that AI and Audiovisual technology enhance education without compromising essential skills and knowledge.

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THE ROLE OF DIGITAL PROFICIENCY IN EAP CLASSROOM

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Annotation: In the realm of higher education, English for Academic Purposes (EAP) programs are crucial in equipping university degree programs conducted in English. These pathway programs vary in their definitions and implementations of EAP, leading to different learning outcomes for students. This article seeks to enhance the understanding of using digital literacy practices and investigates how the integration of digital literacy practices within EAP program influences students' performance.

EAP is typically characterized as the instruction of English designed to support students in their academic pursuits or research conducted in the language. English for Academic Purposes (EAP) is generally defined quite simply as teaching English with the aim of facilitating learners' study or research in that language. One of the strongest links between EAP and ESP is the emphasis that practitioners give to needs analysis as a systematic way of identifying the specific sets of skills, texts, linguistic forms and communicative practices that a particular group of learners must acquire.[1]

In higher education system, there is a crucial setting to conduct the lessons using digital technologies. Several scholars have contended that English for Academic Purposes ought to be understood in a way that incorporates the structural elements of language such as phonology, morphology, lexicon and grammar within specific academic contexts. This perspective prompts an exploration of EAP's connections with:

1) Academic literacy and profession-specific communication skills
2) Academic literacy including the ability to show discipline-specific knowledge in written and oral presentations
3) Discipline-specific discourse features and genre command

The growing trend of digitization in university education necessitates that students possess digital literacy. The specific skills needs and the level of proficiency expected can differ significantly across various institutions. In the subsequent discussion, I will present examples of digital technologies along with the associated skills required in higher education system.[2]

Among the various obstacles faced by university teachers was the task of selecting appropriate technology for course delivery, followed by the need to acquire essential technical and teaching skills through adequate training and subsequently adjusting their materials.

The incorporation of emerging technologies in the EAP classroom is crucial. This experience compelled educators to reflect on new technological tools, providing them with the chance to experiment and integrate digital resources into their teaching. However, the successful and appropriate integration of technology into educational practices requires a certain level of digital proficiency.[3]

In practice, this entails a commitment of time, preparation, skills, and knowledge. Thus the TPACK framework may be an effective theoretical lens through which to examine the interplay between teaching and technology. Findings indicate that students who enter through the university's EAP pathway, which includes a focus on digital literacy, demonstrate a greater comprehension of academic integrity and institutional policies, as well as fewer difficulties in assessing course materials [4].

To effectively participate in learning through modern technologies, students must possess more than the basic information and communication technology

skills necessary to operate digital tools. They must also digitally literate. Digital literacy is characterized as the capability to locate, critically evaluate and share information using digital resources.

Figure 1.Adapted from Kurt (2019) and Mishra and Koehler (2016)

Content knowledge (CK)
- Knowledge of learning and teaching the subject

Pedagogical knowledge (PK)
- Knowledge of how to teach the subject

Technological knowledge (TK)
- technical knowledge and skills

Technological pedagogical knowledge (TPK)
- understanding of how technologies can be used in learning and teaching and how using these technologies may influence pedagogy

Pedagogical content knowledge (PCK)
- knowledge regarding foundational areas of teaching and learning

Technological content knowledge (TCK)
- knowledge about the manner in which technology and content are reciprocally related

The predominant educational strategy employed in universities is blended learning, which incorporates both online learning elements and includes a mix of synchronous and asynchronous activities within the course framework. Another strategy is the hybrid model, which integrates online learning with traditional interactions. This approach is particularly advantageous for students unable to attend in-person classes, as it allows them to engage in live sessions via the internet, utilizing platforms like Zoom or Teams, which requires instructors to stream these sessions live. Furthermore, the Hyflex model has recently gained in education system, combining in-person and online learning formats, thus granting students the flexibility to choose their preferred mode of attendance.

In conclusion, using different new technologies will benefit for teachers and students equally to comprehend the lesson effectively and assess to pose latest methodologies.

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THE INTRODUCTION OF TECHNOLOGICAL INNOVATIONS AND PRACTICES IN THE STUDY OF THE LANGUAGE IN THE ENVIRONMENT OF AN INNOVATIVE EDUCATIONAL ENVIRONMENT

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Annotation: this article talks about technological innovations in language acquisition, stemming from the processes of today's innovative educational environment. In addition, it also provides feedback on the introduction and results of technoengineering into practice.

Keywords: innovative educational environment, language learning, artificial intelligence, technological innovations, mobile applications, interactive conversations.

Currently, the interest in the use of interactive technologies, innovative technologies, pedagogical technologies is trained to occupy students only readyful knowledge, and the use of modern technologies teach them to think, analyze and conclude that they need independent thinking.

In an innovative education environment, the introduction of language and the implementation of technological innovations is currently important in the field of education. Modern technologies, including artificial intelligence (AI), virtual truth, and specially designed mobile apps for education can significantly increase efficiency in learning. The study of artificial intelligence and machine, mobile applications, virtual and enlarged reality (VR / ar), letters and videos, technological innovations such as linguistically and videos are subject to special and significant influence on language learning process.

On the example of the learning of artificial intelligence and machine, artificially lead to artificial intelligence (AI) to learn. The help systems created by AI help to develop apps, applications such as Duaulting, the user

of the user, and hearing skills. AI algorithms analyze the strong and weaknesses of students and present them privileges plans.

In this process, mobile applications also have a place. The process of learning language through applications developed for mobile phones can be more convenient and effective for many people. For example, platforms such as Babbel, Memrise, and Busupu will help learning the language using online lessons and interactive exercises.

The virtual and extended truth is even more lively and interactive with the experience of learning language through the technologies. With the help of the VR, the reader will have the opportunity to apply the language in practice in real life environment, which makes learning effectively.

Online courses and videos - the creation of online courses for teachers and the possibilities of learning language through video learning saves students 24/7 times. Platforms such as Udemy, Couriers, and EDX provide different languages, which makes the learning process even more convenient.

Linguistic Robots and Chat Bots - For example, in the process of learning language exploration can be established using the "replication assistant". This provides a more natural and effective method of using the learning language and learning.

Big Data and Language Analysis - Use of large data (Big Data Technologies in the language learning, the User language analyzes and adjusts errors in the language learning process. For example, analytical tools are used to identify and correct mistakes in conversation.

In addition, **technological innovations such as adaptation of education, personalization of language learning and interactive teachers** will further effectively develop the educational process. Such innovations allow students to provide educational methods that meet their individual needs, which will be more convenient and faster.

All this further enhances the importance of technologies in the learning of language and takes the education system to a new level. If we explain how innovative technologies will help you to achieve a high level in the study of language, such examples include:

- **Adaptation to students individual needs:** language learning systems (for example, Duoleingo or Babbel, analyzing the user's learning rate, errors and successes, provides individual lessons and exercises. For example, Duolingo identifies automatic difficulties for its users and weaknesses in the conversation and updates the curriculum on this basis. This will adapt to the individual needs of students and increase efficiency. According to a study by Duolding in 2018, the study will help users learn more quickly than traditional classes, making the learning process more effectively.

- **Quick and effective study (motivation and time saver):** virtual and expanded reality (VR / Ar) technologies help you achieve more effective results using practical exercises and simulations. For example, Mondy will allow students to communicate with real people in virtual environments.

This technology is interested in and motivated students, ensuring that the learning is close to real life. According to Harvard Business Review 2019, VR technology increased the level of memory and understanding of students in the learning of the language by 30%.

- **Interactivity and live learning (Real - time feedback):** In learning of language bots and linguistic robots, students can express real time thoughts in the study. For example, chat bots such as replica, give language learning users give them a better language to use a better language. According to a study conducted in 2019, language learning using chat bots will increase the speech and listening skills of students by 20-25%.

- **The ability of online learning platforms:** online courses, such as Coursera, Edx and Udemorial, students will have the opportunity to access the lessons of the best teachers around the world to learn various languages. These platforms create a wide range of opportunities for students to get the necessary knowledge in the world. For example, the Courser platform provides more than 60 million users in 2020, which shows that education will rise to the global level and increase the process of language learning through innovations.

This means that these technologies can not only increase the effectiveness of language, but also create opportunities for students to study globally and makes it interesting. This leads to further development of the education system. Using artificial intelligence, vr / ar, chat-bots and online platforms, students will receive a real-time feedback, and have the optimal learning opportunities. These technologies expand education globally, and students create opportunities to learn faster and more effective languages. In the near future, such innovations take the education system to a new level.

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ESP AND EAP FOR FUTURE EDUCATORS: PREPARING FOR INTERNATIONAL TEACHING ENVIRONMENTS

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Abstract: This article investigates the noteworthiness of English for Particular Purposes (ESP) and English for Scholastic Purposes (EAP) in planning future teachers for worldwide educating situations. As globalization increments, the request for teachers capable in English and social competencies has never been higher. By preparing teachers with the essential dialect abilities custom-made to particular scholarly and proficient settings, educate can upgrade their status to lock in successfully in different instructive settings. This paper audits existing writing, traces viable strategies, and highlights key discoveries with respect to the arrangement of teachers for worldwide parts, eventually giving proposals for educational modules advancement and proficient preparing.

Key words: English for Particular Purposes (ESP), English for Scholastic Purposes (EAP), Worldwide Instruction, Instructor Planning, Social Competency, Proficient Advancement.

Introduction: As instructive scenes gotten to be progressively interconnected, the need for gifted teachers who can work over social boundaries and assorted instructive frameworks is foremost. This article talks about how ESP and EAP can play pivotal parts in planning future teachers for the challenges and openings they will confront. The integration of dialect instruction custom-made to particular educating settings is basic for cultivating compelling communication and academic victory in universal situations.

Literature review: The writing demonstrates a developing acknowledgment of ESP and EAP as basic components within the planning of teachers for worldwide instructing parts. Considers uncover that capability in English, custom fitted to the particular needs of distinctive scholastic disciplines, upgrades educators' viability in differing classrooms (Hyland, 2006; Dudley-Evans & St.

John, 1998). In addition, investigate emphasizes the significance of social mindfulness and flexibility in cultivating positive instructive results (Byram, 1997). This survey synthesizes key bits of knowledge from existing investigate to emphasize the significance of these approaches in current instructive hones.

Methodology: This article utilizes a subjective approach to look at the current scene of ESP and EAP preparing for teachers. Information was collected through a writing survey, investigation of educational modules systems from different colleges, and interviews with instructive experts who have involvement educating in worldwide settings. The point is to recognize viable techniques for coordination ESP and EAP into instructor preparing programs and to highlight best hones.

Results and discussion: The discoveries uncover a few subjects with respect to the usage of ESP and EAP in teacher planning:

1. Educational modules plan: Effective programs join discipline-specific dialect abilities and are custom-made to the neighborhood instructive setting.

2. Social competency: Teachers who get preparing in social affectability and instructive pedagogies report expanded adequacy in differing classrooms.

3. Proficient improvement: Ceaseless preparing openings are imperative for teachers to adjust to advancing worldwide measures and classroom elements.

These comes about flag a require for instructive educate to prioritize ESP and EAP inside their educator preparing systems to guarantee future teachers are satisfactorily arranged for universal challenges.

Materials:

The think about utilized:

• Scholarly diaries and articles centering on ESP and EAP.

• Case thinks about on effective ESP and EAP programs.

• Interviews with teachers experienced in universal instructing.

In an progressively globalized world, teachers must have the abilities and social mindfulness fundamental to function viably in worldwide educating situations. English for Particular Purposes (ESP) and English for Scholastic Purposes (EAP) are two approaches that can essentially upgrade the readiness of future teachers. This article investigates the significance and down to earth applications of ESP and EAP in educator instruction, highlighting illustrations and best hones that can direct teach in creating successful programs for trying instructors.

ESP alludes to the custom fitted instruction of English outlined to meet the particular needs of learners in specific areas or callings. Not at all like common English dialect courses, ESP centers on the lexicon, talk structures, and communication abilities important to a particular teach, such as trade, pharmaceutical, or building. By emphasizing down to earth dialect abilities pertinent in real-world settings, ESP prepares teachers with the devices they got to instruct successfully in their subject regions. Illustration:

A instructor planning to educated science courses in an universal setting may advantage from an ESP program that covers scientific terminology, inquire about

strategies, and viable composing abilities common within the logical community. This preparing can account for contrasts in instructive measures and communication styles in different nations.[37]

English for Scholarly Purposes (EAP). EAP is an directions approach that centers on creating the scholastic dialect abilities essential for victory in higher instruction settings. It incorporates the instructing of perusing, composing, tuning in, and talking abilities in scholarly settings, with specific emphasis on basic considering and investigation. For future teachers, acing EAP is basic, because it plans them to lock in with scholarly substance in their instructing and conduct inquire about in linguistic and academic areas. Illustration:

A graduate teacher from a non-English-speaking foundation might embrace EAP preparing to extend capability in composing scholastic papers, conveying introductions, and locks in in academic talk. This planning is crucial for exploring the desires of scholastic educate and viably passing on subject matter to understudies.

The Significance of ESP and EAP for Future Teachers. As instructive frameworks progressively coordinated worldwide viewpoints and worldwide systems, instructors must adjust to shifted social settings and instructive methods of insight. ESP and EAP preparing can offer assistance future teachers get it and explore such complexities. Case Think about:

A instructor from Brazil may be confronted with the challenge of working in a multicultural classroom in Canada. An ESP preparing module custom fitted for teachers will incorporate lessons on multicultural communication techniques and understudy engagement strategies, in this manner empowering the educator to construct compatibility with understudies from differing foundations.[38]

Making strides Communication Abilities. Viable communication is vital for teachers working in universal settings. ESP centers on the particular dialect abilities required to communicate thoughts clearly in differing instructive situations, whereas EAP improves in general scholarly proficiency, guaranteeing teachers can examine complex concepts successfully. Case:

An teacher specializing in educating English Dialect Learners (ELLs) can advantage from ESP courses that educate them how to alter dialect utilize concurring to students' capability levels, encouraging clearer communication and more successful instruction.

Improving educational techniques. Both ESP and EAP contribute to refining instructing techniques by giving teachers with information of the finest hones in dialect instruction and comprehension methodologies. This can be especially significant in multinational classrooms where understudy needs can change broadly. *Case study:* Through an EAP program, teachers may learn to join

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dynamic learning methodologies, such as gather talks or peer instructing, into their classes, advancing a more intelligently and communicative learning environment.

Making viable ESP and EAP programs requires cautious educational programs advancement that addresses the particular needs of yearning instructors. Teach must conduct needs assessments to recognize dialect competencies required in several educating settings. A college might start a organization with local schools to assemble information on the dialect and academic needs of instructors totally different subjects. This real-time criticism will direct the plan of ESP/EAP courses that are important, commonsense, and adjusted with instructive guidelines.

Coordinates dialect aptitudes. Fruitful ESP and EAP programs ought to not as it were center on particular lexicon and language structure but moreover emphasize coordinates dialect abilities (perusing, composing, talking, and tuning in). This all encompassing approach helps in way better communication and understanding. Illustration:

An EAP course might include exercises that combine reading scholarly articles, composing outlines, conducting introductions, and locks in in discourses approximately those articles, in this way advancing comprehensive dialect understanding and utilization.

Social competency preparing. Consolidating social competency preparing into ESP and EAP programs is fundamental for future teachers. Understanding social contrasts and communication standards is crucial in universal instructive settings. Programs might incorporate modules on intercultural communication, social affectability, and the affect of diverse instructive methods of insight. Workshops that include role-playing scenarios can give future teachers with commonsense encounter in exploring social contrasts.

Dialect Obstructions. Dialect capability is one of the essential challenges confronted by teachers in universal settings. Without satisfactory dialect abilities, educating and learning can endure. ESP and EAP programs must subsequently prioritize the improvement of tall dialect capability levels among members. Arrangement:

Persistent dialect appraisal and custom-made bolster for making strides dialect aptitudes can be actualized through mentoring and extra coaching sessions.

Social mistaken assumptions can make obstructions to viable instructing and learning. Teachers entering universal settings must be delicate to diverse instructive traditions, educating styles, and understudy desires. Illustration:

A educator from a Western instructive foundation, acclimated to a more participatory classroom based on open talk, might battle in a high-context culture where regard for specialist and progressive structures overwhelm. ESP programs ought to address these contrasts and advance versatility.[39]

The need of organization back for progressing proficient improvement in ESP and EAP can prevent educators' victory in worldwide classrooms. Instructive

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teach have to be guarantee they give fundamental assets and preparing openings. Setting up a committed office for universal educator support can give assets, mentorship, and continuous workshops to assist teachers explore their parts effectively. ESP and EAP play basic parts in planning future teachers for the assorted challenges of worldwide educating situations. By centering on particular dialect competencies and scholastic aptitudes, these programs engage teachers to improve their communication capacities and academic approaches. As worldwide instruction proceeds to advance, educate must coordinated ESP and EAP preparing into their instructor instruction programs, prioritizing comprehensive bolster that cultivates social mindfulness and flexibility. By contributing in these basic aptitudes, future teachers will be well-equipped to contribute definitively to worldwide instruction and emphatically affect their students' learning encounters.

Recommendation:

1. Educational programs integration: Instructive educate ought to coordinated ESP and EAP preparing into their instructor arrangement programs, emphasizing real-world application in diverse contexts.

2. Proficient improvement: Set up associations with worldwide instructive organizations to supply continuous preparing and assets for teachers.

3. Social trade programs: Advance trade programs and immersive encounters that permit future teachers to involvement diverse instructive situations firsthand.

Conclusion: In a globalized instructive scene, the integration of ESP and EAP into instructor planning is fundamental for creating competent teachers. By preparing future instructors with specialized dialect abilities and social mindfulness, teach can improve their capacity to educate viably in universal settings. This paper underscores the significance of focused on preparing and the progressing require for versatility within the confront of changing instructive requests around the world.

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TECHNOLOGICAL INNOVATIONS AND AI IN LANGUAGE LEARNING AND COMMUNICATION

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Annotation: Advancements in modern technology, especially Artificial intelligence, have transformed how people acquire languages and communicate. AI-driven platforms, tools and social websites all offer enough resources to learn languages and speak in them at the same time. They provide personalized, interactive learning paths, assistance in all aspects of any language; listening, reading, writing, speaking, grammar, pronunciation, and others. AI tutors, virtual reality, 3d grammar lessons, and AI chatbots can make the process easier and quicker than expected. However, its use in education can also be hazardous if it is used as a form of cheating or getting personal information. This study examines the value of AI in language acquisition and communication, as well as its advantages, disadvantages, realistic solutions and prospects. Even if it is considered to be effective, social interaction is still important, and a well-thought-out strategy can ensure the balance in terms of its usage.

Keywords: Artificial intelligence, AI-driven platforms, Virtual reality, AI tutor, AI chatbots, personalized learning paths.

Introduction

In today's world, there have been significant developments in the field of technology. One of them is artificial intelligence (AI). The release of AI to the

world made the workload of many spheres smoother and faster. As a part of this, education is also taking advantage of it, and we can see people who are learning foreign languages, occupations, for example. Particularly, more and more people are acquiring languages and having communication with the help of a wide range of AI-based resources, making learning go without extra difficulties. Nevertheless, it may create some problems with students, such as overreliance on it and lack of human interaction. In these cases, we should try to alleviate them because these problems can give rise to other ones. Since people make use of it to improve their language and communication skills, there is an ongoing debate about whether it is a good development or not. That's why this thesis aims to explore both the benefits and drawbacks of using AI and questions how we can find better solutions to reduce the downsides and use it only for our self-improvement.

Main information

The rise of AI in education has paved the way for shaping education at many points. It is rich in resources, and with its help, learning any language has become quite straightforward. Here are some benefits coming from using AI in the language learning process.

1. Enhanced personalized education.
If you want to learn a language and ask to provide some sources to use from it, it first asks about your learning details: your interests, style, and pace. After getting to know you deeply, it analyzes your responses, then suggests the most favourable ones. This way with AI can be applied to teaching in a classroom setting where teachers give information about their students' preferences and conduct the lessons by considering everything. Here, they try to organize classes generally in a way that can satisfy everyone's needs so that no one needs to pay attention to other things. While decisions in general classroom environments are mostly shaped by the general situation of the class, it can be thought that a learning environment that can meet students' needs can be created in classes where AI technologies are integrated. It is very important to capture a parallelism between individual students' needs and the learning goal (Yigit, 2024). To reveal students' interests and abilities, Big Data analysis that can identify their needs as well as abilities can be performed.

2. Blended learning.
As a part of face-to-face classes, online classes can be established among students who have health problems and are not physically there. For instance, the platform "Zoom" incorporates AI to enhance the meeting experience. It enables everyone to participate in the lessons without truancy. Especially, it is applicable to teach languages to disabled students who cannot go and attend real school lessons.

3. Intriguing learning process.
There are a vast number of apps that were launched to teach languages by entertaining the learners, such as Duolingo, Memrise, LingQ, and FluentU. They were designed in a way that it feels like you are playing a game, not learning a

language. However, in a similar vein, you are learning new grammar structures, words, and idioms, but not consciously. They make you repeat the words over and over again, listen to the audios, read the texts, speak in different contexts, and do the provided activities. Doing so daily, you can get accustomed to learning something in the target language.

Besides, there are certain platforms specialised in testing the covered topics like Kahoot, Quizziz, Quizlet, and so on. They create a competent learning atmosphere where participants move towards winning. Learning exists here also, since students can have an opportunity to learn from their mistakes, one of the most effective learning methods.

Using virtual reality (VR) when explaining the theme is another fruitful method to make learning interesting. Here, teachers allow their students to interact with real-world scenarios, enhancing engagement, comprehension, and retention. Since students learn new information through different senses (sight, hearing, smell, taste, and touch), the rate of learning materials increases when they see the objects and creatures, touch them, and hear their sounds. Examining the affective benefits of AI-assisted language learning, Renders and Vattana (2014) revealed a significant improvement in students' confidence, perceived competence, and WTC, and lowered anxiety in the game-play environment after six sessions (C. Zhang, 2024). So, from these points, we can deduce that AI-based games, lessons not only cultivate a fascinating vibe, but also eliminate the psychological problems.

5. Increased speaking skills.

AI-driven websites and apps like ChatGPT, Deepseek, Yandex, Gemini and others can have conversations with people in any language they use to talk to them. That is why they sound like a native speaker, and it is also a chance to interact with them and improve our pronunciation step by step. Plus, they provide brief and instant feedback to focus on the weakest sides. Speaking in that way has a huge influence on the fluency of that language, and being disciplined helps to accelerate the process by getting noticeable changes. This, in turn, boosts their confidence and speaking skills, leading to active participation in classroom discussions, contributing to higher levels of WTC and FLE, and lower levels of FLA (C. Zhang, 2024).

