pedagogical activity, constantly develop their professional competencies, and improve the quality of education. Therefore, the widespread introduction of reflective practice in the education system is of great importance in ensuring the professional development of a modern teacher.

Conclusion. This article examines the reflective practice of teachers as an important factor in ensuring their professional development. During the study, it was found that reflection is an effective mechanism for in-depth analysis of the teacher's pedagogical activity, revision of their experience, and improvement of their professional activities. The reflective approach allows teachers to critically evaluate their lessons, make conscious pedagogical decisions, and find flexible solutions to problems in the educational process.

It has been shown that teachers who regularly use reflective practice consistently develop their professional competencies. Such teachers strive to introduce innovative methods in their work, adapt the content of education to the individual needs of students, and achieve high efficiency in the pedagogical process. Reflection develops teachers' critical thinking, professional responsibility, and self-assessment skills, creating a solid foundation for continuous professional growth.

It has also been found that the importance of reflective practice is not only evident at the individual level, but also in collective professional development. Teachers' reflective experiences are shared by colleagues discussion with strengthens pedagogical cooperation, forms a culture of experience exchange and creates a positive professional environment in the educational institution. This serves to sustainably increase the quality of education and consistently improve pedagogical activities.

In conclusion, it can be said that the widespread introduction of reflective practice in the education system is of great importance in ensuring the professional development of a modern teacher. Reflection ensures that the teacher has a conscious attitude to his/her activities, determines his/her professional goals and forms a self-development strategy. Therefore, it is advisable to improve methodological manuals, trainings and professional development programs aimed at developing the reflective competence of teachers. Future research should be directed to a deeper study of reflective practice at different stages of education and across disciplines.

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Kakhkhorova Nigina Abdivakhidovna (English teacher of Karshi State Technical University)

USING DIGITAL PLATFORMS AND ONLINE COLLABORATION TOOLS TO IMPROVE ENGLISH FOR SPECIFIC PURPOSES (ESP) SPEAKING SKILLS

Annotation. *The objective of the article is to look into how digital platforms and online collaboration tools might help ESP students strengthen their speaking skills. The research in this article will focus on using digital tools in a variety of ways, including synchronous/asynchronous mode of delivery, AI-driven tools, and collaborative use, to provide a framework for investigating the impact of these tools on the development of speaking fluency, pronunciation accuracy, interaction competence, and learner autonomy. This article presents a thorough analysis of the most recent scientific literature on digital technology and its benefits to ESP students.*

Keywords: *English for Specific Purposes (ESP), speaking skills, digital platforms, online collaboration, AI-driven learning, communicative competence, technology-enhanced language learning.*

Qahhorova Nigina Abdivaxidovna (Qarshi davlat Texnika universiteti ingliz tili o'qituvchisi)

INGLIZ TILINI MAXSUS MAQSADLAR (ESP) UCHUN O'RGANISHDA SO'ZLASHUV KO'NIKMALARINI RIVOJLANTIRISHDA RAQAMLI PLATFORMALAR VA ONLAYN HAMKORLIK VOSITALARIDAN FOYDALANISH

Annotatsiya. *Mazkur maqolaning asosiy maqsadi – ingliz tilini maxsus maqsadlar uchun (ESP) o'rga-nayotgan talabalar so'zlashuv ko'nikmalarini rivojlantirishda raqamli platformalar va onlayn hamkorlik vositalaridan foydalanish imkoniyatlarini o'rganishdan iborat. Tadqiqot doirasida sinxron va asinxron o'qitish shakllari, sun'iy intellektga asoslangan vositalar hamda onlayn hamkorlik texnologiyalaridan foydalanish orqali ushbu vositalarning nutq ravonligi, talaffuz aniqligi, interaktiv kommunikativ kompetensiya va o'quvchi mustaqilligini rivojlantirishga ta'siri tahlil qilinadi.*

Kalit so'zlar: *maxsus maqsadlar uchun ingliz tili, og'zaki nutq ko'nikmalari, raqamli platformalar, onlayn hamkorlik, sun'iy intellektga asoslangan ta'lim, kommunikativ kompetensiya, texnologiya yordamida til o'rganish.*

Каххорова Нигина Абдивахидовна (преподаватель английского языка, Каршинский государственный технический университет)

ИСПОЛЬЗОВАНИЕ ЦИФРОВЫХ ПЛАТФОРМ И ОНЛАЙН-ИНСТРУМЕНТОВ СОВМЕСТНОЙ РАБОТЫ ДЛЯ РАЗВИТИЯ НАВЫКОВ ГОВОРЕНИЯ В ОБЛАСТИ АНГЛИЙСКОГО ЯЗЫКА ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ (ESP)

Аннотация. *Цель данной статьи – изучить возможности использования цифровых платформ и онлайн-инструментов совместной работы для повышения навыков говорения у студентов, изучающих английский язык для специальных целей (ESP). Исследование сосредоточено на применении цифровых инструментов в различных форматах, включая синхронные и асинхронные режимы обучения, инструменты на основе искусственного интеллекта, а также коллективное онлайн-взаимодействие, с целью анализа их влияния на развитие беглости речи, точности произношения, интерактивной коммуникативной компетенции и автономности обучающихся.*