However, it does not mean that using AI for language acquisition and communication has only advantages; it also has some disadvantages, which are taking their toll on the education system in Uzbekistan, as well. Here, we list primary problems occurring right now:

1. Lack of human interaction.

Despite the advantages of AI apps for language learning and assessment, it is crucial to recognize that they may reduce face-to-face contact in EFL classrooms. For students to participate in genuine and meaningful dialogues, direct connection with instructors and peers is essential (L. Eliott, 2023). AI chatbots can replicate discussions but cannot fully capture the subtleties and dynamics of interpersonal dialogue (J. Jeon, 2021).

2. Pleasure and entertainment.

Students sometimes should be deprived of having only frequent games, so that they are not problematic to control and teach. Moreover, it is good for their attention span, as the ones who are addicted to playing games are not prone to read long texts, doing activities, and listening to lesson audios.

3. Ethical concerns.

AI in the EFL classroom raises significant ethical questions about data security and privacy. AI systems gather and examine learner data, including performance and personal data (L. Eliott, 2023). To solve this issue, we have to check first whether the app or website we are using is reliable, fair and inclusive, so that we will not end up having these dilemmas.

Another suggestion is not exposing ourselves to the media openly. AI has reached the level where it is possible to get personal information by hacking. So, if we want security, we must not post anything about ourselves or show ourselves.

Conclusion

All in all, AI is inevitable; it is our today and future. In the era where most industries are connected to it, we also have to initiate its use in education due to the benefits above. There will be significant advancements in education if we learn how to use it for which purposes. The problems can be easily resolved by balance and discipline. We have to use our chances and make the most of them as much as possible.

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NATIONAL DISHES IN G'AFUR G'ULOM'S "SHUM BOLA" AND THEIR LITERARY FUNCTION

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Abstract: This article explores the translation of Uzbek traditional dishes in the English version of G'afur G'ulom's novel Shum Bola. As food plays a vital role in cultural identity, its translation presents linguistic and cultural challenges. The study examines various translation strategies, including direct translation, adaptation, explanation, and transliteration, to determine how effectively the cultural essence of Uzbek cuisine is conveyed. By analyzing specific examples from the novel, the paper highlights the translator's choices in balancing authenticity and readability for an international audience. The findings demonstrate the complexities of translating culturally specific elements while preserving the novel's artistic and cultural integrity.

Keywords: G'afur G'ulom, Shum Bola, translation, Uzbek traditional dishes, cultural translation, linguistic adaptation, transcription, literary translation, national identity,omission, translation strategies.

G'afur G'ulom's novella Shum Bola tells the story of childhood, mischief, and the trials of life. The main character stands out with his unique wit, resourcefulness, and playful nature despite the hardships he faces. One of the central themes of the novella is children's resilience and their curiosity about life. Additionally, the story reflects the lifestyle, traditions, and national values of the Uzbek people.

The main character of the story faces various trials in life: he experiences hunger and poverty, makes a living through clever tricks, and sometimes escapes difficult situations through deception and wit. He encounters different people, ranging from kind and compassionate individuals to ruthless people who act in their own self-interest. Each encounter impacts the protagonist's life and character. In addition to the challenges and growth the main character faces, Shum Bola also includes many engaging moments. The protagonist's cleverness and resourcefulness bring humor and excitement to the story. For instance, his mischievous acts, like tricking others into doing things for him, create both comic relief and moments of suspense. These antics showcase his ability to outwit those around him, demonstrating his sharpness and creativity in dealing with difficult situations.

Moreover, the relationship between the protagonist and other characters adds depth to the story. The dynamic between the boy and the adults, especially the contrasting figures of the compassionate and the cruel, allows for a nuanced exploration of human nature. The protagonist's interactions reveal both the innocence and cunning of youth, adding layers to his character development.

The vivid depiction of everyday life, combined with the boy's adventures, keeps the reader engaged, offering a blend of humor, tension, and life lessons.

1.In Uzbek: Uzun rasta, juhud rasta, attorlik va boshqa rastalarning boyvachcha-lari savdodan bo'sh vaqtlarida bu choyxonaga yig'ilib, mehmonxonalardek o'rtada katta barkashlarda **qand-qurs, pista-bodom, murabbo, nisholda, obinon, shirmoy nonlar** bilan shamaloq bezatilgan darturxon atrofida chaqchaqlashib o'tirishadi. (3-page)

In English: The rich of long rows, haberdashery rows and other rows gather there at the table served with **lumps of sugar, nuts, jam, hot-breat and oil-bread,** and they are having endless chattering.(5-page)

 Note: In this translation from the work, the word "Kand-kurs" is translated as "Lumps of sugar. This is a very general translation.

My version: "Kand-kurs" is a national Uzbek dessert, and for a clearer explanation, it could be presented in the form of "Traditional Uzbek sugar cubes." In addition, "Nisholda" was omitted in the translation. This situation is called an omission in translation. "Nisholda" should have been given as "nishalda" and an explanation should have been given below. Because translation is not only about converting a text into another language, but also about preserving the cultural context. Replacing important elements of Uzbek culture with generic phrases loses the Uzbek spirit of the work.

2.In Uzbek: Namozgar-namozshom oʻrtasi uyga qaytib **atalami, umoch- mi, moshqovoqmi, moshxoʻrdami, ugra oshimi,** apir-shapir ichib, yana ko'chaga chopar edik.(6-page)

In English: We came home, had dinner and again ran out.(7-page)

My version: The national dishes are completely missing in the translation, replaced by the generic phrase "had dinner". As a result, the traditional eating habits and unique dishes of Uzbek children were not reflected.

 My version:"We came home and had atala, umoch, moshqovoq, moshkhorda, ugra oshi, and quickly drank apir-shapir, then ran out again."then it was possible to add a comment in this view.Atala – a traditional Uzbek wheat porridge, umoch – flour dumplings in broth, moshqovoq – mung bean and pumpkin porridge, moshkhorda – thick mung bean soup, ugra oshi – homemade noodle soup, apir-shapir – light homemade drink.)

3.In Uzbek: Hay, hay, hay! Bir oz hidi boʻlsa ham **jigar kabob** deysizmi**, kartoshka somsa, oqshoq bo'tqa, umoch, bug'doy goʻja, tariq goʻja** deysizmi - hammasi ham chelak-chelak, xoʻrandaga muntazir.(2-page)

In English: This part is missing from the translation.

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My version: The Uzbek text lists unique national dishes, but they are completely lost in translation. A more correct option: "Liver kebab, potato samsa, aqshoq porridge, umoch, wheat go'ja, millet go'ja – all were waiting for the hungry diners" and each dish needed an explanation.For example:

1.Liver kebab – grilled liver pieces, often served with onions and spices."

2.Potato samsa – Uzbek-style pastry filled with seasoned m

ashed potatoes and baked in a tandoor."

3.Oqshoq porridge – a traditional Uzbek wheat flour porridge, often made with milk."

4.Wheat go'ja – a thick porridge made from boiled wheat grains."

5.Millet go'ja – a nourishing dish made from cooked millet grains."

4.In Uzbek: Xalfanaga **palov** qilmoqchi boldik.(10-page)

In English: We were going to make palov".(10-page)

Note: It is commendable that the translator has preserved the word specific to Uzbek culture, tried to make the reader feel the original atmosphere, and provided an explanation of this word at the bottom of the page.

5. In Uzbek: Onam oshxonada yertandirga o't galab, **qovoq somsa** yopish taraddudida edi.(10-page)

In English: My mother was cooking pumpkin pies in the kitchen.(11-page)

Note: "**Qovoq somsa**" was translated as "pumpkin pies," but samsa and pies are different things. It should have been translated as "pumpkin samsa."
 My version: "My mother was lighting the tandir oven, preparing to bake pumpkin samsa." And a comment below.
For example:(Pumpkin samsa – a traditional Uzbek pastry filled with spiced pumpkin and onions, baked until crispy outside and soft inside).

6.In Uzbek: Ov qushlarining tezagi oppoq bo'lar ekan. **Qatiq** ichar-mikan-a? Albatta, qatiq ichadi, bo'Imasa tezagi oq bo'Imasa kerak, deb o'yladim.
(13-page)

In English: I entered the birds' nest. I thought maybe birds eat **sour-milk.**
(12-page)

Note:'' Sour-milk" is an incorrect term. The Uzbek word "qatiq" does not mean "sour milk".
My version: "yogurt" or "fermented milk."

7.In Uzbek: Boy shiyponda **kalla go'shti** bilan nonushta qilib o'tirgan ekan. (66-page)

In English: The rich boss was eating **meat** in the field-camp.(56-page)

Note:" Meat" is too general a word. The original text specifically refers to "kalla go'shti" (head meat), but the translation only uses "meat," which is too vague**.**
 My version: "head meat" or "boiled sheep's head".

8.In Uzbek: Sen ketganingdan keyin xo jayinning bir-ikki qur oshnalari mehmon bo'lib kelishdi, uyda desang, yan-galarim tushmagur juda ham pazanda ekan, ming turli noz-ne'matlarni pishirib chiqarib turibdi, hali **manti,** hali **tandir kabob**, hali **lag'mon**, hali **holvatar** deysanmi, ish-qilib noz-ne'matlarning ichiga ko'milib ketdim.(84-page)

In English: The wife of the boss is a good cook. She brought different meals and sweets:**manti,kabob,lagmon** and etc.(71-page)

Note: This translation better reflects the lively spirit of the text and the national characteristics of Uzbek dishes.

	Uzbek	English	My version
1.	Qand-qurs	Lumps of sugar	Traditional Uzbek sugar cubs
2.	Obinon		
3.	Murabbo	jam	✅
4.	Nisholda		Nishalda
5.	Chilim	hookah	✅
6.	Oshqovoq somsa	Pumpkin pies	Pumkin samsaand its definition
7.	Manti	Manti	✅
8.	Suzma	Sour-mikl	Yogurt
9.	Go'ja	guja	✅
10.	Shirmoy non	Oil-bread	Shirmoy bread and its definition

11.	Pista-bodom	nuts	✔
12.	Atala		
13.	Umoch		Umoch and its definition
14.	Moshqovoq		Moshqovoq and its definition
15.	Moshxo'rda	Soup with lentil	✔
16.	Ugra osh		
17.	Tandir kabob	Kabob	✔
18.	Lag'mon	Lagmon	✔
19.	Kabob	kabob	✔
20.	Kartoshka somsa		Potato samsa and its difinition
21.	Oqshoq bo'tqa		.Oqshoq porridge and its definition
22.	Bug'doy go'ja		Wheat go'ja and its definition
23.	Tariq go'ja		Millet go'ja and its definition
24.	Palov	Palov	✔
25.	Qovoq somsa	Pumkin pies	Pumkin samsa and its definition
26.	Qatiq	Sour-milk	
27.	Mayiz		Mayiz and its definition
28.	Jiyda	Jiyda	✔
29.	Ayron-atala	Ayron-soup	✔
30.	Qazi-qarta	Meat of horse	✔

In conclusion,the translator has done a fairly good job, especially in preserving the overall tone of the text. It is evident that they aimed not just for a literal translation but also for a thoughtful adaptation. Although some cultural references and traditional dishes were omitted, this can be seen as an attempt to make the translation more readable and natural. However, if the translator had retained the cultural elements with explanations, the translation would have been even more complete. In this regard, the translation is skillful but could have been more comprehensive.

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THE BEST PROGRAMS FOR INDEPENDENT FOREIGN LANGUAGE LEARNERS AND THEIR IMPORTANCE

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Annotation: *In this article, we talk about the top mobile apps for learning foreign languages, their pros and cons, who needs them, and their importance. It's an app that highlights people's thoughts, their achievements, and the challenges they face in learning a language.*
Key words: benefit, experiences, worldview, conversation, practice, enthusiast, undergraduate, open-mindedness, communication-oriented

Nowadays learning a foreign language is more valuable than ever. Whether for personal growth, career opportunities, or cultural appreciation, mastering a new language offers numerous benefits. Studies have shown that bilingual individuals have better memory, problem-solving skills, and multitasking abilities. Learning a foreign language strengthens brain functions and delays cognitive decline, reducing the risk of conditions like dementia. In a globalized job market, being multilingual is a valuable asset. Employers prefer candidates who can communicate with international clients and navigate multicultural work environments. Fluency in a second language opens doors to better job prospects and higher salaries.

Professor Shawn Loewen, a specialist in Second Language Studies, has been a faculty member at Michigan State University since 2005. He is part of the Department of Linguistics and Germanic, Slavic, Asian, and African Languages, where faculty focus on language learning and teaching. Currently, he teaches courses on second language acquisition and quantitative research methods, with a particular interest in how technology influences language learning. Recently, his research has explored the effectiveness of widely used language-learning apps that offer lessons for free or via subscription.

Investigating Language Learning Apps

Like many language educators and researchers, Loewen was intrigued by the bold claims made by language-learning apps. He questioned whether these platforms were genuinely effective or simply marketing gimmicks. With the increasing popularity of these tools, he chose to focus his research on three leading apps: Duolingo, Babbel, and Busuu. He was encouraged by their widespread usage—Duolingo reported 25 million active users per month, Babbel had over a million subscribers, and Busuu had registered 90 million users. Traditional self-study software like Rosetta Stone also continued to have a dedicated following.

Loewen emphasized that while explicit instruction in vocabulary and grammar can help learners retain information, applying this knowledge in real-world communication is significantly more challenging.

Studying the Effectiveness of Duolingo and Babbel

To better understand how effective these apps are, Loewen conducted a small-scale study using Duolingo. Nine participants spent a semester learning Turkish through the app and later took MSU's Turkish 101 exam. While everyone improved from their initial level of zero knowledge, none of the participants developed strong communicative abilities in the language.

In a follow-up study, Loewen examined Babbel's impact over a 12-week period. He recruited 83 undergraduate students to study Spanish for 10 minutes daily. While some participants had minimal prior exposure to Spanish, others had some familiarity through high school courses or their environment. The study involved pre- and post-tests assessing grammar, vocabulary, and oral proficiency based on American Council of Teachers of Foreign Languages guidelines. Of the 83 initial participants, 54 completed the study.

Loewen discovered that few participants adhered to the 10-minute daily study goal, often dedicating less than an hour per week. As expected, most showed improvement in grammar and vocabulary. However, an unexpected finding was that nearly 60% also improved their oral proficiency. He was surprised by this result, as converting theoretical knowledge into practical communication skills is typically more difficult.

The Role of Apps in Language Learning

Despite the growing popularity of mobile apps for language learning, Loewen does not anticipate them replacing traditional classroom instruction. While apps offer a convenient way to study, he believes that direct human interaction is essential for truly acquiring and retaining language skills. Hybrid learning models, which combine classroom instruction with online resources, can provide an effective balance—students can focus on communication-based activities in class while using apps for grammar, vocabulary, and drills outside the classroom.

Additionally, online platforms and video chat tools allow students to practice with native speakers without leaving East Lansing. Loewen acknowledges that apps can be valuable tools for language learners, particularly for beginners and low-intermediate students, but he advises having realistic expectations. They are excellent for learning vocabulary and basic phrases, but interaction remains a crucial component of mastering a language. Ultimately, while apps can be

beneficial, he believes that classroom-based instruction is still the most effective approach.[1]

Learning a new language can be both challenging and rewarding. Whether your goal is to travel, communicate with loved ones, or enhance your career opportunities, acquiring a second language can be a valuable asset. However, with numerous learning methods available, it can be difficult to determine the most effective approach. Research can help guide your decision by identifying the best strategies for language learning.

Researchers have studied language acquisition using various approaches. Experimental studies test different teaching methods, often including control groups for comparison, and assess learners' progress through evaluations and exams. Observational studies involve researchers attending language classes to analyze teaching strategies and their effectiveness. Case studies provide in-depth insights into individual learners' experiences, considering factors such as motivation, learning environment, and cognitive abilities. Surveys and questionnaires also play a key role, allowing researchers to collect data on learners' habits, resources, and challenges. Additionally, meta-analysis, which examines data from multiple studies, helps identify broader trends in language learning effectiveness.

Numerous research findings have been published in academic journals on this topic. Below are five key takeaways that experts consistently emphasize for effective language learning:

1. Utilize AI for Accelerated Learning

Artificial intelligence-powered tools like Langotalk are revolutionizing language learning by tailoring lessons to individual skill levels and offering real-time feedback. Studies indicate that these technologies adapt to users' progress, ensuring they focus on areas that need improvement while reinforcing existing knowledge. This leads to improved retention and faster fluency. AI also provides immersive experiences, helping learners refine their pronunciation and conversational abilities in realistic settings.

2. Immerse Yourself in the Language

Research highlights immersion as one of the most effective ways to learn a language. This method involves surrounding yourself with the target language by engaging with native speakers, consuming media in the language, or even living in a country where it is spoken. Daily exposure to the language accelerates learning, as it mimics the natural process of acquiring a first language. Immersion encourages active engagement, reinforcing practical usage and long-term retention. By applying language skills in real-world situations, learners develop a deeper understanding and greater fluency.

3. Maintain Consistency

Consistency is crucial when learning a new language. Spending a short amount of time studying every day is more effective than cramming for hours once a week. Regular practice helps reinforce learning and ensures that new knowledge remains fresh in your mind. Language-learning apps, online courses, and websites

can support consistent study habits by providing structured lessons that fit into busy schedules. The more regularly you engage with the language, the faster you will achieve fluency.

4. Find the Best Learning Method for You

Everyone learns differently, so identifying the approach that suits you best is essential. Some learners thrive in group classes, while others prefer one-on-one instruction. Some benefit from textbooks and apps, while others learn best through full immersion. Experimenting with different methods will help determine which approach aligns with your learning style and keeps you motivated.

5. Prioritize Daily Practice

The most effective way to learn a language is through continuous practice. Make an effort to use the language every day, starting with basic sentences and gradually progressing to more complex structures. Engaging in conversations with native speakers, writing down new words and phrases, and applying what you learn in real-life contexts can significantly improve your proficiency.

While there are many language-learning techniques available, research consistently supports these five strategies as some of the most effective. Although learning a new language requires time and dedication, following the right methods can make the process more efficient and enjoyable. With persistence and the right approach, mastering a new language can be a highly rewarding achievement with personal and professional benefits.[2]

At Lingoda, we emphasize a communicative approach to language learning. Our courses are designed to encourage interaction through open-ended questions, debates, role-playing, and other practical exercises.

How often have you learned a topic in a traditional language class but lacked the confidence to use it in real-life situations? With Lingoda, you don't just memorize language rules—you actively apply them in conversation. This hands-on approach helps you build fluency quickly, making you sound more like a native speaker in no time!

Types of Lessons

Our lessons are structured to develop different aspects of language learning:

- **Vocabulary** – These lessons introduce essential words, phrases, and expressions relevant to the unit's topic.
- **Skills** – Focused on real-life applications, these lessons teach you how to handle various situations, such as job applications, expressing opinions, and delivering presentations.
- **Reading** – Each session includes an engaging text followed by comprehension activities, discussions, and questions.
- **Speaking** – These lessons prioritize communication, debate, and interaction. At beginner and intermediate levels (A1–B1), pronunciation exercises are also included.
- **Grammar** – Complex grammar concepts are simplified and explained clearly, followed by exercises and discussions to reinforce understanding.

Immersive Learning Experience

Our course materials do not include direct translations. Instead, all content is presented in the target language, ensuring full immersion throughout the lesson. While this may seem challenging for beginners, our expert teachers are always available to provide guidance and support. They are professionally trained to help you feel comfortable speaking and interacting in your chosen language, no matter your proficiency level.[3]

Today , with the rise of the Internet , it is not surprising that people have become accustomed to learning languages with gadgets .While we recommend the above mobile apps to freelance learners, it's no exaggeration to say that we've helped to further their interest in learning foreign languages and broaden their worldview.

Don't forget, the demand for language is increasing and we really need to learn foreign languages.

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BARRIERS TO ACCESSING ESP/EAP FOR STUDENTS WITH DISABILITIES AND HOW TO OVERCOME THEM

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Abstract

This article discusses the difficulties and solutions for students with disabilities in working in English language ESP and EAP programs. Physical, technological, and pedagogical problems are considered and effective teaching methods are proposed to solve them.

Introduction

ESP EAP programs are important for students to learn English. However, students with disabilities face some barriers to these programs. Therefore, teachers need to know how to create an adapted learning environment for students with disabilities. This article presents effective teaching methods to support students with disabilities in ESP EAP courses. Educational institutions should have adapted rooms, elevators and special seats for students with disabilities. This will help them learn.

1 Teaching methods;

Online learning opportunities;

-organizing distance learning for students with physical disabilities.

Flexible schedule;

-organizing convenient times and places for classes.

Blended learning;

-combining traditional and digital learning.

About technology in teaching

It is necessary to organize special technologies for students with visual, hearing or other physical disabilities.

2Teaching methods;

-Organize inclusive technologies.

-Create topics that are compatible with screen reading programs for blind students.

- Install sound amplifiers for students with hearing impairments.

Working with students with disabilities requires a special approach and adapted methods from the teacher. The following methods can be used to increase learning efficiency, taking into account their needs.

Simplified approach

Students with disabilities should have learning plans so that they can learn new information step by step.

Small steps method

-Breaking topics into small, easily understood parts

- Explaining difficult words in simple terms

Return and reinforcement

-Repeating new words and phrases over and over again so that students with disabilities remember them

-Enriching words with additional visuals and aural cues for effective memorization

ESP ensures an effective learning process that takes into account the students' perspectives by using special pedagogical approaches for students with disabilities. ESP courses teach students through practical work situations. This is very important in preparing students for professional life. Students will undergo internships related to their profession. For example, if we take the business sector, they operate in English. That is, they learn communication, customer service, and so on.

Conclusion

Simplicity, visualization, use of technology, and hands-on learning are the main principles when working with students with disabilities as educators. These approaches not only facilitate the learning process, but also help students feel like active members of society. Organizations and educational institutions can expand professional development opportunities for people with disabilities by making ESP courses more inclusive, which in turn contributes to the creation of an inclusive and diverse work environment.

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MODERN TECHNOLOGY IN LEARNING FOREIGN LANGUAGE

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Annotation
Today, learning a foreign language is becoming one of the most important and topical issues for young people. Especially in the integration of modern technologies, teaching foreign languages opens the door to new knowledge for the educator, and for students it means keeping pace with the times. This article describes in detail the methods of teaching foreign languages and the role of modern technologies in their use.

Key words: technology, foreign languages, educational technology, methods, interactive, self-directed technology

President Mirziyoyev Shavkat Miromonovich of the Republic of Uzbekistan for Understanding contemporary information technology is essential and practical while speaking to the Supreme Assembly. This enables you to take the quickest route to the summit for us. In the fast-paced world of today, science and technology are also developing at an accelerated rate. Everywhere, progress is being achieved. Science in particular is undergoing significant transformation. Using cutting-edge pedagogical technology to convey fresh content to students is one of the fundamental needs of modern education.

Specifically, the Abduganievich Karimov Resolution No. PP 1875 of December 10, 2012, which was issued by the First President of the Republic of Uzbekistan Islam. More focus is being placed on studying other languages in our nation. Advanced pedagogy in foreign language instruction is necessary, as are interactive, creative approaches and communicative-information instruments. Teaching foreign languages in our nation and evaluating foreign language instructors' knowledge and abilities across Europe New guidelines and standards were created in compliance with the Framework Recommendations (CEFR) and published. These standards are met in classrooms using fresh knowledge and effective communication tools. Learning technology is the efficient application of contemporary information technologies in the teaching and learning process.[1]

In the increasingly globalized world of today, learning a foreign language is crucial. In addition to increasing prospects for both professional and personal development, learning a new language facilitates efficient cross-cultural

communication. However, there are several intricacies and challenges involved in teaching a foreign language. Different teaching strategies must be used in order to get past these obstacles and increase language learning effectiveness. Students' requirements, skills, and learning preferences should be taken into consideration when adapting these techniques. As a result, using efficient teaching techniques for foreign languages aids in improving and speeding up students' language acquisition. Every day, there is a growing need to learn a foreign language. Reading, speaking, listening, and writing are the four components of foreign language science, and each is given its own notions and abilities. Modern information technology is effectively used in the educational process through educational technologies. By integrating cutting-edge, contemporary technologies into the teaching and learning process, it also offers ways to improve the effectiveness and quality of education.

The integration of information and communication technologies in foreign language education offers numerous benefits. The impact of modern technology on teaching and learning languages is unparalleled. Technological tools are advantageous across all facets of foreign language acquisition, including reading, writing, listening, and speaking. For instance, effective listening and comprehension cannot be achieved without technological support. Understanding spoken language is a crucial aspect of learning a new language. Additionally, learners must focus on the speaker's pronunciation, adherence to grammatical structures, vocabulary, and their meanings. Familiarity with and competence in information and communication technology is essential for leveraging contemporary tools in educational settings.

One of the most successful methods for teaching and acquiring a foreign language is by utilizing modern technologies. In this approach, learners can view and listen to foreign language films, discussions, movies, cartoons, and demonstrations on their computers; they can also tune in to foreign language television programs and radio shows. The use of these technological resources makes the process of learning a foreign language more interesting and effective for students. It's difficult to imagine our lives in this globalized era without the Internet. It stands out as one of the most effective tools for facilitating the teaching and learning of a foreign language. By using the Internet, you can connect with people who speak different languages. You can enhance your writing skills by composing emails. Integrating modern communication technologies into educational practices, utilizing them effectively and correctly, and using them to boost students' enthusiasm for learning a foreign language and improve teaching effectiveness is crucial. This approach will create the opportunity to leverage innovative educational technologies and foster their demand. There are many methods available today for incorporating advanced educational tools. The lesson will be very effective, and students' interest in the topic will be stimulated if they use a variety of methods to explore it during class. By incorporating innovations into the educational process, the aim is to enhance the effectiveness of education.

Utilizing various role-playing and interactive games in foreign language teaching increases student engagement and language acquisition. When students collaborate in small groups or pairs, they tend to communicate more effectively with one another. A vital approach to clarifying topics and conveying knowledge to learners is the employment of graphic organizers in the classroom. Multiple graphic organizers can be utilized to address the same subject. In the context of foreign language instruction, it is beneficial to utilize graphic organizers to clarify new vocabulary and grammatical concepts related to the topic. If these are presented through graphic organizers, they will be easier to remember.[2]

In earlier times, education primarily involved in-person lectures, reading from books or printed materials, taking notes, and completing assignments typically by answering questions or writing essays. In essence, teaching and learning were viewed as unattainable without a teacher, books, and chalkboards. However, the landscape of education and training has drastically changed today. Computers have become a vital component of every classroom, and instructors utilize DVDs, CD-ROMs, and videos to demonstrate how various processes function. Students can engage with the subjects through these online resources and CD-ROMs. Furthermore, each student can advance at his or her own speed.

It is evident that the objective of modern pedagogical research is to integrate innovative technology within educational settings. The aim of the numerous interactive resources designed for the acquisition of the English language is to facilitate the autonomous development of speech patterns and to establish their habitual utilization. Features such as interactive dialogues, speech recognition coupled with pronunciation visualization, animated videos illustrating sound articulation, exercises aimed at cultivating diverse speech habits and skills, translation videos, and the capacity to evaluate one's own learning outcomes exemplify the importance and effectiveness of these educational methodologies..[3]

Gokcearslan asserts that the degree of self-directed learning predicts the degree of technological integration. Teachers must employ a variety of support strategies to encourage students to use technology for learning on their own. These strategies include behavior support, which boosts confidence in students' ability to participate in learning activities outside of the classroom, capacity support, which assists students in developing the ability to use the resources efficiently, and pedagogical or metacognitive guidance. "Affection support predicted self-directed technology use through strengthened perceptions of the usefulness of technological resources for language learning, whereas capacity support and behavior support predicted self-directed technology use enhanced perceptions of facilitating conditions and self-efficacy in using technological resources for language learning," according to Lai, who reports the findings of a study that involved 160 university students. She goes on to say that in order to successfully guide students

toward these goals, teachers must be able to explain broad pedagogical content of technology that goes far beyond the knowledge of using it.

Technology use therefore necessitates a certain amount of self-direction; someone must take charge of what and how they use technology outside of the formal educational setting. Geng et al. discovered that students who are self-directed and have positive attitudes toward technology-based learning are more likely to adopt online learning strategies and accomplish their learning objectives; additionally, students who use technology to learn are more active and independent; Rashid and Asghar also discovered that technology use predicts self-directed learning and that self-directed learning indirectly affects academic performance.

But simply integrating technology is insufficient. Yilmaz contends that this kind of language acquisition has pedagogical and technical ramifications. Students' abilities to utilize technology independently, as well as their effort and gadgets, are included in the former, while instructional design is included in the latter. To put it another way, educators who can plan and sustain this kind of lesson flow and who also have the "pedagogical knowledge" that must be integrated into such instruction are needed.[4]

Additionally, university students and higher education teachers use a variety of educational platforms, including Google. As ESL/EFL teachers, we play a crucial role in facilitating distance learning and foreign language instruction. A variety of free educational software programs and platforms, such as Google Drive, Edmodo, Kahoot, WordPress, and others, make English learning resources more accessible and encourage more individualized and meaningful learning for students, along with a healthy dose of classroom collaboration. These tools can be used to enhance and facilitate deeper and more authentic learning. Edmodo (www.edmodo.com) is easy for students to use and boosts their motivation and interest. Additionally, pictures of students' individual or group projects, weekly spelling bees, and multiple-choice tests can be uploaded so that all students can view and complete them for optimal practice. Teachers can use Kahoot (www.kahoot.com) to create educational games that encourage students to compete in the classroom. Kahoot is a platform that is used to administer quizzes, discussions, or surveys. It is a game-based classroom response system that is played by the entire group in real time and is the ideal tool to engage students with a new topic. [5]

Nowadays, the role of modern technology is great. In learning a foreign language, interactive methods and new modern technologies are used. Various useful programs are being developed. Artificial intelligence is being invented for better development in a foreign language. That is, learning a foreign language is becoming easier and easier. In short, modern technology is growing and developing.

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   Lolayeva. G.G
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DIGITAL TECHNOLOGIES IN EDUCATION AND ITS IMPACT IN TRADITIONAL EDUCATION

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Annotation. This article extensively covers the development of digital technologies in the educational system and their impact on traditional education. Digital technologies and internet capabilities are becoming increasingly important in the modern educational process. Especially during the pandemic, the widespread use of distance learning accelerated this process. The article analyzes in detail what advantages and disadvantages the introduction of new technologies into the educational system brings, highlights the role of digital technologies in creating stages of development, leaders and new opportunities in education. In general, the article provides a detailed understanding of the importance, capabilities and limitations of digital technologies in the educational process and provides

recommendations for the popularization of innovations related to educational technologies in the future.

Keywords: digital technologies, traditional education, innovation in education, hybrid education, virtual reality (VR), Artificial Intelligence (AI), online educational platforms, modernization of the educational process, new methodologies in education, technology addiction, difficulties in education.

Digital technologies are radically changing the modern educational system. The use of digital tools in education makes it possible to facilitate the learning process, improve its effectiveness and provide additional opportunities for students. But it is also important to understand how this modern approach affects traditional education and their relationship.

Advantages of digital technology in the educational process:

Digital technologies are instrumental in enhancing the quality of education and making the learning process interactive. Anderson and drone (2011) highlight the role of digital technology in improving an individual approach to learning. For example, through distance learning platforms, online video tutorials, and interactive curricula, students have the opportunity to learn at the appropriate pace. Picciano (2017), in his study, makes clear the effectiveness of digital technologies in education in managing the learning process, personalizing and offering individual approaches to students. For example, through online educational platforms, sites like Khan Academy, Coursera, and Udacity, students are able to study whenever they want. These platforms offer courses and resources on a wide variety of topics, and students have the opportunity to revisit, master, and read at their own pace.

Large-scale distance learning options:

Distance learning platforms provide access to education via the Internet, removing space and time limits. These opportunities provide quality education for students in any part of the world. For example, a student living in a remote area can access curricula at the international level through modern technology.

Interactive learning materials:

With the help of digital technologies, textbooks and information can be presented in various forms – video, audio, interactive tests, virtual laboratories. This serves to increase student engagement. For example, by encouraging laboratory experiments in Biochemistry or physics, students have the opportunity to gain practical experience, which is safe and much more accessible compared to traditional laboratories.

Differences and relationships between digital and traditional education:

Pedagogical approaches: in traditional education, the teacher directs, supervises the educational process and teaches through live communication with

students. Digital education, on the other hand, is focused on the independent study of students, with the student mastering the materials at a time and at a time when it is convenient for him. Therefore, in digital education, tremendous independence is required for students, but this may not always lead to an effective result.

Decreased social interaction: in traditional education, there is interaction between the teacher and students in the classroom, a process that plays an important role in the development of social skills in students. In digital education, however, students often study separately and social interaction decreases. This can negatively affect social development and personal growth among students.

Selwyn (2011) comments on how the harmonisation of traditional education with digital technologies affects the educational process. His research shows that digital technologies enrich the learning process and expand the boundaries of the traditional lesson style. For example, the use of artificial intelligence technologies in the learning process helps teachers create a special approach for each student (Bates, 2020).

Technical difficulties and infrastructure: digital technologies require infrastructure improvements. Not every region has access to high-speed Internet, modern devices and technology, which limits the large-scale spread of digital education. For example, digital education may not reach students due to the lack of Internet and technology in underdeveloped areas.

Integration of digital technologies and traditional education:

Hybrid education model

Advantages of hybrid learning: the hybrid learning model aims to improve the effectiveness of the learning process by combining digital and traditional approaches in the educational process. Research by Tondeur and colleagues (2007) shows that the hybrid learning process provides a wider range of opportunities for students. For example, by providing laboratory classes such as physics or chemistry to students through virtual laboratories, students are able to safely and conveniently conduct practical experience. In this hybrid education, students use online learning materials along with classroom lessons, making the learning process interactive and fun.

Digital teacher training:

For the successful application of digital technologies, teachers must have technological knowledge and skills. This requires teacher training. Teachers with a high ability to work with technology will have the opportunity to make their classes more interactive and interesting. Therefore, in the educational system, it is important for teachers to constantly organize training in technological skills.

Future directions:

In the future, the role of digital technologies in the education system is expected to become more powerful. For example, with AI, there are options to create digital mentors that guide students according to their personal needs. At the same time, it is important to maintain healthy digital approaches and an educational environment to prevent excessive attachment to technology.

Technology addiction and health problems:

Excessive use of digital technology can cause students to become addicted to technology or become unable to concentrate. To solve this problem, it is necessary to balance the use of digital technologies in the educational system. For example, it is possible to reduce dependence in students by limiting class time and the time spent opposite the screen, or by supporting activities that are not with the screen. By creating a balance between digital and traditional classes in curricula, a healthy educational environment is formed for students.

In the future, the integration of digital technologies into the educational system will continue, further increasing the need to optimize these technologies and use their capabilities wisely. In this case, it is an urgent issue for teachers to increase digital literacy and technological knowledge, to revise educational programs in accordance with modern requirements. In this way, it will be possible to create an effective and high-quality educational environment through the rational use of digital technologies.

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TRANSLATION OF ONOMATOPOEIAS: CHALLENGES AND APPROACHES

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Annotation: This article talks almost the challenges of interpreting English words into Uzbek and Russian. It centers on how articulation changes, language structure contrasts, and social implications influence the method. The article too looks at how the meaning and utilization of words move over time and how globalization impacts these changes. Through diverse cases, it appears how each dialect adjusts English words in it possess way, forming them to fit its special culture and etymological rules.

This article looks at the differing ways onomatopoeia shows over dialects, outlined through illustrations from scholarly works such as "War and Peace", "The Master and Margarita", and "The Adventures
of Tom Sawyer" It digs into the different methodologies interpreters utilize when taking care of these words, a few endeavoring to imitate the initial phonetic qualities, whereas others substitute them with socially significant options, and still others prioritizing the transport of the planning temperament over exact sound impersonation. Each interpretation strategy presents its claim special challenges, requiring interpreters to carefully consider how to protect both the initial text's meaning and its passionate reverberation.

Keywords: onomatopoeia, adaptation, translation, English language Uzbek language, Russian language.

Introduction

Onomatopoeias are words that mirror real-world sounds, like "buzz" or "sizzle." They make tongue more unmistakable and are routinely utilized in talk, composing, comics, and media. Be that because it may, decoding them can be tricky since their meaning is closely tied to sound, culture, and feeling.

[40]Studies appear that various onomatopoeias don't have arrange reciprocals in other tongues. Helena Casas-Tost, in her ask approximately on deciphering Chinese into Spanish, highlights the inconvenience of ensuring sound symbolism. Sokolov's work on Russian phonetics shows up that these words carry social and excited nuances, making translation a complex get ready. To keep both meaning and influence, mediators must carefully alter sound and setting.

What Are Onomatopoeias?

Onomatopoeias are words that speak to normal sounds, such as "buzz", "sprinkle", and "crash". They include tangible abundance to dialect, but their shape and elucidation change over societies due to contrasts in phonetics. Underneath could be a comparison of how
distinctive dialects express comparable sounds:

Sound	Chinese	Uzbek	Russian	English
Sound of a cat's meow:	喵喵 (miāo miāo）	Miyov	мяу-мяу	meow meow
Sound of a dog's bark:	汪汪 (wāng wāng)	Vov-vov	Гав-гав	Woof woof or bow-wow"
Sound of a rooster's crow:	喔喔 (wō wō)	Qoʻ-qoʻ	Кукареку	Cock-a-doodle-doo
Sound of a clock ticking:	滴答 (dī dā)	Tik-tak	Тик-так	Tick-tock
Sound of a knock on the door:	咚咚 (dōng dōng)	Taq taq	Тук-тук	knock knock

These variations illustrate the difficulty of direct translation, as different cultures perceive and symbolize sounds in unique ways.

Challenges in Translating Onomatopoeias in English, Russian, and Uzbek.

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[40] (Casas-Tost, H. (2014). "Translating onomatopoeia from Chinese into Spanish: a corpus-based analysis". Journal of Linguistic Studies, 12(3), 57-78;

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1.English:

Phonetic Imperatives:

English features a littler assortment of consonant combinations, making it troublesome to reproduce complex sounds.

Social Meaning:

Words like "buzz" frequently speak to feelings, such

Fervor, which makes coordinate interpretation precarious. Complex Contrasts:

English employments both strict and metaphorical onomatopoeias, which can cause challenges when deciphering them into other dialects.

2.Russian:

Phonetic Assortment:

Russian has more consonant combinations, which permits for more precise sound impersonation but can some of the time make things more complicated.

Relevant Subtleties:

Russian onomatopoeias regularly carry enthusiastic nuances. For occurrence, "гав-гав" can express a dog's hostility, making interpretation difficult.

Diminutives:

Russian commonly employments minute shapes (e.g., "чик-чирик" for a bird's chirp), which includes additional layers of meaning which will not be show in

other dialects.

3.Uzbek:

Easier Sound Structure:

The less difficult phonetic framework of Uzbek can restrain the interpretation of more complex onomatopoeias. For illustration, "vov-vov' for a dog's bark may not have the same concentrated as the Russian "гав-гав"

Social Contrasts:

Uzbek onomatopoeias may not continuously carry the same. Passionate or typical meaning as those in English or Russian, requiring inventive arrangements.

Rustic Center: Numerous Uzbek onomatopoeias reflect country life, so their meaning. May not be as clear in urban or cross-cultural circumstances.

Loanwords: Many Uzbek onomatopoeias are borrowed from Russian or Persian,

potentially complicating translation.

Examples of Onomatopoeia Translation in Literature:

1. "War and Peace" by Leo Tolstoy[41]
Original (Russian): "Шарик залаял: гав-гав!"
Translation (English): "Sharik yapped: woof-woof!"
Analysis:
Within the unique Russian, the onomatopoeia "гав-гав" copies the sound of a dog's bark. The English translation uses "woof-woof", a culturally recognized equivalent that maintains the playful and realistic sound of barking. The translator successfully captures the auditory experience and emotional tone of the original text.

2. "Alice's Adventures in Wonderland" by Lewis Carroll[42]
Original (English): "Splash! She was in the pool of tears."
Translation (Russian): "Плюх! Она оказалась в луже слез."
Analysis:
The English "Splash!" captures the sudden, watery sound of falling into a pool, while the Russian "Плюх!" mirrors this sound effect closely. The translator maintains the playful and exaggerated tone of the original, effectively replicating the auditory experience for Russian readers.

3. "War and Peace" by Leo Tolstoy[43]
Original (Russian): ...и вдруг послышался топот копыт и звон "сабель." »
Translation (English): «...and suddenly there was the sound of hoofbeats and the clinking of "sabres"
Analysis:
The Russian топот» imitates the sound of hoofbeats, while "звон" captures the ringing of sabres. The English translation uses "hoofbeats" and "clinking", successfully conveying the auditory imagery.

4. "The Master and Margarita" by Mikhail Bulgakov[44]
Original (Russian): «Кот прыгнул на стул и замяукал: "Мяу, мяу!" »
Translation (English): "The cat jumped onto the chair and meowed: "Meow, meow!"
Analysis:
The onomatopoeia "мяу" is translated as "meow" in English. Both translations maintain the recognizable sound of a cat's meow, preserving the playfulness of the scene.

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[41] (Tolstoy, L. (1869). "War and Peace", Russian Edition, p. 412; English Translation by Louise Maude, p.395.)
[42] (Carroll, L. (1865). "Alice's Adventures in Wonderland", p. 18; Russian Translation by Nina Demurova, p. 22.)
[43] (Tolstoy, L. (1869). "Война и мир", том 2, глава 5, стр. 347; English Translation by Louise and Aylmer Maude, Book 2, Chapter 5, p. 312;)
[44] (Bulgakov, M. (1966). Мастер и Маргарита, глава 7, стр. 112; English Translation by Michael Glenny, Chapter 7, p. 101;)

5. "The Adventures of Tom Sawyer" by Mark Twain[45]

Original (English): "The tick made a faint "tick-tick" noise as it walked."

Translation (Russian): «Клещ издавал слабый звук "тик-тик", когда ползал. »

Analysis:

The repetitive "tick-tick" is effectively maintained across all three languages. The Russian "тик-тик" accurately replicate the subtle sound, preserving the auditory imagery present in the original text.

Strategies for Translating Onomatopoeias:

Literal Translation: Imitating the original sound closely.

Adaptation: Adjusting the sound to fit the phonetic norms of the target language.

Functional Translation: The focus is on prioritizing the emotional or intended effect over the exact sound.

Localization: Involves adapting the text to ensure cultural relevance and appropriateness.

[46]According to Sokolova, the most effective translation method is the functional approach. It preserves the emotional core of the original text while adjusting it to the phonetic structure of the target language.

Conclusion:

Translating onomatopoeias is a complex task that requires balancing sound, meaning, and cultural relevance. Since different languages have unique ways of expressing sounds, direct translation is often impossible. Instead, translators must find creative solutions that preserve both the auditory and emotional aspects of these words. This study emphasizes the importance of understanding linguistic and cultural differences to achieve accurate and expressive translations.

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SPEAKING THE LANGUAGE OF TOURISM: HOW ESP BOOSTS THE INDUSTRY

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Annotation: This article explores the connection between the English language and tourism, explaining why learning ESP is crucial for the industry's growth. Tourism isn't just about travel—it plays a major role in economic development and improving people's quality of life. But how exactly can ESP help boost our country's economy through tourism? In this article I will analyze these factors with supporting facts and share my perspective.

Key Words: ESP (English for Specific Purposes), Tourism Industry, Economic Growth, Service Quality, Customer Trust, Career Opportunities, Conflict Resolution, Job Creation, Small and Medium Businesses, Foreign Investment, Cultural Exchange

Introduction: Learning a language is half the battle won. Each new language brings people step closer to their goal by immersing them into new culture. People read and study more, make new friendships with unique individuals who grew up in different conditions, this becomes a reason to broaden horizons. As an example, I can provide Nelson Mandela's quote "If you talk to a person in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart". Countless examples demonstrate how

language learning has positively impacted individuals who work in various fields. This is especially essential in tourism, where effective communication with foreigners is key to winning their hearts, encouraging them to love our country, inspiring them repeat visits. Previous quote can be perfect example for this statement.

Tourism is currently one of the fastest-growing industries in the world, bringing people from different cultures together and stimulating economic development. The foundation of this business is effective communication, making ESP an important driver for this industry. Because ESP is tailored to specific communication needs. Unlike, general English, ESP focuses on specialized vocabulary, phrases, and communication skills that are needed for real-world and unexpected situations.

Key advantages of ESP in tourism:

Improving the quality of service. Tourists feel more comfortable when the staff can communicate politely and understand their requests accurately. Knowledge of specialized English plays a key role in achieving this goal – it not only ensures a high level of service but also helps to build customer trust, which ultimately has a positive effect on the company's reputation. English is ideal for customer interactions, as it is spoken by about 1.5 billion people worldwide – about 20% of the planet's population. It is safe to say that English is one of the main languages of the world, helping people of different nationalities communicate and connect.

Expanding career opportunities. Qualified specialists are always valued in all industries, and tourism is no exception. Knowledge of ESP opens up more opportunities in the global tourism market, making employees more desirable. This, in turn, contributes to career growth and stable income, which is the key to success. People with strong language skills find it easier to establish themselves in the industry, meaning such specialists will always be valuable. According to a study published on the Smile School website, employees who speak English earn on average 15-20% more than those who do not. This may be evidence of the above statement.