Ключевые слова: *английский язык для специальных целей, разговорные навыки, цифровые платформы, онлайн-сотрудничество, обучение на основе искусственного интеллекта, коммуникативная компетенция, обучение языку с использованием технологий.*

Introduction. As the workplace becomes more globalized, spoken English has become a priority skill for English for Specific Purposes (ESP) students. ESP focuses on strengthening language abilities for certain fields of study (such as medicine, engineering, commerce, or environmental science) or for specific reasons (for example, preparing students for graduate school). Because of the emphasis on reading and writing, ESP students have a wealth of theoretical information about how to use the English language; nonetheless, they frequently struggle to express themselves appropriately or professionally in the workplace. Some of the major barriers to learners' accessing opportunities to engage in oral communication in class include time constraints associated with a large number of students in the class, a lack of classroom opportunities, and the anxiety learners experience when required to speak in front of their peers. These constraints have caused a communication gap between learners' theoretical mastery of the English language and their ability to apply that knowledge professionally.

Literature Review. Research in the field of technology-enhanced language learning has consistently demonstrated that digital tools improve the development and efficacy of spoken communication skills. According to Beatty [3], using Computer-Assisted Language Learning (CALL) through digital applications enables learners to interact with and engage with a second language while also receiving real-time feedback on their oral communication skills, all of which are essential components of speaking development. A number of reports from specific English for Specific Purposes (ESP) contexts show that using digital platforms in ESP training benefits learners. For example, Kobilova [1] investigated the impact of employing synchronous platforms in the classroom, such as Zoom, to facilitate role-play and simulation activities that improved learners' speaking fluency and confidence. In addition to synchronously-based platforms, Pardayeva [2] discovered that using video-based platforms in a learning context (i.e., asynchronicity) had a positive impact on reducing learners' speaking anxiety and increasing their confidence by allowing them to rehearse and reflect on their speaking performance before speaking to their peers or the instructor.

Furthermore, AI-driven speaking applications have received increased attention in recent scholarly literature, with Gutiérrez-Porlán et al. [5] stating that AI-based assessment and feedback provide learners with unprecedented benefits in terms of pronunciation accuracy and fluency by providing individualized,

immediate feedback. Stockwell (7) claims that using mobile-assisted language learning offers numerous speaking chances, which are generally limited in traditional ESP classrooms.

Research Methodology. This study employs a qualitative research methodology grounded in an extensive review of relevant literature. Scholarly articles, peer-reviewed journal papers, academic publications, and international conference proceedings published between 2018 and 2025 were analyzed. The selection of sources was guided by the following criteria: the application of digital platforms in teaching English for Specific Purposes (ESP); the role of online and AI-powered digital tools in enhancing ESP learners' speaking skills; comparative analyses of traditional teaching methods and technology-based ESP instruction; and learners' perspectives gathered through digital surveys.

Analysis and Results. The study found that digitalized platforms improve ESP speaking development in a variety of ways. Using real-time communication channels like Zoom and Microsoft Teams, learners can engage in spontaneous speech, meaning negotiation, and professional and workplace discourse tactics [1]. These methods provide true communication accuracy and unpredictability. Learners can record, play back, and redo their spoken samples using asynchronous channels such as Flipgrid or Padlet. These aspects lessen the anxiety associated with oral presentations, promote self-monitoring, and improve pronunciation control [2]. According to survey-based research, learners who used asynchronous speaking platforms reported stronger confidence and lower anxiety levels than those who completed traditional speaking assignments in face-to-face settings. Interactive programs using artificial intelligence software, such as ELSA Speak or TalkPal AI, provide feedback on pronunciation, intonation, and fluency. Several research papers found that using AI pronunciation trainers resulted in statistically significant pronunciation improvements [5].

Conclusion/Recommendations. This study's findings have reinforced the importance of digital facilities and online collaborative tools in improving ESP students' speaking skills. With their intrinsic flexibility, learner-centeredness, and authentic communicative character, such media transcend many of the shortcomings associated with traditional ESP education methods. However, pedagogical implementation should be closely tied to the disciplines, with teacher training and widespread access to instruments. It is consequently proposed that the technology be used strategically, rather than retroactively, for those educated by the concepts.

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Mukhamadieva Sarvinoz Nurmat kizi (Samarkand state pedagogical institute, PhD student; mkhzonivras@gmail.com)

THE ROLE OF SCIENTIFIC DISCOURSE IN THE FORMATION AND DEVELOPMENT OF PHILOSOPHICAL THINKING OF YOUNG PEOPLE

Annotation. *This article explores the significance of scientific discourse as a key intellectual mechanism in the formation and development of philosophical thinking among young people in the conditions of an increasingly digitalized and information-driven society. The study emphasizes the role of scientific discourse in cultivating the ability to comprehend the underlying nature of social, cultural, and cognitive phenomena. It argues that scientific discourse functions not only as a means of knowledge transmission but also as a formative tool that enhances critical reflection, logical argumentation, and conceptual clarity. Special attention is given to its mediating role in establishing a balanced relationship between scientific rationality, secular values, and religious-educational traditions in the worldview of young people. The results of the research demonstrate that the systematic integration of scientific discourse*