Quick resolution of conflict situations. Conflicts and misunderstandings inevitably arise in the service sector, as each client has their own expectations, requests and standards. Travel companies are obliged to take these factors into account for successful business development. Qualified employees who know how to effectively resolve conflicts play a key role here, and ESP greatly assist

them in that. Knowledge of specialized English allows employees to quickly delve into the essence of the problem and find the best solution. This not only helps to preserve the company's reputation, but also strengthens customer trust, maintaining warm international relations. As an example, the work of manager Alena Susina, a specialist in hosting foreign guests in Siberia. In six years of work as a tour operator, she has not received a single complaint from clients. Her success is due to deep knowledge of English and German, as well as her understanding of the cultural characteristics of foreign tourists. This allowed her to communicate effectively with clients, resolve misunderstandings and quickly address problems.

It has become clear that ESP is necessary for the development of tourism. But why do we need tourism? Let's consider in general what tourism influences and whether it is necessary to develop it and study ESP for tourism.

The impact of tourism on the economy and the standard of living of citizens.

Job creation: Tourism companies provide huge opportunities and jobs for the unemployed. The tourism industry creates millions of jobs in the restaurant, hotel, transportation and entertainment industries. For example, according to the World Tourism Organization (UNWTO), one in ten people worldwide works in the tourism industry, helping to reduce unemployment.

Growth of small and medium businesses: When the tourism business thrives, not only do the companies and their employees` benefit, but small business owners also gain economic advantages. Tourists often buy souvenirs, traditional clothing, or locally produced food products, supporting local businesses. They also visit national cafes and restaurants to experience the culture and learn more about the country. These stimulate both trade and restaurant industries.

Investment flow: Investment is one of the most important factors for economic development. In the case of tourism, investments contribute to the future growth of the country. For instance, in Uzbekistan, new hotels and amusement parks are being built, and new technologies are being developed to simplify operations. Foreign investors are also attracted, ad seen in the case of the «Hilton» hotel and «New Uzbekistan» program.

To support these statements, we can look at developed countries. Many developed nations have strong tourism industries, but it is important to

remember that a country's overall development does not solely depend on tourism. France ranks first in the world in terms of the number of tourists and is also an industrial country. The United States is the largest economy in the world, where tourism is one of the leading industries. There are also countries where tourism is the main source of income (Maldives, Thailand, Greece).

Conclusion: To sum up all the facts, research and my points of view, the logical conclusion is to study ESP, regardless of the field you work in or the profession you have. Because after reading numerous articles and thinking about them, it is evident that ESP has a significant positive impact on various industries. Today I have examined its influence and benefits through tourism, providing examples and evidence to support my perspective on the need to study and improve ESP. It is essential for every person who wants to succeed, become professional in their field, and be in demand.

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ADVANTAGES AND DISADVANTAGES OF LEARNING A LANGUAGE WITH ARTIFICIAL INTELLIGENCE (AI)

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Annotation: Nowadays, artificial intelligence (AI) is highly developed, and the world is using it in almost every aspect of life. In our daily lives, we perform all tasks with the help of artificial intelligence. Additionally, one of the key principles of effective foreign language learning is maintaining a high level of student activity and ensuring a balance between intrinsic and extrinsic motivation. This article emphasizes the opportunities available through AI-assisted foreign language learning programs, particularly those available through computers and smartphones, and critically analyses various studies. It suggests more personalized and engaging methods of learning foreign languages by adapting AI tools to meet the diverse learning needs of students. The article also highlights the fundamental psychological and pedagogical principles of motivation in language learning, with a particular focus on learning English as an example.

Keywords *Artificial Intelligence, AI, foreign language learning, motivation, student activity, intrinsic motivation, extrinsic motivation, personalized learning, AI-assisted*

learning, language learning programs, computers, smartphones, pedagogical principles, psychological principles, English language learning.

Introduction:

In this article, I will talk about how artificial intelligence (AI) has advanced quickly in recent years and is used in practically every part of our life in this post. I'll also go over its benefits and drawbacks. I will also talk about sustaining high levels of student engagement and striking a balance between inner and extrinsic drive, two fundamentals of successful foreign language acquisition. Additionally,

Natural language processing (NLP) involves the processing of language data from various sources. This is also another ICALL tenet. NLP methods are able to extract linguistic features and patterns from speech and texts. This may improve the performance of language learning algorithms and AI powered language learning systems (Lu, 2018). I will discuss the benefits and drawbacks of language, in addition, practical recommendations are provided for teachers and students on how to optimally use AI tools in language education. These recommendations aim to bridge the gap between traditional teaching methods and technology, offering a broader and more effective approach to foreign language learning.

Benefits of Artificial Intelligence (AI)

AI-based programs can never fully substitute for teachers or tutors, but their functions can be combined with more traditional approaches. Although these tools can create effective and individualized learning experiences, the amount of human contact and personal response they offer will never match that of a teacher or tutor (Folstad & Brandtzaeg, 2020).

1.With its remarkable advantages, artificial intelligence enables us to achieve significant advancements and transition into the era of autonomous machines. Below is an overview of the key benefits of artificial intelligence (AI):

2.Tasks were executed more rapidly than a human could, challenging operations were handled efficiently, intricate and demanding assignments were managed effortlessly, multiple duties could be carried out simultaneously, the success rate was elevated, and overall errors and inconsistencies in tasks were minimized.

3.Decreased volume and footprint, enhanced productivity within a shorter duration, the ability to calculate complex and extended scenarios, and the discovery of previously unknown elements. Consider space exploration, for example

Negative Aspects of Artificial Intelligence (AI)

1.Job loss The more technology is used, the more technology will do everything, which will lead to an increase in unemployment.

2. Decreasing the scope of thinking. The use of artificial intelligence, i.e., the ability to create something independently or perform work independently, will lead to a loss of creativity.

3. Problems with Security Social networks, i.e., the information about your entire identity, can increase cybersecurity threats and jeopardise your privacy.

Advantages and Disadvantages of Learning with Artificial Intelligence

1. Convenience for Introverts: Introverts have the opportunity to learn without sharing their thoughts with others, making it easier for them to learn without mistakes.

2. Limitations in Teaching Accents: Artificial intelligence cannot teach different accents accurately.

3. Internet and Technology Limitations: Poor internet connection or lack of suitable devices (laptop, smartphone) makes learning difficult.

Conclusion

The world artificial intelligence [AI] is almost omnipresent and is actively disrupting how foreign languages are learned. The article above has outlined advantages AI can offer in education and also some of its risks. AI can assist learning by personalizing the content, guiding learners in real time, and enhancing accessibility to many resources which makes acquiring a new language more efficient and engaging. On the other hand, losing personal interaction, privacy issues, and deteriorating critical and creative thinking are some of the challenges posed by AI.

AI is a challenging and powerful because it needs to be handled effectively. However, if combined with other methods of teaching, it can yield positive results. To minimize risks, users should not totally disengage and should continue applying human interaction improvements, and critical thought in the learning task. Implementing AI technology in language instruction offers a wonderful opportunity to incorporate modern facilities while ensuring learners' needs are met in traditional classrooms.

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EFFECTIVE ESP METHODS FOR TEACHING IN MULTICULTURAL CLASSROOMS

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Annotation: This research explores effective methods for teaching English for Specific Purposes (ESP) in multicultural classrooms. It shows the different opportunities through methods.

Key words: *Role-playing, communication, learners, methods, purposes, technique.*

Communication skills

Communication skill plays a huge role to learning language for multicultural classroom. The main goal is to help them become a professional speaker who can adapt easily their language to different purposes such as formal presentations and casual conversation with colleagues (Xamidova, 2020). Teachers should use different kind of ways to achieve the main goal. Role-playing is a good choice for learners and this kind of method supports to practice real-life situations. In addition, group projects improve to work together. Teachers should provide controversial topic to discuss with students. This kind of activity requires communication with peers and cooperation.

Technology and Social media

In the teaching of English for Specific Purposes (ESP) today, the use of technology is crucial. Resources and online platforms can assist teachers in promoting engagement in the lesson and improving students' learning outcomes (Anqi, 2024). I fully agree with this assertion. It is very challenging to engage students in a class; however, technology facilitates language acquisition. For example, visual aids greatly enhance language comprehension.

Social networking sites enable the students to interact with colleagues from different parts of the world (Anqi, 2024). This type of interaction is important for appreciating other cultures. From my own perspective, it had different effects such as improving the acquired languages through communicative activities. For instance, in the conversations I have had with students from different countries on social media, I noticed many cultural references, colloquial words, and phrases. This enabled me to grasp the language's deeper meaning, allowing me to use it subconsciously in everyday situations. Such possibilities in ESP education make learning more enjoyable and at the same time provide learners with much-needed

ESP's Task-Based Learning (TBL)

Task-Based Learning (TBL) is one technique that has become very fashionable in teaching English for Specific Purposes (ESP) in diverse environments. The technique entails language use to execute work-related activities. Instead of learning grammar or vocabulary, the students carry out exercises that exactly mimic the workings of the profession. For example, students would rehearse a technical report writing. The other students may be doing a business presentation or even negotiating in English. Besides improving students' technical vocabulary, these activities also improve problem-solving and intercultural communication ability. Completing several projects gives the students the motivation to apply English to their working lives, and hence learning becomes enjoyable and purposeful.

Implementing authentic resources in the English for Specific Purposes (ESP) course

Articles from professional journals, video lectures by experts, and real business documents are considered authentic materials and have great relevance in teaching proficient English to students in a multicultural classroom. This approach helps students understand the interaction of different language systems and cope with different patterns of communication from different cultures. Authentic materials, unlike textbooks, correspond to the actual use of the language in a particular field and these materials are used in a multinational environment. For instance, learning from actual business cases in different countries assists students to appreciate the relevance of professional English in diverse business

settings. Interviews with experts enables them to appreciate different accents, the use of jargon, and the varying methods of delivering information. Furthermore, handling authentic reports, letters, and contracts aids in appreciating business communication. This technique makes learning relevant, useful, and interesting which makes the learners fully equipped for the realities of professional practice and facilitates the use of English in the workplace.

Conclusion

To teach English for Specific Purposes effectively, an instructor has to implement different approaches that can capture the interest of the students while using language in real-life contexts. Communication skills is a lesson supported with role playing and group discussions to better prepare the learners for more advanced professional communication. The use of technology and social media also help in practicing the language as well as interacting with people from different cultures. Task-Based Learning (TBL) improves the students' ability to use English in work relevant situations, too. Lastly, authentic materials expose learners to real-life situations where they use the language as the curriculum prepares them for their lifelong professional careers. Although challenging, the results obtained from implementing the strategies make teaching and learning ESP more useful, encouraging, and efficient as students are able to express themselves in their professions.

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TRANSLATING IN A SPECIALIZED CONTEXT:

CHALLENGES AND RISKS

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Annotation: Every translator faces various problems when working with texts in different languages, whether it is the use of narrowly focused terms or context analysis. This article presents four main stages in creating translations, each of which has difficulties.

Key words: *translating, context, challenges, text analyzing, cultural adaptation, target language, linguistic analysis*

As a student in foreign language course, it is not something unexpecting, that most future specialists want to work with translations. As it turned out, almost all of my classmates, friends from the same specialty dream about translations in fiction — the desire to translate novels, films, fantasy stories, or anything else «more interesting» is much greater than legal agreements, medical indications, marketing strategies to increase sales, or the technical characteristics of the mechanism. However, it is likely that most future translators will spend their professional skills working with non-fiction texts. In fact, Kingscott (quoted by Byrne, 2014, p. 6) estimates that scientific and technical translation accounts for up to 90% of the total amount of translations performed worldwide year by year. Although this mention is considered somewhat excessive (Byrne, 2014, p. 6), empirical evidence shows that it is not so far from the truth, if we talk about specialized translation in general. Although it is difficult (if not impossible) to observe appropriate information in this sphere, it is fair to assume that the number of non-fiction texts produced annually significantly exceeds the number of published works of fiction worldwide.

This fact can be considered one of the very first difficulties that a translator faces in his work. Nevertheless, for a better understanding of the main difficulties of translation, this process can be divided into four main stages. Although this article draws parallels with fiction, the main focus will still be on working with specialized text.

Stage one: Analysis of the source text or speech

Analyzing the original text has always been one of the fundamental steps in working with translations. At this stage, the translator must immerse in the material he or she has read and understand its full meaning in order to convey the information correctly. One of the most common examples is the resolution of ambiguities — words or expressions can have several meanings; it is very important to choose the one that corresponds to the context. Since this article is about a more specialized aspect of translation, a specialist needs to know a big

range of speech phrases, synonyms, and other multi adaptive terms. This is especially true for technical, medical, or legal texts, where choosing the wrong equivalent can lead to significant errors. In situations, when a specialist works with literary texts, there is a big range of great practical importance, since an interpreter must convey the author's own thoughts so that when translated into another language, its value does not change or is completely lost. For example, to understand the context, you can give an example: «She gave him a cold look». There are two different types of text adaptation which can be used in Russian language:

"Она холодно на него посмотрела"/ "Она бросила на него ледяной взгляд"

The first variant shows emotions of the object — are calmer and less emotional. The girl's gaze in this case expresses aloofness and indifference towards the person she is looking at. In the second variant, the object expresses strong anger, an icy look already conveys an undeniable desire to start a conflict. So, which of the options is more appropriate is complicated because without any context it is difficult to understand how strong the emotion is: is it just a restrained look or real anger?

Also, while analyzing a text, it is very necessary to pay attention on the style of the source material — the text can be written in an informal or formal style, as an example. Here is the poetic text: "Shall I compare thee to a summer's day?" (Shakespeare). Russian professional translators have translated this sentence into Russian in two different styles:

"Сравню ль тебя с весенним ясным днем?" (Marshak) / "Не уподобить ли мне тебя летнему дню?" (Balmont)

Both translations are different in style: Marshak makes it smoother and more modern, while Balmont strives for more literally.

To understand the process better, all these four stages of working on the text, it would be easier to choose one small part of the text and explain how it will be possible to observe the changes occurring at each stage of text revision. Since there are already specialized translations mentioned above, let's take a small text from a legal agreement drawn up between two people as an example.

"Настоящий договор вступает в силу с момента подписания и остаётся действительным до его расторжения одной из сторон в установленном порядке."

To translate this text correctly into English, first of all the translator needs to analyze it. It would be less complicated if we would parse this text into three parts — Meaning: the agreement becomes effective after signing and remains in force until one of the parties officially terminates it. Context: This is a legal document, so the translation must be accurate, without ambiguity. Style: formal, with

characteristic legal terminology (for example, «effective», «remains valid», «termination»).

Stage two: Search for equivalents, adaptation to the culture of the target language.

The second stage of translation starts when the specialist is faced with the task of conveying the meaning of the original text so that the interpretation sounds natural and understandable to native speakers of the translation. This is important when the source language contains emotional expressions, cross cultural realities, or notions that have no direct analogues in the receiving language. After the translator has analyzed the source text, he begins to look for suitable options for high-quality translation. For example, you can use Korean as a medical report: « 환자는 급성 신부전으로 인해 혈액투석이 필요합니다.» If the specialist translates it into English verbatim, then approximately the translation of this text will look like: «The patient requires hemodialysis due to acute renal failure.» And then a problem for the translator appears. The terminology of the word «신부전» can mean both «renal failure» and in the same time «renal insufficiency», but in medical English, «acute kidney injury (AKI)» is more commonly used to describe an acute condition. So the phrase «requires hemodialysis due to…» may be too straightforward. More formal constructions are often used in medical documentation. In the well-organized translation, this part may sound like: «The patient requires hemodialysis due to acute kidney injury (AKI).»

Legal phraseology in Russian and English are not always translated in the same way. It is necessary to take into account the traditional formulations of legal texts. «Настоящий договор» → «This Agreement» (an established term, not «The present contract»). «Вступит в силу с момента написания» → «Shall become effective upon signing» (the literal translation of «enters into force» is possible, but in English legal texts «shall become effective» is more often used, especially in contracts). "И остается действительным» → «shall remain in effect» (a more natural in "law" style). «Расторжение договора одной из двух сторон в установленном порядке» → «Until terminated by either party in accordance with the established procedure» (in the English version, it is important to add «by either party» to clearly identify the subject of the action). Having done the necessary work with the words, you can make an approximate translation of the text, which was given above: **"This Agreement shall become effective upon signing and shall remain in effect until terminated by either party in accordance with the established procedure."**

Finding equivalents and adapting different culture norms to different audiences is one of the hardest step of translation activity. It matters not only to inform the main idea of the information, but at the same time it is necessary to make the text "feel" natural, whereas preserving the style and cultural characteristics.

Stage three: Translation and editing or direct transmission of meaning.

When text's analyzing (stage one) and searching for cultural equivalents (stage two) are done, the stage of direct translation begins, and it is important not only to convey the meaning correctly, but also to make the text consistent with the norms of the target language. This is a top-3 tasks that usually faces the translator in his or her working process:

1. Achieve the information transmission accuracy.

2. The "natural look" of the translation (so that it does not sound like a bad mechanical translation).

3. Be respectful of the author's style and the genre.

One small example of the news style in Korean:

"대통령은 새로운 경제 정책을 발표했다." The correct translation would be "The President announced a new economic policy"; while a stylistically incorrect but literally translated version will look like that — "The President spoke about the new economic policy." ("told" is informal, and vocabulary such as "announced" or "presented" is usually used in the news).

While with the naturalness of translation, fiction text becomes a commonly used example, for instance, films, shows or literature books, where people can communicate with each other informally using slang or proverbial translating which is very difficult, because he or she should provide the precise meaning, so the translator's task is to make the text flexible and understandable.

In Korean, there is such a sentence as 힘내![Him-nae]. In English, it can be translated as "gain strength". But, if a specialist starts to translate this sentence literally without any context adaptation, it will be very difficult for the target audience to distinguish the main point of this translation. So it would be less complicated and sound natural if this phrase were changed to: "Don't give up!"

Doing the same with the text that has been chosen at the beginning of this article, the third stage of translation will go through changes in logical text adjustments. For insurance, "the established procedure" can be replaced with "the procedure set forth herein" since in legal English style it is common to show that the procedure is defined in this document. Also, the addendum of the "shall" at the first part of the sentence is a formal style of English law that emphasizes the obligation of conditions. The corrected translated look(after the third stage) will be:

"This Agreement shall become effective upon signing and shall remain in effect until terminated by either party in accordance with the procedure set forth herein."

Stage four: Verification and adjustment, taking into account the specifics of the audience.

After the text has been converted, it must be checked for minor errors or typos and finalized so the ready-to-read material meets the expectations of the intended audience. In a situation, when text is adapted to a specific (in the case of the text being analyzed) legal system, it is very important to distinguish the right country's law — British or American law. Unnecessary words that can make the wording "heavy" and "surplus" are removed. Also, "set forth herein" can be changed into "set forth in this Agreement" because if the document is international, it is better to make it clear that the process is specialized in this agreement. Specifying "executed by both parties" after "upon signing", if a bilateral signing is implied. As a result, the real result will look like this:

"This Agreement shall become effective upon its execution by both parties and shall remain in effect until terminated by either party in accordance with the procedure set forth in this Agreement."

It is important to remember that depending on the type of text, different approaches to final editing are used. For example, if we are talking about a legal text, the accuracy of the wording is important, if it is a literary text, the rhythm and smoothness of the phrases are important.

Using as an example the text below, which has gone through all four stages of processing, it has obtained from a simple rough translation an accurate, stylistically verified legal text conforming to the norms of the English language.

In conclusion, the professional translator during his or her work with original text can always face a wide range of difficulties such as struggling with the context or cultural adaptation of the text. So it is necessary to keep in mind that a good specialist should have certain knowledge not only within the grammatical aspect but also cultural foundations of studied language, the ability to "absorb" and understand well the field in which the whole essence of the text consists.

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THE ROLE OF THE "EDUCAPLAY" ONLINE APPLICATION IN TEACHING FOREIGN LANGUAGES

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Annotation: In today's rapidly evolving world, the integration of modern technologies in educational institutions is on the rise. This creates fresh possibilities, novel teaching strategies, and an updated perspective on learning. Utilizing online resources in contemporary education contributes to the improvement of students' academic performance. All educational facilities are equipped with advanced computers, digital resources, and internet connectivity. Incorporating innovative technologies into lessons yields positive outcomes and boosts students' enthusiasm and motivation. Knowledge based on technology makes the classroom more inclusive. It is essential for every student and teacher to understand how to utilize technology effectively and implement it during class. This will pave the way for achieving significant successes and accomplishments in the future.

Keywords: cutting-edge technology, online resources, contemporary computers, digital resources, internet connections.

The chance provided to students is one of the significant opportunities given to achieve greater success in the future and to create a brighter future for themselves. By being able to utilize technology, they can accomplish tasks in their lessons through digital means. In a classroom focused on knowledge, students collaborate and share their learning experience not just with their classmates but also with their parents and others (Sandholtz et al., 1997). How effective is the knowledge that students are gaining through technologies in today's world? As Negroponte, Resnick, and Cassell (1997) pointed out: Digital technologies empower students to become more engaged and autonomous learners. The internet facilitates the formation of new "knowledge-building communities" where both children and adults across the globe can collaborate and learn from one another. Computers enable students to take control of their education through direct exploration, expression, and experiences. This transformation alters the student's position from "teaching" to "learning" and the teacher's role from "expert" to "partner" or "guide".

Among the various technologies available, one of the most effective and user-friendly for both instructors and learners in teaching English is the "Educaplay" application, which allows for the creation of primarily text-based lessons, topics, questions, facts, and exercises. This application can be utilized for:

1. Yes or No questions

2. Word Search Puzzles

3. Map Quizzes

4. Video Quizzes

5. Froggy Jumps.

In this approach, textbooks or English text-based materials can be employed. For instance, questions can be devised, and based on the facts presented, students can be prompted to answer yes/no questions pertaining to the text. This strategy is particularly effective for engaging with students, as it enables the teacher to evaluate students' comprehension of the text through these activities. The game "Froggy Jumps" significantly boosts children's enthusiasm, where the teacher prepares a range of questions, and students can discover the answers in a fun manner. Each task is uniquely engaging, and creating them poses no challenges for the teacher.

Educators can leverage technological tools to replicate real-life scenarios and establish genuine contexts for experiments, enabling students to undertake tasks similar to professionals, discover new domains, interact with individuals from various cultures, gather data, and utilize different resources to address challenges (Means et al., 1993, p. 43).. In contemporary student-centered classrooms, learners have the chance to work together, engage in critical thinking, and discover alternative solutions to problems with the aid of computers (Jaber, 1997). Of course, there are also certain drawbacks to consider.

While time, resources, and training are regarded as crucial elements in determining technology usage, higher engagement is anticipated when the perceived value is significant and resources are scarce, rather than when value is minimal and resources are abundant (Harrington, 1993). Educaplay also presents certain limitations, such as offering only a limited number of free exercises; after that point, payment is necessary. Moreover, some free platforms feature advertisements that might distract learners. This platform is consistently reliant on internet connectivity, which may hinder its functionality in remote regions or areas with slow internet speeds. In her 2003 article "Technology and its Impact in the Classroom" (p.115), Rosalind G. Muir-Herzig expressed her perspectives on the obstacles faced in integrating technology into education: "Among the barriers to using technology in education are teachers' lack of time, limited use, high costs of equipment, lack of access to technology or a lack of a clear rationale, insufficient teacher training and support, and current assessment practices that may not reflect what is learned with technology" (OTA, 1995). Studies indicate that technology applied incorrectly can profoundly affect both teaching and learning.

In conclusion, technology has become a crucial component of our everyday lives. Today, it plays a vital role in educating various professions. By employing the aforementioned methods, individuals can work autonomously and access essential information from diverse sources. Furthermore, they can form connections with other domains of knowledge. This boosts students' self-esteem and enhances their communication abilities. Ultimately, they will become highly adept and specialized professionals in their chosen fields. There will always be a demand for skilled and experienced professionals. It is essential for us, rather than

others, to become highly qualified specialists, and these approaches are greatly aiding us in reaching that goal.

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TECHNOLOGICAL INNOVATIONS AND AI IN LANGUAGE LEARNING AND COMMUNICATION IN ESL STUDENTS

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Annotation: In today's digital world technology play crucial role for studying, working and other purposes. Digital platforms have significantly influenced the learning experience of English as a Second Languages (ESL) students, it offering both benefits and challenges. In this article writer will discuss both pros and cons of technological innovations and AI for academic performance and how to use internet correctly for ESL learners with example of apps, such as: Duolingo, Telegram, Instagram, YouTube and other platforms. Those platforms help to ESL students for learning language easily and effectively with all academic skills.

During the article people can get more information about learning digital classroom, usage of them and positive and negative side of it.

Introduction. One of the good innovations of technology is that social media. Nowadays, social medial our part of life and sometimes we could not solve our problems without it. Social networks have a great deal of benefits for learning, teaching and our in real life scenarios.

What are the good points of social blog to ESL learners?

- Improving knowledge with learning apps
- Easy researching for academic purposes
- Communicating with native speakers
- Flexibility in every place

1.Improving knowledge with learning apps.

A lot of students prefer using online apps than reading books. In this case learning apps very curial for visual learners. Digital platforms like Duolingo, Real Voice, British council, IELTS online test, listening.com, Atlas AI could help to ESL learners to improve all academic skills (writing, speaking, listening, reading). In addition, those apps increase student's problem solving, critical thinking and grammar skills. 1.Duolingo has many academic topics and it teach very clear and interesting with speaking, listening, reading and writing exercises. Before start your lesson you should know your level and write on it, after it gives you tasks in your level. After a few days you can see your level up. This app looks like a game but beneficial game. Student can learn at list 10 words in a day in his/her level. The best side of Duolingo is that it if student do not enter on tis app one or two days, it shows sad sticker on the screen. It is interesting for learners and they try to do every lesson in a day. IELTS online test platform very useful for ELS learners, because students can easily mock their level in free version. In this app people who study IELTS can find all levels tasks and it is comfortable to do tasks in house. If students work with this app, it should be very effective for them.

This apps are convenient and useful for learning English. Without those technological apps visual learners could not learn language easily. Day by day, many learners choose those apps because of beneficial and free in all time but it need internet connection.

2.Easy researching for academic purposes

According to Regan (2015), 1.93 billion people utilize mobile technology for social media platforms. The number of social media users has risen by 176 million in the last year and has reached over 2,206 billion active users in 2015, which resulted in 30% of global penetration. Since social media usage continues to rise, there is an opportunity for schools to integrate social media tools into students' organizational learning process which allows individuals to observe, gain, and share knowledge within their communities. Social website has all data which we

need. If students need e-books, audio, movie or article, they could easily find with internet. On the Google learner can find both free and buy version of e-books, if it is free version, it is very easy to download it. Also, it has listening audios such as 6 min English or BBC news for ESL learners. It is increase listening skill with native speech. There are people can watch movies or cartoons in English for learning communicating with someone. Watching movie very useful for higher level students, because they can understand conversation between people. In google scholar.com student who can write articles can find all articles over the world. It is safety and useful website for everyone.

4.Communicating with native speakers

One of the good points of social blogs are that people can easily communicate with a native speaker and others. Instagram, Facebook, zoom platforms give benefits to learners to easy communicate with people. If learner talk more with native speakers, their speaking will be excellent help of social media. On Instagram it is very simple to connect with foreign countries people, if their account open for you. In the free time they just talk with each other just for fun, but it is useful for ESL learners.

5.Flexibility in every places

Technology have developed the way we communicate and interact, offering flexibility in every place. With the advent of smartphones and high-speed internet, ESL learners can access social media platforms from virtually anywhere, whether they are at home, in a café, or traveling abroad. This accessibility allows users to stay connected with friends, family, and colleagues, fostering relationships regardless of distance. This flexibility not only enhances personal and professional interactions but also encourages the sharing of diverse perspectives and ideas, making technology powerful tool for global communication and community building.

What are the weaknesses of technological apps to ESL learners?

Despite the fact that merits outweigh the drawbacks of technology, it does certain drawbacks. The following are some of the drawbacks of social media for English as a Second Language (ESL) learners:

- Addiction
- Health issues

1.Addiction

Many learners addicted to the digital tools because of the social media. Sometimes it makes problem for both teacher and student, but they can change it. Although their parent's warnings, many students still hooked on the phone. In addition, some learners do not balance extracurricular commitments with social

media, and it cause to addiction. Many researchers advocate that student should balance both internet and extracurricular activities at the same time.

2.Health issues

Working with phone in all day make some health problems, such as eye vision, mental health and obesity. It shows that technological items make those problems, if people use it more than more. Excessive screen time may lead to eye strain, it will be cause blurred vision of eye. Sitting in the one place in long period while using social media can cause obesity in many people. For solve those problems humanity should limit the screen time, take breaks and balance online and offline life. It can be beneficial for everyone.

Conclusion. In conclusion, technological innovations and Ai have both positive and negative impacts for ESL students. On the positive side, it helps students improving knowledge, learn and find new information, saving time and money, connecting with foreign people and convenience for a learning second language. However, too much social media use can lead to mental health problems, health problems, and a sedentary lifestyle. To enjoy the benefits while avoiding the risks, students should use technology in a balanced way by limiting screen time, taking breaks, and focusing on positive content.

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METHODOLOGICAL APPROACHES TO UTILIZING TOPONYMS AS ACTIVATORS OF HISTORICAL AND LITERARY KNOWLEDGE STRUCTURES IN CLIL CONTEXTS

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ABSTRACT

A toponym is the name or "address" of a specific area, helping to navigate in space, and performs the function a kind of conditional sign. Scholars believe that toponyms are not simply markers on maps, but also linguistic units, which can activate historical and literary knowledge structures. This research will take an attempt to explain how toponymic studies can benefit the educational process, specifically in Content and Language Integrated Learning (CLIL) environment. By synthesizing the results of empirical research and established theoretical concepts, with a special focus on Uzbek, Russian and English place names, the study highlights the pedagogical potential of place names as an interdisciplinary tool in language education.

I. INTRODUCTION

Toponyms come from the Greek topos (place) and onyma (name): they are the names assigned to geographical objects — rivers, cities, regions and the like. Names are not only identifiers on maps; they foster historical knowledge and cultural identity. Toponyms also offer insight into implications that settlements, human migration, and language evolved over time and give a context of meaning through which to understand historical events as well as elements of literature. Toponyms are a wealth of contextual and cultural information, in particular that may be used to assert and enhance students' understanding and interest in the subject in schools, and especially in English as a foreign language (EFL) classes. This approach, which is referred as CLIL, integrates the teaching of subject context and the foreign language as part of the same educational process, resulting in the development of linguistic, as well as subject or content competence. Integrating toponymic studies into CLIL programs can thereby create opportunities for students to work with authentic cultural materials. So, the survey of the toponymics might raise the topic of the regional traditions and the literary embeddedness, which aligns the language with the external environments and eras. This enhances both the level of linguistical fluency and the intercultural competency of the description, which promotes a more holistic approach to unraveling of the target material. The following article focuses on the existing methodological developments regarding the inclusion of toponymic studies in CLIL programs in order to improve students' historical and literary knowledge based on the material from Uzbekistan, Russia, and the countries of English language predominance.

II. LITERATURE REVIEW

Toponyms as Carriers of Historical and Cultural Memory

Toponyms contain multi-layered historical and cultural information. For example, in English language, as researcher states, names such as "Chester" (from Latin castra, which means "fort") and "York" (from Old Norse Jorvik) serve not only as geographical objects, but also indicate significant events from the past – from Roman military presence to Viking incursions (Gelling & Cole, 1993). Such examples demonstrate how toponyms function as linguistic records that reflect past cultural interaction and political history. As for the Uzbek toponyms, names such as "Samarkand" and "Bukhara" are the symbols of Silk Road. "Their etymology reflects historical trade networks and *cultural syncretism[1],* which resulted from centuries of interaction of diverse civilizations" (Saparova, 2023). Similarly, Russian toponyms "Novgorod" and "Kazan" carry nation's complex history, reflecting the interplay connection between Slavic, Turkic, and Persian cultures. In addition, Azaryahu claims that the "renaming of cities can signal ideological shifts and the reclamation of historical identity" by exemplifying the transition from Leningrad to Saint Petersburg in 1991 (Azaryahu, 2012). These studies show that toponyms are dynamic artifacts that capture cultural memory, making them useful tools for interdisciplinary language education.

Toponyms in CLIL and Interdisciplinary Education

CLIL methodology incorporates the integration of content knowledge and language learning simultaneously "to foster holistic education" (Coyle, Hood & Marsh, 2010). Because toponyms contain historical and cultural information, they are ideally suited to this approach. For instance, in English language CLIL programs, the study of British colonial toponyms such as "Victoria" or "Rhodesia" have been used to discuss imperial history as well as reinforcing acquisition of new words, and analytical thinking (Coyle et al., 2010). In addition, Busse examines "Verona" in Shakespeare's Romeo and Juliet to examine how focus on toponyms from literary perspective can illustrate the way that place names function as narrative devices that establish setting, mood, and historical context (Busse, 2017).

Comparative studies of Uzbek and English street names have also revealed the sociolinguistic influence of urban names, providing information on cultural hybridity and identity formation (Saparova, 2023). These interdisciplinary studies not only contribute to the development of language skills, but also develop cultural awareness, which makes them an important argument in favor of integrating toponymic research into CLIL programs.

Methodological Approaches in Toponymic Research

Toponymic research applies both qualitative and quantitative methods. One effective approach is a modern teaching method "Task-Based Language Teaching" TBLT has been effectively used to incorporate toponyms into language lessons through authentic tasks that require the students to investigate, draw analysis, and present on local toponyms. This method corresponds to the principles of

Communicative Language Teaching (CLT), where interaction is both a means and a goal of learning a language (Dalton-Puffer, 2011).

The integration of TBLT into CLIL is considered as a means of bridging the gap between the required level of knowledge for mastering the subject material and the actual language competence of students. At the same time, the assignments used in CLIL should correspond to the level of students' training and contribute to the assimilation of conceptual knowledge (Lopes, 2020).

In addition, corpus studies provide statistical data on the frequency, distribution, and semantic evolution of place names, which creates an empirical basis for analyzing cultural changes. Ethnographic research complements this data by examining the social and political aspects of naming practices, which provides a holistic view of the role of place names in society (Hemmi & Banegas, 2021).

Collectively, these methodologies provide robust, research-based tools for activating historical and literary knowledge structures in language education.

III. METHODOLOGY

The study used a qualitative meta-analysis to synthesize the results of existing research on the integration of place names in the context of CLIL. A systematic review of peer-reviewed articles, scientific journals, and educational reports on toponymic research in language education was conducted with a special focus on Uzbek, Russian, and English contexts. The selected studies were analyzed in order to identify and categorize various methodological approaches, such as task-based learning, corpus analysis, and ethnographic methods used to integrate toponyms into CLIL curricula. The research results were synthesized to evaluate the effectiveness of including toponyms in activating students' historical and literary knowledge, as well as improving their linguistic and cultural competence. The meta-analysis also included a comparison of case studies and experimental studies aimed at assessing the impact of toponymic teaching methods on learning outcomes.

IV. ANALYSIS & DISCUSSION:

The meta-analysis shows that the usage of toponyms in educational CLIL programs significantly enhances the students' engagement and their comprehension of language as well as the cultural aspects. Empirical research indicates that, the focus on etymology and historical context contribute effectively to better understanding of the vocabulary, and critical thinking. For instance, analysis of English toponyms such as "Stratford-upon-Avon" deepens the interpretations of literary texts thereby linking them with historical narratives of Renaissance period (Gelling & Cole, 1993). Additional analyses of British toponyms such as London, Oxford, and Cambridge have revealed patterns of semantic evolution that serve as indicators of cultural identity (Room, 2006).

Comparative case study further illustrates the pedagogical benefits of toponymic research. In Uzbekistan, urban toponyms in cities such as Tashkent and Khiva demonstrate the complex interplay between linguistic practices and cultural identity offering insights into the region's historical role in global trading and cultural exchange (Saparova, 2023). In Russian context, the study of geographical objects such as "Novgorod", "Kazan", "Moscow" and "Yaroslavl" let students to familiarize with multi-layered history of the country, which reflects the influence of Slavic, Turkic and Persian traditions; the renaming of cities such as the transformation from Leningrad to Saint Petersburg serves as a powerful indicator of political and ideological change (Azaryahu, 2012). In English-language education, projects on independent research of British place names such as "York", "Manchester" and "Birmingham" promote the development of critical thinking and cultural literacy, as students associate linguistic features with historical events (Coyle, Hood, & Marsh, 2010).

The integration of toponymic research into CLIL contributes to the formation of effective pedagogical strategies that combine interdisciplinary learning and the practical application of knowledge. The application of the task-based learning methodology (TBLT) allows students to participate in authentic tasks related to the study of the historical evolution of local place names, which helps consolidate conceptual knowledge (Dalton-Puffer, 2011). The use of digital maps and GIS provides dynamic visual tools for displaying historical changes in place names, linking linguistic data with geographical context (Hemmi & Banegas, 2021). The success of these methods depends on interdisciplinary collaboration between language teachers, historians, and geographers, which ensures the creation of comprehensive and context-based curricula.

V. CONCLUSION

To sum up, the inclusion of toponomy into educational process, specifically into CLIL (Content and Language Integrated Learning) can be considered as a powerful tool for developing students' proficiency of Linguistic, historical and literary competence. The analysis of existing methodological approaches show that toponymic research in the classroom contributes not only for deeper understanding of the language, but also for formation of intercultural competence. Historical and cultural information contained in toponyms enriches the studying process making it more informative and interactive. In particular, learning method that is based on task completion (TBLT), and the usage of digital instruments such as GIS lets the students to actively interact with the material by analyzing semantic and historical aspects of geographical names and apply the obtained knowledge in authentic communicative situations. Furthermore, interdisciplinary collaboration between instructors of history, language and geography creates new possibilities for the development of integrated educational programs. To finalize, it can be said that, further research can be conducted at a more detailed development of

methodological recommendations on the use of toponyms in educational environment, and at studying their impact on language acquisition.

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THE ROLE OF TECHNOLOGICAL INNOVATIONS AND ARTIFICIAL INTELLIGENCE (CHATGPT) IN LANGUAGE LEARNING

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Annotation: This presentation explores the importance of technological advancements and artificial intelligence tools, such as ChatGPT, in the process of teaching and learning languages. It examines the role of artificial intelligence in fostering language development. Following that, the advantages and disadvantages of technological advancements and artificial intelligence (AI) on language acquisition are analyzed. AI resources like ChatGPT enhance language learning by offering access to information and clarifying complicated concepts. Nevertheless, excessive dependence on these tools might impede self-directed learning and diminish learners' motivation to study independently. Interactive boards and platforms enhance the language learning experience and make it more captivating and effective while reshaping teaching methods.

Keywords: Technological innovations, artificial intelligence (AI), ChatGPT, interactive boards, language learning, independent learning.

In today's advanced world, technological advancements and artificial intelligence (AI) have a profound effect on every aspect of life. They are essential to human progress and facilitate social and linguistic transformations. As a fundamental element of globalization, technological advancements and AI impact employment, education, and culture (Graddol, 2012). This relevance is even more pronounced in our present age, as these technologies are continually altering our surroundings. Consequently, the use of contemporary technology is crucial for successful teaching and communication in language acquisition.

Recognizing how technological advancements and artificial intelligence enhance language learning is vital. Technology is revolutionizing the methods of language learning and English language teaching (ELT). It presents new challenges and opportunities for teachers, making language learning more inventive, engaging, and effective. Among the advanced technologies available today are classroom tools and artificial intelligence applications like ChatGPT. For instance, classroom technology aims to improve students' educational outcomes. In addition to traditional instructional methods, it offers opportunities to explore a diverse range

of topics. It enhances student participation and provides educators with resources and tools for creative teaching strategies. Cutter (2015) emphasizes that incorporating technology encourages learners to interact with contemporary devices and software, making the educational experience more engaging than relying solely on textbooks. Examples of this technology include interactive whiteboards, projectors, and presentation software.

Moreover, advancements in technology help conserve time and boost productivity by streamlining workflows. They enhance the learning experience by making it more engaging and effective through the use of online platforms and virtual classrooms. Achieving global access to educational resources is now more straightforward than ever. In educational settings, multimedia technologies have a beneficial impact on the process of language learning and elevate the role of educators. Online language learning tools, creative presentation software, dictionaries, chat features, email communication, and computer-assisted language learning programs are some of the technological methods that significantly aid language learners. The incorporation of technology profoundly transforms the way English is taught (Altun, 2015). It presents numerous opportunities to enrich education, making it both engaging and effective (Patel, 2013). Modern approaches in lessons significantly support students in acquiring language structures and vocabulary. The use of technological advancements also enhances students' language proficiency. Contemporary tools like smartboards and computers enable students to access information and present diverse materials suited for various contexts. Integrating technology into teaching encourages students to grasp and expand their knowledge with enthusiasm (Solikhah, 2020).

In our swiftly evolving world, new artificial intelligences are continuously being developed. One of the most well-known and widely utilized today is ChatGPT. It offers numerous benefits for language learning, as it represents one of the sophisticated forms of artificial intelligence technology. It can supply information on any subject.

The benefits of using ChatGPT for language learning include:

1. ChatGPT offers quick and accessible information on a wide range of subjects, including education, science, art, and history.

2. It can function as both an instructor and a tutor, breaking down complex ideas to facilitate easier learning.

3. It can serve as a consultant to resolve issues or assist in decision-making.

4. It allows for communication in several languages, including English, Russian, Uzbek, and more.

These technologies are essential in promoting a continuous learning environment and act as useful resources for enhancing the learning experience for educators and students alike. However, alongside its many benefits, artificial intelligence has some limitations. For instance, overdependence on technology may hinder students' development of genuine communication skills in real-world situations.Moreover, not all students learn at the same speed and may find traditional methods more beneficial.

Drawbacks of Utilizing ChatGPT in Language Acquisition

• As previously stated, although ChatGPT offers numerous opportunities for youth to study languages, it can also promote a sense of lethargy.

• Furthermore, ChatGPT occasionally overlooks users' grammatical mistakes, which can result in the reinforcement of incorrect phrases and sentences throughout the learning experience.

• It may not successfully imitate genuine conversational settings. Consequently, it cannot entirely simulate the experience of interacting with people in real-world scenarios, where authentic communication is crucial for effective language acquisition.

• ChatGPT does not promote the idea of self-directed learning. Instead, it simply offers answers to inquiries, which may cause learners to depend on readily available information rather than seeking out answers independently. This dependency on pre-existing knowledge can diminish the overall quality of language acquisition for learners. Innovations in technology and artificial intelligence are essential in boosting student engagement. As a result, educators must acquire thorough experience in leveraging these technological resources to effectively teach languages (Gilakjani, 2014). Technology should not be the primary emphasis in language instruction and acquisition, but rather regarded as a supplementary tool.

Conclusion: Technological advancements and artificial intelligence offer substantial benefits and are effective in supporting language acquisition. They boost motivation and enhance interest in the learning process. Tools powered by artificial intelligence, such as ChatGPT, facilitate the language learning experience. Furthermore, technology has refined the communication skills of language learners and heightened their enthusiasm for acquiring a new language. However, an over-dependence on artificial intelligence, including ChatGPT, may undermine the role of teachers, decrease opportunities for spoken interaction, and restrict the learners' personal capabilities.

In summary, artificial intelligence provides considerable benefits to language learning by fostering motivation and engagement. However, excessive reliance on ChatGPT could result in adverse effects, such as curtailing students' personal skills

and failing to mimic authentic conversational settings. Therefore, it is important to employ technological innovations and artificial intelligence judiciously.

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THE ROLE OF ENGLISH IN MARKETING

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Annotation: English is very important in the field of marketing. It plays a vital role in the world of global business and advertising. English is the most broadly used language in the world and is a great help in communicating with international companies and customers. Knowing English is very important when working with international companies or providing customer service. Because presentations, meetings and emails are mainly in English. English opens a wide range of opportunities English as the Language of Business.
Key words: *Digital marketing, English advertising, social media, global communication*

English is a key to the *"Globalization"*

I truly believe that English is important for anyone working in marketing. Because businesses and ads are becoming more global, English has become the main language for getting things done. It is the language that lots of people around the world understand, which makes it much easier to talk to companies and customers in different countries. If you are dealing with international companies or helping customers from all over the world, knowing English is a big advantage. A lot of the presentations, meetings, and emails you encounter will likely be in English. So, having good English skills really opens a lot of doors for you in the marketing world. You could basically say it's the standard language for doing business internationally.

English as the Language of Business
I believe it is obvious that English is considered as the go-to language for business around the world. You see a lot of big international companies using English in their marketing. This makes sense because they want their message and brand to be the same everywhere, and using English helps them do that since so many people understand it. It is like having a common language that lets them talk to different customers all over the world without things getting lost in translation. Because English is so widely used, it really helps companies grow and stay competitive in the marketing world. If you can communicate effectively in English, you can connect with more potential customers and partners globally. It gives businesses a bigger reach and helps them build a strong, consistent image no matter where they're operating. So, in the world of marketing, being fluent in English is a major key to success and expansion.

Marketing In The Digital Age and on Social Media Platforms
I truly believe that with the internet now being such a powerful force in modern marketing, the importance of English has amplified significantly. Consider this: a substantial amount of the content we encounter online, from the text on websites and social media updates to the advertisements we see, is overwhelmingly created in English. Major social media platforms like Facebook, Instagram, and LinkedIn are prime examples, predominantly featuring content in English. This reality provides brands with a relatively straightforward pathway to engage with a global audience. Consequently, businesses that strategically invest in developing English-language content possess a distinct advantage. They can effectively tap into international markets, expanding their reach beyond domestic borders, and significantly enhance their visibility within the vast online landscape. In essence, English acts as a key that unlocks access to a worldwide digital marketplace for marketing endeavors.

Data Visualization and Demonstration
The pie chart is basically showing the results of a survey or study where marketers were

Importance of English in Global Marketing

Not Critical (15%)
Helpful (25%)
15.0%
25.0%
60.0%
Essential (60%)
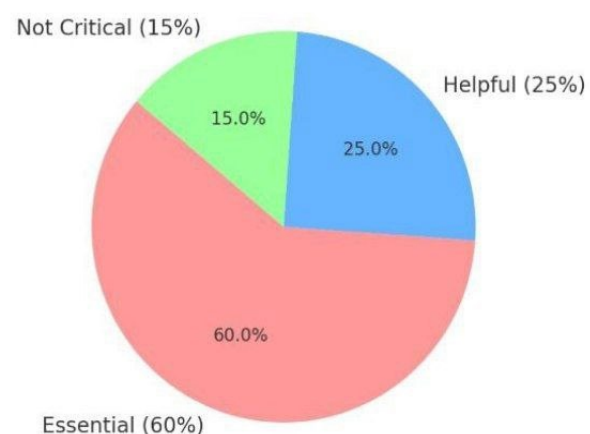
asked about the role of English in global marketing. What's really striking is that a large majority, a full 60%, said that English is essential. That's a big chunk of people who feel like you can't really get by in international marketing without it. They see it as a fundamental requirement.

Then you've got another group, about 25% of the marketers, who think English is helpful. They acknowledge that it makes things easier and is beneficial, but they don't necessarily see it as something you absolutely must have. It's more like a useful tool in their kit.

On the other hand, there's a smaller group, only 15%, who consider English to be not critical. This suggests that they believe you can manage global marketing effectively using other languages or different ways of communicating. Maybe they focus on specific regions where English isn't the primary language, or perhaps they rely more on translation services and other methods.

So, when you look at the big picture, this chart strongly indicates that most people in the marketing world see English as playing a really important role in reaching customers and doing business across different countries. The vast majority believe it's either a must-have or at least a significant advantage. Only a small fraction thinks it's not that important in the grand scheme of global marketing. This really highlights just how influential English is in the international business landscape.

Growth of English Content in Digital Marketing
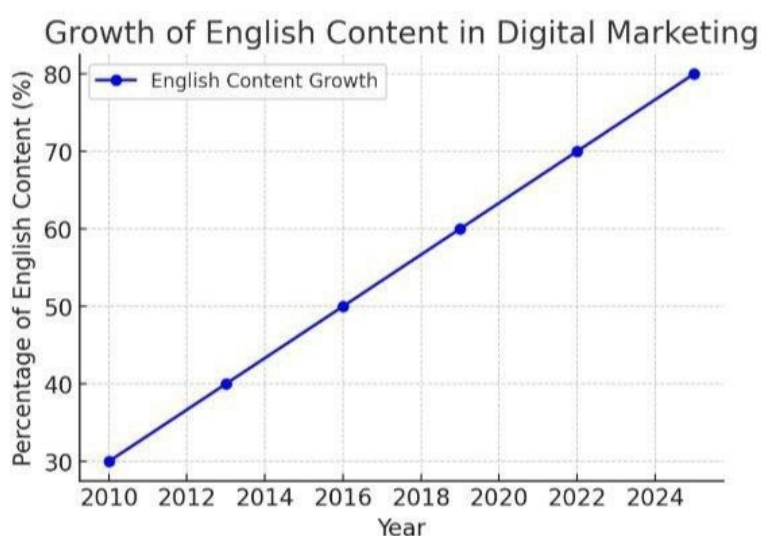
This line graph illustrates the consistent increase in English content within digital marketing over time. Starting at roughly 30% in 2010 (1), the percentage of English content has shown a steady upward trend. By 2016 (2), it had reached approximately 50%, climbing to around 70% by 2022 (3). The projection for 2024 (4) indicates a further rise to about 80%, clearly depicting the growing prevalence of

English in the online marketing landscape.

This bar chart highlights several key advantages of using English in marketing. Firstly, it shows that a significant 80% of respondents believe English helps businesses expand their global reach, allowing them to connect with a larger audience worldwide.

Benefits of Using English in Marketing

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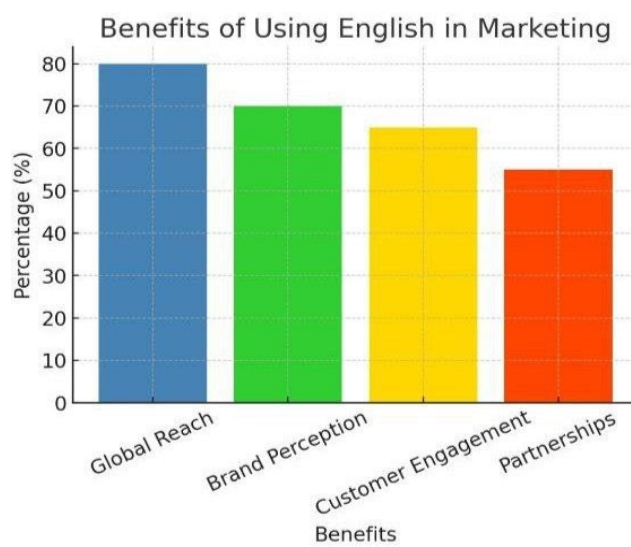
Secondly, the chart indicates that 70% of people perceive companies that use English frequently as more professional and trustworthy. This suggests that English can contribute to a stronger and more credible brand image in the eyes of consumers

Furthermore, 65% of those surveyed feel that English content makes it easier for businesses to foster customer engagement. This implies that using English can improve communication and connection with customers.

Finally, the chart points out that 55% of respondents agree that using English helps companies establish partnerships with international firms. This underscores the role of English in facilitating collaborations and creating new opportunities for business growth. Overall, the data presented in this chart strongly suggests that English is considered an asset for business growth and the creation of new opportunities in the marketing field.

The Future of English in Marketing

Looking ahead, I can imagine English is only going to get more important in the world of marketing as technology keeps moving forward and countries become even more linked. It seems like companies that make English a key part of how they market their stuff are going to be in a better position to reach more people, team up with businesses in other countries, and just generally stay ahead of the curve in the online world. So, embracing English in marketing seems like a smart move for the future.

Conclusion

From what I have learned about marketing, it's clear that knowing different languages is a big plus. The more languages you can speak, the more opportunities seem to open. And right now, English is a big deal. It seems like a lot of good job opportunities in marketing are going to people who know English, or even English plus another language. So, having those language skills, especially English, seems crucial for getting a good career in this field.

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TEACHING LANGUAGE TO CHILDREN WITH AUTISM SPECTRUM DISORDER: INTEGRATIVE VS. INCLUSIVE APPROACHES

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Annotation: Teaching language to children with Autism Spectrum Disorder (ASD) requires specialized methodologies that cater to their unique cognitive and communicative needs. This article explores two approaches—integrative and inclusive teaching—within the framework of English for Academic Purposes (EAP) for future educators. While both methods have their benefits, this article highlights the advantages of integrative teaching, which promotes structured language learning in controlled environments tailored to ASD learners. Key benefits include enhanced communication skills, better intellectual development, and improved social communication through structured and predictable learning settings. Additionally, the work studies the commonness of ASD in Uzbekistan, the role of experts working with ASD children, and the use of ABA therapy.

Keywords: Autism Spectrum Disorder, language teaching, integrative teaching, inclusive education, EAP, international teaching, Uzbekistan, ABC therapy

Introduction

The study of English for Academic Purposes (EAP) is essential to preparing teachers for a variety of classroom settings. Teachers must use approaches that meet the cognitive, social, and language needs of children with autism spectrum disorder (ASD) when teaching them language. In this environment, two main approaches—integrative and inclusive teaching—have become more popular. While integrative teaching offers structured, customized learning in environments created especially for their needs, inclusive education aims to accommodate students with ASD in regular classroom settings. This essay makes the case that by offering a consistent and organized learning environment, integrative teaching gives children with ASD more benefits in language acquisition. It also covers ASD in Uzbekistan, the methods used by professionals to help these kids, and the function of ABC therapy and Applied Behavior Analysis (ABA) in language instruction.

Understanding ASD and Its Prevalence in Uzbekistan

The neurological disorder known as autism spectrum disorder (ASD) is typified by repetitive behaviors, communication issues, and social interaction challenges. There are different types of autism:

- Autism Disorder: This means someone has noticeable problems with how they act, socialize, and talk.
- Asperger's syndrome: This is a milder form where people can still talk well, but it's hard for them to connect with others.
- PDD-NOS: This is when someone has some autism signs but not enough to fit neatly into the other types.

Awareness about autism is growing in Uzbekistan, but it's still hard to find places that can diagnose it and help kids, especially if you live far away from big cities. Because there aren't many ways to check for autism early, many kids are found to have it much later in life. The government and some groups are starting programs to help, but they still need more trained teachers and helpers (Tursunov, 2021). New studies show that more kids in Uzbekistan are being diagnosed with autism, but it's still difficult for them to get into special schools (Karimova, 2020; Abdullaeva, 2023).

How Specialists Work with ASD Children in Uzbekistan

Special education instructors, psychologists, and speech therapists work together to provide ASD intervention in Uzbekistan. The employment of techniques like Picture Exchange Communication Systems (PECS) and Applied Behavior Analysis (ABA) is growing.

In order to implement PECS, there are 6 stages that teachers should follow in teaching. Initially the child should learn how to exchange a picture card of a desired item for the actual item for learning communication. Then the child should to be taught to learn to go to the communication partner to hand over the picture for overcoming distance and persistence. In the next step, the child will learn to discriminate picture choosing between different pictures to request what they want. The following stage helps to understand sentence structure, he or she will use a sentence strip like "I want [item]." Pre-last stage of the therapy is answering questions where the child learns to respond to "What do you want?" The final stage is called "Commenting" in which the child learns to make comments like "I see [item]" or "I hear [sound]."

ABA therapeutic approach *focuses on socially significant behaviors* (e.g., communication, daily living skills), *looks at observable and measurable actions of a child*, and *uses data to make decisions about which strategies work best*. There is

ABC treatment, which stands for Antecedent-Behavior-Consequence (ABC) model, is the most often utilized type of therapy in language acquisition:

- Antecedent: The event or stimulus that sets off a behavior.
- Behavior: The reaction or behavior of the youngster.
- Consequence: The result or criticism that either encourages or dissuades the conduct.

ABC therapy matches closely with **integrative teaching** because it gives structured, systematic reinforcement to help ASD children grow communication skills in a predictable environment. The structured nature of this approach guarantees that children learn language through repetition, reward-based reinforcement, and controlled interactions (Abdullaeva, 2023).

Integrative Teaching for ASD Language Learners

Integrative teaching is a structured approach that combines various specialized teaching methods to support ASD learners in acquiring language skills.

Advantages of Integrative Teaching

- Child will have better Communication Skills: Repeated and structured instruction will help him or her in the better processing and application of language.
- Child will improve his or her Cognitive Development: Specific therapies improve executive functioning and cognitive flexibility.
- Child will be Emotionally Stable with the help of this approach: An organized setting lowers anxiety, which improves learning outcomes.
- Child's Social Interaction also will be improved: Children learn how to use language in social situations through regulated and supervised interactions.

Inclusive Teaching and Its Limitations

Integrating ASD learners into regular classrooms with neurotypical peers, while promoting social inclusion, presents various challenges for inclusive teaching.

- **There is no Individualized Attention:** ASD learners may have problems in large, generalized classroom settings.
- **There is too much Sensory Overload:** Traditional classrooms may overwhelm ASD children due to noise, spontaneous tasks, and social anxieties.
- **There might be difficulty in Peer Communication:** ASD learners often need guided interaction, which is difficult to achieve in inclusive settings.

Despite these challenges, inclusive education can be beneficial when paired with specialized support, such as teaching assistants and individualized accommodations. However, given the current state of ASD education in Uzbekistan, integrative teaching remains the more effective approach for ensuring language development among ASD learners (Karimova, 2020).

Conclusion

Language education strategies that meet the cognitive and social demands of students with ASD must be effective. Integrative teaching is a better method for language acquisition because it provides organized, efficient, and customized instruction, even though inclusive education encourages social integration. For ASD students in Uzbekistan, the integration of ABA therapy into integrative education has proven to be highly successful. Future teachers must possess the abilities and know-how to apply integrative teaching techniques, guaranteeing that students with ASD receive the best possible language instruction in global classrooms.

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THE FUTURE OF ESP IN EDUCATION: USING ARTIFICIAL INTELLIGENCE TOOLS IN TEACHING AND LEARNING

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Annotation: In the 21st century, education requires new innovations such as AI (artificial intelligence). With the developments in the field of artificial intelligence, teaching and learning are becoming much easier and more convenient. This paper explores how the process of teaching and learning is developing dramatically with the help of AI-based technologies.

Keywords: Education, learning, teaching, AI, technology, tools.

In today's modern world, using AI (artificial intelligence) based tools is becoming increasingly common and unalienable daily. "Artificial intelligence (AI) is a technology where machines can learn and understand logic like humans. This technology is said to help simplify human life, which is very complex" (Fitria, 2021). "In the future progress of science and technology, teachers' work such as correcting, student attendance, giving daily tests and exams, explaining knowledge, making administrative reports, and other systemic work can be submitted to be complete by technology devices. Teachers can save energy and focus more on Non-systemic work to create a golden generation with more character and quality with natural intelligence where robots cannot do it"(Tira Nur Fitira,2021).

Artificial intelligence (AI) gives teachers and learners a vast range of tools and platforms designed to improve education and learning. Each of the platforms and tools offers different and unique kinds of opportunities. One of them is called" VIRTUAL MENTOR". KLAMMA (2020) states that in this platform, THE MENTOR (more educated person) assists and gives feedback to the MENTEE (less knowledgeable person) in achieving specific educational goals. This AI platform can give feedback and recommendations for material revision. (Zhang,2016). The platform" BLACKBOARD", which is commonly used in the USA and Europe, can be a perfect example of a virtual mentor-based AI (Artificial intelligence). This platform is widely used by professors/lecturers for public notes, homework, quizzes and tests. Also, AI can be used for reassessment/assessment. The classroom whiteboard inspires the name of the platform (blackboard). Hwang &Vrongistinos (2012) mentions that "stated that the Quality Teachers for Quality Students initiative created an electronic mentorship system between new and experienced teachers to help new teachers improve their instructional and classroom management abilities in light of the special requirements of English language learners (ELLs) in Southern California. The results of the data analysis revealed that combining the use of both Blackboard and Skype technologies was advantageous to starting instructors' ability to educate ELLs effectively''.

   Another commonly used AI-based tool "VOICE ASSISTANT" has similarities with " VIRTUAL MENTOR"; AI relies more on voice functions. Voice assistant technology is widely used in every industry, including education, business, tourism, and hospitality. Siri (Apple), Google Assistant (Google), Cortana

(Microsoft), and ALEXA (amazon) are the most famous examples of common and straightforward voice assistants. While using voice assistants, students can get answers to their questions and find references, definitions, articles, and books by simply mentioning the keywords. Voice assistants allow students to get the information easily without asking the teacher; this experience makes students interested in learning independently more. This also makes the process of learning available anywhere and everywhere.

Moreover, when AI-based voice assistants give a vast range of benefits in general education and learning, it is important to mention that voice assistants' applications in language learning are also becoming common and valuable.' One of the biggest challenges for many language learners is finding opportunities to speak the language. Voice assistants can now speak many different languages and be considered a language-learning tool. Amazon Alexa speaks seven languages, Google Assistant 13 and Siri 21" (George TERZOPOULOS, Maya SATRATZEM, 2019). It can be super beneficial for language learners to use AI-based voice assistants like Alexa, Siri and Google Assistant to improve speaking skills by simply having conversations and asking for recommendations for better vocabulary.

The next AI-based tool that should be mentioned is" smart content". This AI-based tool helps users share and find materials, books, and articles more easily and quickly. It also gives the opportunities to get book recommendations, quickly write articles and emails, and give descriptions of products. CRAM 101 and Netex Learning" CHAT-GPT Canva AI artificial intelligence will be an example of" smart content" AI technology. "Cram101 is an online service that uses artificial intelligence to read textbooks, summarise them and post highlights and key points of the material online. The service is available for a monthly subscription rate of $9.95"(Fitria, 2021).). Jain & Alam (2020) state that cram101 is a platform that offers advanced substances through part rundowns, practice tests, and cheat sheets.

In addition, CHAT-GPT (artificial intelligence) is one of the most used AIs in the world and can be another example of a smart content AI-based tool; this AI is mainly used for education by college, school students and teachers worldwide. AS Josephine Oranga (2024) states, CHATGPT offers opportunities like a personalised learning experience, giving feedback according to the learner's level and interests, and instant feedback on questions, assignments and quizzes. AI also gives recommendations instantly according to the learner's preferences. AL (ChatGPT) is an excellent tool in language learning; it provides grammar corrections, vocabulary, and conversational interactions to improve learners' speaking skills. However, despite its usefulness, AI

(ChatGPT) has disadvantages, such as its inability to provide practical advice due to its lack of real-world experience and emotional intelligence. However, CHATGPT offers a wide range of support and assistance in every industry and topic worldwide.

Another commonly used AI (artificial intelligence) in general learning and teaching is "Presentation Translator ". The based tool provides big opportunities for students with disabilities such as poor vision and hearing problems. AI offers real-time appearance subtitles; with this mode, learners with hearing problems can easily get the information without challenges. Tira Nur Fitria (2021) mentions that, with AI speech racemisation, students can hear or read in the language they want, and AI can present a text from a language into a language the user prefers. This technology allows students to listen to speech texts, articles, and books in their native language without reading. This AI-centred tool benefits people with language, vision and hearing problems. In this big data age, there are endless AI-based tools that make educating and learning more interesting, engaging, and easy. Besides improving the quality of teaching and learning, it also dramatically impacts global development.

In conclusion, even though AI tools are becoming limitless and extremely powerful, they can never really replace the warmth, empathy, and soul of the real human teacher. In education and every industry, the human touch gives every work exceptional warmth, aliveness, and soul that robots can never replace.

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ESP IN INTERNATIONAL BUSINESS AND NEGOTIATIONS

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Annotation: English for Specific Purposes (ESP) is a targeted approach to language education that focuses on the specific linguistic and communicative

needs of learners in particular fields, such as international business and negotiations. This annotation highlights the significance, applications, benefits, challenges, and future prospects of ESP within these contexts. ESP plays a crucial role in facilitating effective communication among professionals from diverse linguistic backgrounds. It equips individuals with industry-specific vocabulary and expressions essential for clear and precise interactions. Additionally, ESP fosters cultural competence, enabling negotiators to navigate intercultural dynamics that influence negotiation styles and outcomes.

Keywords: ESP - English for Specific Purposes, Business, Business Communication

Introduction

English for Specific Purposes (ESP) has emerged as a critical component in the realm of international business and negotiations. As globalization continues to shape the economic landscape, effective communication across cultures and languages becomes paramount. ESP focuses on teaching English tailored to specific fields, equipping professionals with the linguistic skills necessary for their particular industries. This essay explores the significance of ESP in international business and negotiations, its applications, and the challenges faced by professionals in this context.

Learning Business English can develop your new knowledge and enhance your current English skills. You will study terminology and expressions that are particular to your field, learn how to compose business correspondence and complete other real-world tasks relating to your line of work, and have the opportunity to brush up on your general English grammar and pronunciation. A business English course will also provide you practice speaking English and interactive exercises that will boost your confidence. Both general and professional conversations will be possible for you to have.

Our globalization, interconnection, and intercommunication are all constantly increasing. The requirement for a common language in communication is quite clear given the international economic relationships between organizations. You will discover how multinational businesses cooperate, conduct business, and develop business partnerships while studying business English. Concurrently, enhancing your business English abilities might have a significant impact on your future career and enable you to develop more quickly than you ever imagined.

English is used for business reasons and is a language that is particularly tied to international trade; as a result, it is regarded as a subset of English for Specific Purposes. English has become more prevalent as the business world has become more globalized. Additionally, it is anticipated that there would be an increase in

multinational and international business companies. A lot of worldwide native to non-native or non-native to native conversations take place in corporate settings these days. Business people must learn how to use English to execute tasks they already know how to do in their native tongue, such as making presentations, negotiating deals, attending meetings, striking up small conversation, writing letters and reports, etc.

The Oxford Business English Dictionary defines the term Business English as covering a broad range of topics, including accounting, business, e-business, economics, finance, human resources, insurance, IT, law, manufacturing, marketing, and production, as well as real estate, the stock exchange, (international) trade, and transportation. Writing emails and reports, giving presentations, negotiating, utilizing the phone, attending and actively participating in meetings or telephone conferences, receiving visitors, etc. are all abilities that most people require to do well in business situations.

Hutchinson & Waters (1987) stated ESP is a phenomenon that has arisen as a result of human activity. The purpose of this paper is to concentrate on English for Business Purposes which will assist business students or people in career in discovering and reviewing their requirements for and usage of the English language.

Research Method

In the context of international business, ESP serves multiple purposes. First and foremost, it enhances communication skills among professionals who operate in diverse cultural environments. By focusing on industry-specific vocabulary, phrases, and communication styles, ESP programs enable business professionals to articulate their ideas clearly and effectively. For instance, a marketing manager negotiating a contract with a foreign partner must be proficient not only in general English but also in the specific jargon related to marketing strategies, market analysis, and consumer behavior.

Moreover, ESP fosters cultural awareness, which is crucial in international business settings. Understanding the nuances of language, including idiomatic expressions and culturally specific references, can significantly impact the success of negotiations. For example, a phrase that is considered polite in one culture may be perceived as rude in another. ESP training often includes modules on intercultural communication, helping professionals navigate these complexities.

Negotiations are a fundamental aspect of international business, and ESP plays a vital role in facilitating successful outcomes. Effective negotiation requires not only a command of the language but also an understanding of negotiation tactics and strategies that vary across cultures. ESP courses tailored for negotiation

skills often cover topics such as persuasive language, conflict resolution techniques, and the importance of non-verbal communication.

In addition, ESP can provide professionals with the tools needed to prepare for negotiations. This includes drafting proposals, understanding legal terminology, and developing presentation skills. For instance, a lawyer involved in international trade negotiations must be well-versed in legal English and familiar with international trade regulations. An ESP program designed for legal professionals would focus on these specific needs, ensuring that participants are adequately prepared for high-stakes discussions.

Despite its advantages, implementing ESP in international business and negotiations presents several challenges. One significant issue is the diversity of languages and dialects within global markets. Professionals may encounter various English variants, such as British English, American English, or even region-specific English used in countries where English is a second language. This diversity can lead to misunderstandings or miscommunications during negotiations.

Additionally, the rapidly changing nature of global markets necessitates continuous updates to ESP curricula. As new industries emerge and existing ones evolve, the language and terminology used within these fields also change. Therefore, ESP educators must remain current with industry trends to provide relevant training.

Finally, there is often a gap between theoretical knowledge and practical application in ESP training. While professionals may learn specific vocabulary and communication strategies in a classroom setting, applying these skills effectively in real-world negotiations can be challenging. Role-playing exercises, simulations, and real-life case studies can help bridge this gap by providing practical experience.

Discussion and Conclusion

The role of English for Specific Purposes in international business and negotiations is indispensable. By enhancing communication skills, cultural competence, and industry-specific knowledge, ESP equips professionals to navigate the complexities of global markets effectively. While challenges exist in its implementation, the benefits it offers make it a crucial component of professional development in today's interconnected world. As industries continue to evolve, so too will the methodologies and practices surrounding ESP, ensuring its relevance in fostering successful international business relationships.

In conclusion, English for Specific Purposes plays a crucial role in enhancing communication skills and cultural awareness in international business

and negotiations. By focusing on industry-specific language and negotiation strategies, ESP equips professionals with the tools they need to succeed in a globalized economy. However, challenges such as linguistic diversity, evolving industry trends, and the need for practical application must be addressed to maximize the effectiveness of ESP training. As international business continues to grow and evolve, the importance of ESP will only increase, making it an essential component of professional development in this field.

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THE ROLE OF ENGLISH LANGUAGE PROFICIENCY IN MANAGING CONFLICT RESOLUTION IN MULTINATIONAL TEAMS

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Annotation: In today's globalized world, multinational teams are increasingly common across various industries. Effective communication is vital for collaboration, especially during conflicts that may arise due to cultural differences or misunderstandings. This article explores the role of English language proficiency in conflict resolution within such teams. As English often serves as the lingua franca in international business, limited proficiency can lead to miscommunication, tension, and ineffective conflict management. Through a review of literature and examples from global workplaces, the article examines how strong English communication skills help team members express concerns clearly, understand different perspectives, and reach consensus more efficiently. The article also highlights strategies for improving language proficiency to foster better collaboration and minimize conflict.

Keywords: English proficiency, conflict resolution, multinational teams, communication, workplace collaboration, intercultural understanding

Introduction

In multinational teams, effective communication is both a bridge and a barrier. While team diversity brings innovation, it also introduces challenges, especially during conflicts. One of the primary tools for managing such challenges is language—specifically, English, which is widely used as the medium of communication in global companies. This article investigates how English language proficiency influences conflict resolution processes in multinational

teams. It reviews existing research and identifies the link between clear communication, reduced misunderstandings, and successful conflict management.

The Importance of Communication in Multinational Teams

Multinational teams often consist of members with different cultural backgrounds and native languages. Misunderstandings arising from linguistic and cultural differences can escalate minor disagreements into major conflicts. In such environments, English proficiency allows team members to articulate thoughts clearly, comprehend feedback, and recognize emotional nuances.

Language Barriers as a Source of Conflict

Studies have shown that language limitations contribute to workplace tension. Poor command of English may result in:

- Misinterpretation of tasks or responsibilities
- Difficulty expressing opinions or concerns
- Feelings of exclusion or frustration

Such communication breakdowns can erode trust and hinder teamwork.

English Proficiency as a Conflict Resolution Tool

Proficient English speakers are better equipped to:

- Explain their viewpoints respectfully and logically
- Use appropriate tone and expressions to de-escalate tension
- Understand others' perspectives without jumping to conclusions

English proficiency also supports active listening, which is critical for resolving disagreements constructively.

Case Example: Global Tech Teams

In global tech companies like Google or IBM, English is the standard working language. Teams that invest in language training often report smoother communication and fewer interpersonal conflicts. In contrast, teams lacking a common language struggle with misaligned expectations and frustration.

Recommendations for Improving Language Proficiency

Organizations can reduce conflict by:

- Providing English training programs
- Encouraging team members to engage in language exchange sessions
- Promoting clear, simple, and inclusive communication styles
- Using visual aids or written summaries to clarify complex points

Conclusion

English language proficiency plays a crucial role in conflict resolution within multinational teams. It not only enhances clarity and mutual understanding but also strengthens collaboration and productivity. Investing in language skills can lead to more harmonious and effective global teams.

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ESP AND TERMINOLOGICAL CHALLENGES IN INTERNATIONAL JOURNALISM

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Abstract: This article analyzes the role of English for Specific Purposes (ESP) and terminological challenges in international journalism. Proper use of technical, political, economic, and legal terminology is crucial for journalists when reporting international news. The study examines the development of ESP journalism, the terminological difficulties faced by international journalists, and possible solutions to these issues.

Keywords: international journalism, ESP, specialized terminology, translation, information accuracy.

International journalism is aimed at a global audience, where the use of precise, clear, and professional terminology is essential. English for Specific Purposes (ESP) helps journalists cover complex topics, but incorrect use of terms can lead to information distortion or misinterpretation. Today, international journalists face challenges related to translation, cultural differences, and contextual ambiguities when dealing with economic, legal, and technical terminology.

As Basturkmen [1] points out, "ESP is understood to be about preparing learners to use English within academic, professional, or workplace environments, and a key feature of ESP course design is that the syllabus is based on an analysis of the needs." She further argues that in ESP langue is not learnt for its own sake but to enable greater linguistic efficiency in the target environment. [2]

According to the study "ESP in Journalism: Needs Analysis" by Ida Borovac, ESP (English for Specific Purposes) is becoming increasingly important because students with professional language needs are often dissatisfied with general English courses. ESP is widely accepted as an effective method for teaching professionals how to use English in their specific fields. Conducting a needs analysis is crucial in designing ESP curricula.[3] In her research, Borovac conducted a needs analysis of Croatian journalists to determine the language skills and speech patterns necessary for their professional activities. The study involved 78 participants working in newspapers and news portals in Zagreb. Most of them were advanced English speakers, and their needs were assessed through a written survey.

The findings revealed that journalists use English extensively in their professional activities and show a strong interest in improving their language skills. Their primary task was reading articles in English, while translation was also frequently performed. Although journalists did not often need to speak English, they still wanted to develop their speaking skills. Interestingly, their perceived needs did not always align with the most frequently performed tasks.

This article discusses the role of ESP in international journalism, terminological challenges, and strategies for overcoming them. According to a study conducted by Mukarram Otamurodova among students of the Uzbekistan University of Journalism and Mass Communications, future journalists prefer ESP courses over General English (EGP) courses. Among 50 surveyed journalists, 98% had studied English for at least 10 years since school. This indicates the high importance of ESP courses for students in Uzbekistan.[4] This study employed theoretical analysis, examining academic literature on ESP journalism and international news.

THE ROLE OF ESP IN JOURNALISM

Traditionally, the ESP course for journalists sets the following aims:
— expanding vocabulary;
— developing reading skills;
— developing grammar skills;
— developing communicating skills;
— developing translation skills;
— developing skills of professional writing. [5]

ESP (English for Specific Purposes) and EAP (English for Academic Purposes) play significant roles in journalism. Both approaches aim to enhance journalists' language proficiency and enable them to use it effectively in their professional activities. ESP is designed for students specializing in journalism as well as for practicing journalists. It focuses on journalistic language, analytical writing, and in-depth study of media-related terminology.

The Role of ESP in Journalism:

 • Teaching media language: Helps journalists develop clear, concise, and impactful writing skills.

 • Understanding professional terminology: Expands journalistic vocabulary, including terms such as lead, byline, and editorial.

 • Preparation for interviews and press conferences: Enables journalists to conduct interviews, analyze official texts, and study spoken communication styles.

• Working with international media: Allows journalists to collaborate with global news agencies and work with foreign sources.

Research findings indicate that international journalists encounter several key terminological challenges:

1. The need to simplify complex terms: Scientific or legal terminology often needs to be simplified for readability, which may alter its meaning.

2. Cultural differences and contextual variations: The usage of terms varies across countries, leading to potential mistranslations.

3. Ambiguity of technical and political terminology: Some terms are understood differently at the international level, causing misinterpretation in news reporting.

Recommendations for solving terminological challenges:

The study highlights that ESP is a crucial part of international journalism, helping journalists use terminology accurately. However, to address existing challenges, the following solutions are recommended:

1. Creating a standardized terminology database: Developing dictionaries and terminology guides for journalists and translators to ensure consistency.

2. Expanding ESP training programs: Offering ESP courses for journalists to enhance their ability to use precise terminology in specialized fields.

3. Utilizing artificial intelligence and automated translation technologies: Modern AI systems can improve the speed and accuracy of journalistic translations.

ESP and terminological challenges in international journalism have both academic and practical significance. Misuse of terminology by journalists can lead to misinformation, highlighting the importance of expanding ESP training programs and establishing standardized terminology. Further research should focus on deepening the understanding of ESP in journalism and improving its application in the media industry.

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HOW DOES THE KOREAN LANGUAGE HELP IN LEARNING ENGLISH FOR SPECIFIC PURPOSES

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Annotation: This article examines the role of Korean language in learning English, particularly for professional purposes. It explores the concept of Konglish, a blend of Korean and English, and how English loanwords in Korean can assist Korean speakers in expanding their English vocabulary. The study also highlights how understanding Korean grammatical structures, such as tenses and the passive voice, can facilitate the learning of English grammar. Additionally, the article discusses the use of English in teaching Korean, based on insights from teachers and students. In conclusion, it is emphasized that the bilingual approach, incorporating both Korean and English, enhances the learning of English for specific purposes by creating a flexible and adaptive educational barrier and promoting a better understanding of specialized terminology.

Keywords: *Identical words, grammatical construction, similarity, field of study, Korean, students, exploration, English, bilingual approach, Konglish, loanwords, language education, vocabulary acquisition*

Introduction

Nowadays, English is considered an international language and serves as a second language in many countries after the native language. This helps exchange students and their teachers understand each other and the lessons more clearly. Even without knowing the local language, a student will have the opportunity to communicate freely with local people. Students learning Korean also need to study English, as it provides access to most educational materials and articles, as well as opportunities for studying in South Korea. In Korean universities, programs for international students are taught in English. In this article, we would like to explain

how knowledge of the Korean language can help in learning English for professional purposes.

In the Korean language, there is a concept called "Konglish," which means a mix of Korean and English. These are words borrowed from the English language. With these words, students who know Korean can learn almost 20% of English vocabulary. Here are some examples:

컵 – cup
메뉴 – menu
초콜릿 – chocolate
포크 – fork
커피 – coffee
주스 – juice
와인 – wine
샌드위치 – sandwich

However, there are also words that have been shortened or altered in pronunciation and spelling, but their meanings remain the same. Here are some examples:

리모콘 (remo con) – remote control
원피스 (one piece) – one-piece dress
핸드폰 (hand phone) – mobile phone
사인 (sign) – signature / autograph
아파트 (apart) – apartment building
에어컨 (air con) – air conditioner

Pronounciation

The pronunciation of some words in Konglish can be unclear and may interfere with learning, because the Korean language lacks certain sounds and letters that exist in English. Sometimes, the syllable "으" (eu) is added at the end. For example, 포크 (pokeu) – fork. In Korean, there is no letter "F," so it is replaced with the Korean letter ㅍ (P). Similarly, the English "Z" is often replaced with ㅈ (J), and the article "the" becomes "더" (deo). In the word 포크, the syllable "으" (eu) is added because in Korean, two consonants cannot stand next to each other— there must always be a vowel between them. In this case, the two consonants would be "R" and "K" (as in "foRK").

Grammatical construction

In the Korean language, there are various grammatical tenses (past, present, future), and understanding how they are expressed in Korean can help learners more easily grasp English tenses.

Korean often uses auxiliary constructions, such as -고 있다 (Present Continuous), and this structure, along with others, helps students understand English tense forms and modal verbs.

Additionally, Korean actively uses passive constructions (피동) or the form -아/어 지다.

ex.: 샌드위치가 먹혀요 – The sandwich was eaten.

Here, the passive suffix -히- is used to form the passive voice of the verb 먹다 (to eat). This can help students better understand the passive voice in English (e.g., The sandwich was eaten by someone).

Does English help students learn Korean or help teachers teach it?

After inquiring with a linguistics instructor at our university about the role of English in the teaching process and its practical use, I was informed that English is generally not used by instructors when the class is conducted in Korean, even if some students are proficient in English. English may only be used when students are at a beginner level, to help them understand basic instructions or what the teacher is saying. Ex. "Open your books," "Let's talk about this topic," or "Listen and answer the questions."

English can also be used at intermediate levels or higher, especially when students don't understand the exact meaning of a Korean word and need a clearer explanation. Even if teachers don't use English regularly in Korean language instruction, they still need to know it, just in case situations like the ones mentioned above arise.

When surveying three students studying Korean, they were asked whether the Korean language helps in learning English. They responded that Korean does not help in learning English because the grammatical structures of English and Korean are different, and there are also differences in vocabulary and pronunciation.

English is an international language, and many English words are well known in other countries because of their similar pronunciation across different languages. This makes it easier for people to understand translations of certain words, as is also the case in Russian.

As part of this study, I interviewed several Korean-speaking individuals to assess whether their knowledge of Korean supports their English language learning. Theyy said that English-Korean words are easier to remember because their pronunciation and meaning in Russian are similar to English.

Ex. 커피 (coffee – кофе)

Ex. 샌드위치 (sandwich – сэндвич).

Conclusion

The use of the Korean language in ESP (English for Specific Purposes) classes can be extremely beneficial, especially for students whose native language is Korean. It helps facilitate the understanding of specific terminology and complex concepts, improving comprehension and reducing the language barrier. The development of a bilingual approach in the future will allow for a more flexible and adaptive educational environment, where students can effectively use

both Korean and English. By using Korean for explanations and examples, teachers can significantly enhance the learning process, ensuring a deeper and more thorough mastery of English for specific purposes.

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ESP AND EAP ROLE IN GLOBAL COMMUNICATION

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Annotation: English for Academic Purposes (EAP), commonly known as Academic English, entails training students, usually in a higher education setting, to use language appropriate for study. It is one of the most common forms of English for Specific Purposes (ESP). English for Academic Purposes (EAP) is more than just a manner of speaking and writing. It is a skill. It helps develop our critical thinking faculties, and guides us on how to judge, criticise, evaluate, and corroborate information.

Keywords: english, training, skill, purposes, language.

INTRODUCTION

Approaches to research and pedagogy in the field of English for specific purposes (ESP) developed from the 1970s onwards in response to the growing spread of English, and the resulting need to deliver English language teaching worldwide to enable students and professionals to communicate in both local and global contexts. One important sub-field of ESP has been that of English for academic purposes (EAP), which focuses on the teaching of academic literacy to diverse groups of language learners/users worldwide. ESP and EAP share many pedagogical and empirical interests, though 'specific purpose' typically entails privileging communication, comprehensibility, and meaning over the didactic aim of encouraging a 'native-like' linguistic competence in a particular language variety. Notwithstanding the potential similarities and differences between ESP and EAP, an understanding of what is 'acceptable' English in both domains of study is

shaped by local and global variables and influences, such as, for example, the particular needs of Danish university students, or Italian speakers of English pursuing a career in business administration, or Hong Kong engineering students, or Taiwanese nurses. The task of researching the use of English in such academic and professional fields is a key focus of another important strand of ESP research, that is genre analysis. Scholars working in genre analysis, like ESP and EAP researchers, frequently confront the task of understanding the communicative and cultural differences within and across regions and spaces simultaneously impacted by local and global forces. Genre analysis explores the relationship of key text types across diverse areas of language use, whether in academia, business, government, law, and numerous other domains.

ESP today is a diverse and expansive field of study, and one that is open to examination from a world Englishes (WE) perspective. The latter perspective, of course, has a long history of examining English through both a local and global lens, as well as for specific and academic purposes. A WE perspective is thus well-positioned to take stock of how ESP, as a field of study, has evolved over recent decades. Here, it is interesting to compare how ESP is operationalized across a range of communicative and geographical contexts, where the global spread of English necessitates an audit of the 'E' in the ESP acronym. In this article, we set out to provide an extensive review of the literature on ESP with reference to three broad issues: (i) research on ESP from a regional perspective, with particular reference to Asia and Europe; (ii) an examination of how ESP is defined and operationalized in these regions; and (iii) to investigate the extent to which ESP programs acknowledged the localized sociolinguistic realities of particular settings. Our review of the literature is also informed by our own direct experience of the implementation of ESP programs at various Asian and European universities.

Analysis and results

The origins of ESP as a discipline or sub-discipline in applied linguistics and English language studies have been traced back to the 1960s (Swales, 1988; Paltridge & Starfield, 2013). In the 1970s, ESP began to develop as a distinct area of activity. At this time, there was a growing demand for English language teaching programs throughout the world, particularly in the Middle East and former British colonies, where the British Council was active in providing expertise (Johns, 2013). Partly in response to this, various British universities including Edinburgh, Lancaster, and Reading began to provide courses in ESP to students of applied linguistics informed by such innovative approaches to curriculum design as Wilkins' (1976) Notional syllabuses and Munby's (1978) Communicative syllabus design. The essential argument from the advocates of ESP was that English language teaching internationally was poorly served by traditional literature-based or 'general English' programs, and needed more exactly designed curricula to meet

<https://doi.org/10.5281/zenodo.15729034>

the needs of specific learners, for example, military personnel in the Middle East, trainee doctors from Africa, or university teachers in Asia.

Today, ESP is firmly established as an important area of applied linguistics and English language studies, and research in this area has a strong following among educationalists, linguists, and language teachers worldwide. One measure of this is that the leading journal in the field English for Specific Purposes (Elsevier) is currently ranked number one in terms of scholarly impact by Google Scholar Metrics in the category 'English language and literature' (Google Scholar Metrics, 2022). In the last decade, a number of important collections of ESP research have been published, including The handbook of English for Specific Purposes (Paltridge & Starfield, 2013), The Routledge handbook of English for academic purposes (Hyland & Shaw, 2016), and The Routledge handbook of language and professional communication (Bhatia & Bremner, 2017). The coverage given to world Englishes perspectives in these studies has varied greatly, however. For example, in a study by Paltridge and Starfield (2013), key areas of ESP research include EAP, English for science and technology, English in the workplace, business English, legal English, aviation English, English for medical purposes, English for nursing, thesis and dissertation writing, and English for research publication purposes. Other sections of the volume include coverage of 'ESP and language skills,' 'ESP and pedagogy,' and 'Research perspectives and methodologies in ESP research.' The only chapter to engage specifically with WE perspectives is that of Bargiela-Chiappini and Zhang (2013), which deals with 'Business English.' Hyland and Shaw's (2016) handbook on EAP provides somewhat more coverage of global locations, with specific chapters on EAP in multilingual societies, EAP in China, and EAP in Latin America. The collection by Bhatia and Bremner (2017) focuses mainly on 'approaches' to professional communication, including theoretical and disciplinary frameworks; 'practice', including pedagogic and disciplinary perspectives; 'acquisition of professional competence'; and the 'view from the professions.' For the most part, the collection of articles is genre-based and contains few explicit references to WE, with the exception of the chapter by Du-Babcock (2017) who aptly comments that 'business communication has gone from a communication environment in which business people come from the same cultural background (most notably the United States) and speak the same language (English) to focus on the present complex, globalised communication environment where English is no longer solely spoken by native English speakers and where many different Englishes are used' (p. 68). Notwithstanding the somewhat scanty coverage of WE-related variation in these prestigious benchmark studies, it is our view that the broad issue of regional variation in relation to ESP deserves closer scrutiny, and that a world Englishes perspective has much to offer in this regard.

Scholarship on world Englishes dates from the late 1970s, and a great deal to such pioneers in this field as Professors Braj B. Kachru, Yamuna Kachru, and Larry Smith. It was Braj Kachru and Larry Smith's founding of the World Englishes

journal in 1985 that has resulted in the pluralization of 'Englishes' within the international academic community, and beyond. Their contribution to the field is through their pioneering scholarship, the World Englishes journal, and their foundational work in moving English studies away from a monolingual world view (committed to a distinction between first language (L1) and second language (L2) varieties, and 'native' versus 'non-native' Englishes). Since then, the Kachruvian model of the Three Circles of English, has proved immensely influential in contributing to a paradigm shift in English studies. For Kachru, the traditional distinction between English as a native language (ENL), English as a second language (ESL), and English as a foreign language (EFL) was negatively loaded, and he instead proposed a diasporic model that distinguished between Inner Circle societies, such as the United Kingdom, United States, Canada, Australia, and New Zealand; Outer Circle post-colonial regions and countries, such as the Caribbean, East, West and South Africa, India, the Philippines, and Singapore; and Expanding Circle societies such as Brazil, China, Germany, and Japan (Kachru, 1976, 1985, 1992). Although the Kachruvian approach has sometimes been misrepresented as simply advocating the study of national or regional varieties of English, the contribution of Braj Kachru to the field has been immense, not least in its promotion of an open-ended and diverse perspective on the field and contribution to such diverse areas as code-mixing and code-switching, discourse analysis, literary creativity, multilingualism and multiculturalism, the politics of language, and sociolinguistic research.

Since the 1980s, the field of world Englishes has developed enormously, and world Englishes studies are now part of the curricula of many of the world's universities. At the level of theory, there have been a number of other contributions, including those of Schneider (2007), Mesthrie and Bhatt (2008), and Mair (2013), although these have clearly built on the Kachruvian foundations in the field. Today, the field of world Englishes, in the widest sense, comprises a diverse range of approaches, including applied linguistics, corpus linguistics, critical linguistics, cultural linguistics, English as a lingua franca (ELF), English as an international language (EIL), bilingualism scholarship, lexicographical studies, pidgin and creole studies, and varieties of English. The diversity of the field is also reflected in the wide range of articles published in the World Englishes journal, and in the conferences of the International Association for World Englishes (IAWE), which are regularly held in many different countries around the world Bolton (2018a), (2018b), (2019), (2021).

Kachru himself wrote on 'ESP and non-native varieties of English' in 1988, where he noted that (at the time) ESP teaching materials were very much biased towards 'native' interactional encounters, native register-types, native speech functions, and native pragmatic settings (Webster, 2015, p. 204). Later, Kachru went on to argue that the diversification and spread of world Englishes had made it imperative to approach ESP 'from a realistic perspective of current world uses of English' (p. 211). He then commented that the notion of 'legal English' in ESP, along with the

discourses and activities associated with it, was typically coupled with an idealized notion of what this variety is, often at odds with the sociolinguistic realities of actual language use:

When we talk of legal English and the discoursal and other strategies associated with it, we seem to use an idealized notion of 'legal English': In reality the situation is different. In South Asia, legal English has localized subvarieties which may be distinguished in terms of the hierarchy of courts […] At each level, a specific type of language is used with its characteristic lexicalization and other features. An idealized variety of legal English does not guarantee pragmatic success, nor does research on the legal English of the United States or the United Kingdom provide useful insights for understanding the legal Englishes of South Asia, Southeast Asia, or West Africa. (Kachru, 1988, in Webster, 2015, p. 211)

What Kachru says here about legal language can obviously apply to many other text types of ESP, including English for academic purposes, business communication, and English in the workplace. It is of particular importance when considering norms of spoken communication, including the acceptability and even desirability of locally accented speech (in many Outer Circle countries, for example), as well as pragmatic norms of communication with reference to such notions as face and politeness in different societies worldwide. It would also apply to various genres of written communication as well, as these also tend to vary (though arguably less so than spoken genres) in many societies worldwide.

One leading authority in the field of ESP who has discussed the connections between ESP and world Englishes in a number of articles over the past few decades is Vijay Bhatia. Bhatia's (1991) article on 'A genre-based approached to EAP materials' drew on authentic data collected in Singapore to analyze business letters as a distinct genre of ESP. In this study, Bhatia emphasized the importance of the contextual situation, including the writer, the societal context, the network of surrounding texts, as well as the importance of the topic, subject, and extratextual reality. He also highlighted that in certain types of letters, localized cultural practices often applied, including in Singapore, the move of offering incentives (discounts, rebates, and so on) in promotional business letters. Finally, Bhatia noted that a locally aware genre analysis of this kind provided 'not only a thick linguistic description but also reveals a realistic cognitive structure associated with that genre, which ultimately allows the ESP materials designer to provide input relevant to the tactical aspect of genre-specific writing' (Bhatia, 1991, p. 159). In another essay, discussing professional communication worldwide, Bhatia (1997) comments that 'it is still not true that all interactants need to be governed by a set of uniform native standards' and that 'a great majority of ESP learners across the globe are more likely to operate within their own native socio-cultural contexts rather than in any English-speaking native or even non-native context' (pp. 317–318). In a later article, Bhatia (2006, also 2020) provides an insightful exploration

of such key terms in ESP as 'genre' and 'style.' For Bhatia, genre is defined in terms of conventionalized language use:

Genre is viewed as an instance of language use in a conventionalized social setting requiring an appropriate response to a specific set of communicative goals of a disciplinary or social institution, and thus giving rise to stable structural forms by imposing constraints on the use of lexico-grammatical as well as discoursal resources. (Bhatia, 2006, p. 387)

Bhatia states that genres rely on a combination of 'text-external factors' (including rhetorical context, communicative purpose, rhetorical strategies, socio-cultural constraints), as well as 'text-internal factors' (such as lexico-grammatical resources and discourse patterns). He further explains that, while 'genre as a category is often identified predominantly in terms of text-external factors, style is generally defined in terms of text-internal factors,' and that the main distinction between the two is 'the degree of attention paid to text-external or text-internal features.' For Bhatia, genres are seen as forming a continuum ranging from rather 'conservative' discourse forms (such as legal documents) to more 'liberal' genres such as advertising copy and creative literature (2006, pp. 387–390). Here, Bhatia notes that:

Most professional and institutionalized genres are relatively on the more conservative side, and hence are more constrained in terms of creativity and innovation, partly because there are gate-keeping mechanisms operating in most of these socially constructed genres. (Bhatia, 2006, p. 398)

Such constraints, he adds, are particularly noticeable within the academic world, where most academics are concerned with publishing in international journals, and strive to write articles that conform to 'the expectations of Anglophone rhetorical traditions' (p. 398, see also Bhatia, this issue). One point that emerges here in relation to ESP is that Bhatia's discussion of genre in this context is primarily, if not exclusively, concerned with written genres of professional and academic discourse, rather than those of spoken communication.

Despite the rather 'conservative' nature (in the Bhatia, 2006 sense) of much academic and professional discourse, we would nevertheless argue that, in practice, the delivery and implementation of EAP and ESP programs varies substantially according to the particular context worldwide. This assertion certainly tallies with the experience of both authors of this article, who between them have a wide range of experience teaching both EAP and ESP courses at universities in Hong Kong, the United Kingdom, the United States, Denmark, Singapore, and Sweden. For example, one of the authors served as the Head of an English-language teaching center at a leading Singapore university from 2013–2019. During this time, the teaching center, which provided courses for around 10,000 students each year, underwent a detailed curriculum renewal process. As part of this, the teaching materials for such major undergraduate courses as 'Engineering Communication'

and 'Scientific Communication' were extensively revised in order to incorporate as many materials of local relevance as possible. At the written level, this typically involved examples of research articles written by local researchers, as well as authentic lab reports and research proposals. At the spoken level, this also involved the incorporation of spoken texts relevant to the local academic community, including interviews with researchers at the university in question.

Another example from the Asian context is provided by Hong Kong, where the same author was a co-investigator on a government-funded project to survey the use of language in the workplace of Hong Kong in 2012 (Bacon-Shone & Bolton, 2015). The survey covered employers and employees across five major industry sectors in Hong Kong: (i) banking and finance, (ii) hospitality, (iii) import and export, (iv) transport and logistics, and (v) retail. The findings for the study revealed a number of trends that were particularly related to the localised multilingual dynamics of Hong Kong, noting that the three most important languages in the Hong Kong workplace were Cantonese, Putonghua, and English, and that the functional load of these languages varied greatly according to context. For example, for spoken communication in Hong Kong, Cantonese was the dominant language of choice, compared to Putonghua for communicating with people from mainland China, and English as the default spoken language for international communication. Our research also found that for written communication, English was more widely used than Chinese at this time, particularly when writing emails to customers and staff, as well as for writing internal and external reports. Another particularly interesting finding was that while many employers stated that they expected a 'native-like' command of Cantonese and written Chinese, this expectation did not extend to English, where their realistic requirement was for 'effective communication' rather than a 'native' proficiency in the language (Bacon-Shone & Bolton, 2015, pp. 9–11).

The European context offers similar examples of English being localized to fit unique cultural and institutional demands and expectations. In particular, the Danish context, where one of the authors was responsible for running a university-wide English as a medium of instruction (EMI) certification programme for all newly hired teaching staff. The aim of the examinations was to ensure that all new teaching staff were not only competent in English at the C1 level according to the Common European Framework of Reference (CEFR) for languages, but that they also possessed the ability to simplify complex topics in the language for non-specialists. Such language and teaching skills were tested by asking participants to give short 20-minute teaching demonstrations in their field. Participants came from many countries within and beyond the European region, including China, India, Mexico, Nigeria, and the United States. Examinations were assessed by the author, as well as by a Danish colleague from the same university with a background in a language sciences field, and an excellent command of the English language. Although the certification programme was designed to establish transferable language credentials using the CEFR proficiency scale, in practice, the

examinations were treated as a highly localized test. That is, despite being an international university with staff and students from diverse national and linguistic backgrounds, the local evaluators would often evaluate English skills through the lens of the communicative expectations of Danish students. For example, censors would frequently overlook the phonological particularities of Danish-accented teaching staff, such as the exaggeration of monophthongs, while penalizing Italian participants for adding a schwa at the end of words. Both cases of such 'non-native' deviation did not hinder comprehension in any significant way, though the participants were evaluated differently, and again, according to Danish norms and expectations. This practice of localizing English to fit Danish demands and expectations also applied to participants from the United States, the United Kingdom, and other similar regions. Participants that spoke English as their primary L1 were not given a pass simply because of their 'native' linguistic backgrounds. That is, such participants were not exempt from taking the EMI examinations and were evaluated according to Danish norms and expectations. For instance, some American teaching staff were penalized for speaking too colloquially and quickly – communicative practices that are commonly employed in the United States – because such styles of speech deviated from the normative expectations of Danish students based on their previous exposure to English, most notably at high school.

Today, the recognition of the localized instantiation of globalized genres is hardly innovative from an ESP perspective, but is often an established practice, and one which adapts the teaching of global academic communication to the realities of the local situation. What was surprising in our review of ESP research, however, was that typically, even today, in the ESP research literature, relatively limited space is given to the detailed consideration of the localized settings of ESP practices, typically resulting in somewhat thin descriptions of the sociolinguistic settings where these investigations take place (see below). Again, this may be related to the major focus of ESP studies on written rather than spoken genres of ESP in the vast majority of studies internationally. Against this background, we decided to investigate ESP publications in the English for Specific Purposes journal in order to explore the extent to which current ESP studies have been able to accommodate localized (and WE-aware) perspectives, rather than simply maintaining a focus on more conservative and globalized genres of academic and professional communication.

The only study of legal language in our European corpus was conducted in Italy. In a mixed-methods study of the legal discourse of UK and Italian professionals, Tessuto (2011) concluded that despite the cultural differences between the United Kingdom and Italy, legal professionals in both countries follow similar rhetorical strategies. Despite this similarity, English and Italian users employ different lexico-grammatical resources when constructing legal language. These findings suggested, as noted by Tessuto, that Italian speakers of English were able to transfer their cultural and linguistic experiences over to English in positive ways.

CONCLUSION

In this article, we began our discussion by considering ESP as a discipline and world Englishes perspectives on ESP. We then proceeded to investigate ESP from a regional perspective, with particular reference to Asia and Europe, and the ways in which ESP is defined and operationalized in these regions. This was done through a literature review of articles in the journal English for Specific Purposes, with particular reference to 'Asia,' 'Europe,' and individual Asian and European societies. One key finding here was that in our combined corpus of 133 articles, the number for Asia (92) was more than twice that for Europe (41). Another important finding was that of the 133 articles that were classified as 'English for Specific Purposes' for Asia and Europe, 86 of these (65%) dealt with English for academic purposes, rather than another category of specific language use, such as business communication, workplace communication, legal language, and medical communication. We also investigated the extent to which current ESP research explicitly acknowledges the wider and narrower sociolinguistic realities of particular settings. Our scrutiny of representative articles here suggested that ESP scholars might consider incorporating much thicker sociolinguistic descriptions into their research, given the rather dramatic differences between societies in many regions, including, for example, the Asian region. Finally, we also considered the potential contributions of ESP to world Englishes, and vice versa, noting that these two sub-disciplines had much to offer each other in the way of complementary and possibly symbiotic approaches to shared areas of interest. We are confident that the synergies between world Englishes and ESP will continue to productively influence research, pedagogy, and practice in these fields in for many years to come.

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THE CRITICAL ROLE OF LEGAL ENGLISH IN INTERNATIONAL BUSINESS
DUE DILIGENCE PROCESSES

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Abstract: Legal English has become crucial in international business due diligence, especially as markets like Uzbekistan open to global investment. This specialized language enables precise communication, risk assessment, and legal compliance, helping professionals navigate complex cross-border transactions with accuracy and confidence in an increasingly interconnected business world.

Key words: Legal English, due diligence, ESP, Alternative Dispute Resolution, TOLES, investment, lawyer.

Uzbekistan is increasingly opening up to the world, becoming an attractive and potential growth market for foreign citizens and entrepreneurs. Foreign investments are being drawn in year by year, and the number of businesses involving foreign individuals and legal entities is steadily rising. As evidence of this, we can refer to the following data from the Statistics Agency under the President of the Republic of Uzbekistan.

In January-December 2024, a total of 493.7 trillion UZS was invested in fixed capital, reflecting a 127.6% increase compared to 2023[47]. Additionally, the number of business entities involving foreign individuals and legal entities has been steadily growing, reaching 15,503 as of March 1, 2025[48].

We provided the above data to highlight the rapid growth of Uzbekistan's business environment. As the market expands, the demand for Legal English, a branch of ESP (English for Specific Purposes), is also increasing. There are many reasons for this, including the fact that English is becoming the primary language of communication worldwide, with 1.5 billion speakers, according to LinkedIn. Additionally, most online databases, prestigious international journals, and nearly all international contracts and agreements are in English, making proficiency in Legal English essential for professionals.

Foreign investors typically conduct due diligence on a company before making an investment, just as entrepreneurs do before entering into a partnership or acquiring shares. Naturally, the primary and standard language in this process is English. This is because many legal documents have official English versions, and most government agencies provide an English-language version of their official websites, making it easier to gather necessary information for due diligence.

As a result, Legal English has become an essential requirement for foreign investors and entrepreneurs. In the due diligence process, it is crucial to have a strong command of English to analyze documents, understand financial and legal reports, and negotiate with international partners.

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[47] Investments(https://stat.uz/en/official-statistics/investments)
[48] Statistical Agency's report on 'Investments in Fixed Capital in the Republic of Uzbekistan' for January-December 2024. 2024 y. page 2.

Moreover, international contracts and corporate agreements are predominantly drafted in English. If an entrepreneur or lawyer struggles to understand these documents, the risk of misinterpretation or legal errors increases. Therefore, proficiency in Legal English provides a significant advantage in conducting international business and ensures that companies are legally well-protected.

Now, let's define the terms "Legal English" and "Business Due Diligence" mentioned in our article title.

Legal English refers to the specialized vocabulary and terminology used in legal writing and communication. It includes precise technical terms that are unique to the law profession. Mastering Legal English enhances a legal professional's career by improving their ability to draft contracts, write legal documents, and engage in international business communication. As a result, developing legal awareness, particularly in cross-cultural business interactions, and improving skills in contract and license drafting have become key aspirations for many in the legal field.[49]

The term "Due Diligence" has existed for centuries, but its modern meaning originates from U.S. securities law. The Securities Act of 1933 introduced it as a legal defense for brokers and underwriters, allowing them to avoid liability for misstatements if they conducted a reasonable investigation into the accuracy of securities offerings. This legal protection encouraged thorough research before making investment recommendations.

Simply put, due diligence is the process of carefully evaluating another party before entering into a business relationship by gathering information from both the party itself and independent sources. Today, it is widely used to assess the financial and legal status of business entities before contracts, acquisitions, or investments. The main types of business due diligence include legal, financial, tax, commercial, operational, and strategic due diligence.

If you are an entrepreneur, lawyer, or professional looking to conduct due diligence on a foreign company, mastering Legal English offers several advantages:

- It allows you to communicate freely with international clients and partners, making it your lingua franca in legal and business settings.
- Proficiency in Legal English reduces misunderstandings and minimizes the risk of technical errors during negotiations and legal reviews.
- For local lawyers aiming to work internationally, Legal English enhances career opportunities and boosts professional credibility.
- It helps in accurately identifying potential risks in business transactions.
- It enables you to decode hidden clauses in contracts and legal documents.
- It provides a standardized legal communication framework across different legal systems.

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[49] "FIVE REASONS WHY LEGAL ENGLISH IS SO IMPORTANT TO LEARN". Ahmed Sayed. Article. 2020. Page 1.

When discussing Legal English, it's impossible to ignore TOLES (Test of Legal English Skills). TOLES is an internationally recognized exam that assesses the legal English proficiency of lawyers, law students, and legal professionals. Unlike general English exams, TOLES focuses on practical legal vocabulary, contract drafting, and commercial legal communication. For over 20 years, TOLES has been widely recognized by law firms, businesses, and banks, as it ensures that candidates possess strong legal English skills.

TOLES is widely recognized across countries like the UK, Germany, France, Spain, the US, Canada, China, Japan, the UAE, Brazil, and South Africa, especially by international law firms, global corporations, and financial institutions. Legal professionals in contract law, arbitration, and corporate transactions find it particularly valuable. Prestigious firms like Clifford Chance, Linklaters, and Allen & Overy also acknowledge its importance.

In today's globalized business environment, Legal English plays a critical role in ensuring accuracy, clarity, and compliance in international business due diligence. As Uzbekistan opens up to foreign investment, the demand for precise legal communication has never been higher. Whether drafting contracts, conducting risk assessments, or negotiating cross-border deals, professionals must have a strong command of Legal English to navigate complex legal frameworks and avoid costly misunderstandings.

Moreover, international legal standards and agreements predominantly use English as the standard language. From mergers and acquisitions to regulatory compliance, companies must ensure their legal teams are well-equipped to understand and draft legally sound agreements. This is why Legal English proficiency is a valuable asset for professionals in law, finance, and business.

Ultimately, mastering Legal English is not just a skill—it is a necessity for conducting effective international business due diligence. It enables professionals to protect their interests, minimize risks, and engage confidently in the global market, ensuring that investments and business decisions are made with full legal awareness.

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THE IMPORTANCE OF BUSINESS ENGLISH IN THE GLOBAL MARKET

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Annotation: The article discusses the importance of Business English in the global market. Business English is a specialized part of English focused on the corporate language that is commonly used in the business world. It is part of the skill sets for the international business community.

Key words: *business English, global communication, business opportunities, career growth.*

In today's interconnected world, English plays a crucial role in any category and also in business. It is the service of communication with global clients or expanding into foreign markets. Accomplishment in Business English is vital. It enables professionals to build strong relationships, increase market opportunities, and maintain a competitive edge in the global economy.

The global market is a process of adjusting the marketing strategies of a company to adapt to other country's conditions. It is more than just selling products globally; it includes planning, positioning, and promoting them on an international scale. Global marketing adapts strategies based on the specific region a company or brand targets. We can also give the meaning of global marketing as a marketing that is established on a global level that profits from diverse global operational resemblances, opportunities, and variations that will help in meeting the global objectives of the company. Throughout the process of global marketing companies ensure that their vision is remitted over various countries by keeping their ability, knowledge, and reach. One of the most important things that companies need to focus on in global marketing is to discover their target market, different legal policies, laws, and competition associated with them in that particular country. The company would also have to take care of the religious and communal preferences associated with its target market.

How global marketing affects everyone

There are only a few major players in a particular industry that have a significant control and effects on all of us. The key players in countries have significant effect on both the business and customers at one point or another. This may act in a way that will either hurt or benefit you, therefore one should be familiar with the strategies which will help both the customers and business to adapt to these changes. Being aware of what is happening in the global market is always an advantage.

"As we take an example of the Automobile industry in India, thirty years back, the leading manufacturers in the Automobile industry were Fiat, Maruti, and Ambassador. They were dominating the market. But as time changed, companies like Toyota, Honda, BMW, and Mercedes are dominating most of the segments in the automobile industry and are the major players that have changed the game

completely. Now, as consumers, they have more options and with increased competition, they are likely to get better deals. For global marketing, even various companies planning to enter the Indian market would first consider these major players and then plan their strategies" (Chugh, 2019)" The internet has turned what used to be a controlled, one-way message into a real-time dialogue with millions" (Sacks).

The significance of Business English in the global market. There are some examples of why Business English plays a crucial role in the global market. For example, firstly Business English plays a vital role in global communication as it serves as the primary language for international trade, negotiations, and professional interactions. It takes an opportunity for companies to collaborate over borders. Expand into global markets, and maintain effective communication with foreign clients, partners, and stakeholders worldwide. Proficiency in Business English enriches clearness, decreases misunderstandings, and fosters stronger business relationships, making it essential for success in the global market. Secondly, Business English is essential for career growth, especially in a globalized job market. Strong communication skills in English help professionals secure better job opportunities, collaborate with international teams, and advance in multinational companies. It enables effective negotiation, clear presentation, and professional networking, all of which are crucial for career development. Mastering Business English also increases confidence, improves leadership abilities, and enhances the chances of promotions and higher salaries in competitive industries. Finally, Business English provides access to global business knowledge by enabling professionals to understand industry trends, research, and best practices from around the world. Most business publications, reports, and online resources are in English, making proficiency in the language essential for staying updated with market development. It also allows professionals to participate in international conferences, online courses, and networking events, expanding their expertise and career opportunities.

Business English is more than just a language- it is a powerful tool for global success. Companies and professionals who invest in Business English skills can expand their business, connect with international partners, and stay competitive in the ever-evolving global market. Mastering Business English is no longer an option but a necessity for anyone aiming to thrive in international business.

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THE ROLE OF LANGUAGE SKILLS IN EFFECTIVE BUSINESS LEADERSHIP

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Annotation: This article explores the critical role of language proficiency in successful business leadership. In an increasingly interconnected global economy, leaders who possess strong language skills—whether in their native tongue or foreign languages—gain a competitive advantage. The article highlights how multilingual leaders can enter international markets more effectively, improve communication with employees and clients, and foster cross-cultural understanding. Additionally, it emphasizes how language skills enhance decision-making, conflict resolution, and innovation by providing access to diverse perspectives. Ultimately, the article argues that language proficiency is not merely a communication tool but a strategic asset for leadership, fostering trust, adaptability, and long-term business success.

Keywords: *Language skills, business leadership, global communication, cross-cultural competence, leadership development.*

In today's globalized business environment, language skills have become a critical competency for effective leadership. Research demonstrates that multilingual leaders gain a competitive advantage by facilitating direct communication in international markets, reducing misunderstandings, and building stronger relationships with clients and employees (Neeley, 2017). Furthermore, language proficiency enhances cross-cultural competence, allowing leaders to navigate diverse business environments more effectively while fostering trust and collaboration within multinational teams (House et al., 2004). Beyond communication, strong language skills contribute to better decision-making by providing access to global market insights and fostering innovation through exposure to diverse perspectives (Dewaele & Li, 2021). As Goleman (2000) emphasizes, emotional intelligence and clear communication—key traits of successful leaders—are significantly strengthened through language mastery. Real-world examples further illustrate how multilingual leaders outperform their monolingual counterparts by adapting more swiftly to global business challenges

(Byrne, 2021). Thus, language proficiency is not merely a supplementary skill but a strategic leadership asset that drives organizational success in an interconnected world.

Language skills are essential for successful business leadership. In today's connected world, leaders who speak their own or other languages well have an advantage. This article explains why knowing languages is important for leaders.

Leaders who know foreign languages have an easier time entering international markets. They can communicate directly with customers and partners from other countries without translators. This helps avoid misunderstandings and strengthens relationships. Knowing a language also helps understand local traditions, customer preferences, and laws. This allows you to better build strategies and build trust.

Good communication is the foundation of good leadership. Leaders with strong language skills clearly explain goals and objectives, which helps avoid mistakes. When a leader speaks the language of their employees, they feel more confident and valued. This increases motivation and productivity. Knowing languages also helps resolve conflicts, negotiate, and make good presentations.

Multilingual leaders cope better in different cultures. They can communicate with people of different backgrounds, create trust and a good working atmosphere. This reduces staff turnover and helps everyone feel like an important member of the team.

In today's business, language skills are more than just speaking. They are an essential tool for success. That's why leaders should develop their language skills to be more effective. In addition, leaders who invest in language learning demonstrate adaptability and a willingness to grow, qualities that inspire their teams. When employees see their leaders making an effort to learn and use new languages, it sets a positive example and encourages a culture of continuous improvement

Language skills also enhance decision-making. Leaders who can access information in different languages gain a broader perspective on market trends, global news and industry events. This allows them to make more informed and timely decisions, giving their business a competitive edge.

Moreover, strong language skills support innovation. When leaders are able to collaborate with global teams, they gain access to a diversity of ideas and perspectives. This exchange often results in creative solutions and fresh approaches that would not have arisen in a monolingual environment

In conclusion, language skills are not just a communication tool, they are a key asset for any leader navigating the complexities of global business. By improving

their language abilities, leaders position themselves to connect with people more deeply, better understand markets, and lead with greater empathy and insight.

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