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TEACHING FOREIGN LANGUAGES TO ESP STUDENTS WITH THE HELP OF NEW TECHNOLOGIES

Annotation. *The rapid development of digital technologies has significantly transformed the teaching of foreign languages, particularly within English for Specific Purposes (ESP) education. This article investigates how technology-enhanced learning environments contribute to improving professional communication skills among ESP students. The study highlights the pedagogical value of digital tools, multimedia resources, and online collaborative platforms in supporting language acquisition and learner autonomy. The results indicate that integrating new technologies increases student motivation, enhances discipline-specific vocabulary acquisition, and promotes practical communication skills relevant to professional contexts. The article provides recommendations for effective implementation of technology-based instruction in ESP education.*

Keywords: *ESP, foreign language teaching, digital technologies, technology-enhanced learning, professional communication, learner autonomy.*

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NOFILOLOG YO'NALISH TALABALARIGA XORIJIY TILLARNI YANGI TEXNOLOGIYALAR YORDAMIDA O'QITISH

Annotatsiya. *Raqamli texnologiyalarning jadal rivojlanishi xorijiy tillarni o'qitish jarayoniga, ayniqsa, nofilolog yo'nalishlarida, sezilarli ta'sir ko'rsatmoqda. Ushbu maqolada yangi texnologiyalar yordamida nofilolog yo'nalish talabalarga xorijiy tillarni o'qitishning samaradorligi tahlil qilinadi. Tadqiqotda raqamli vositalar, multimedia resurslari hamda onlayn hamkorlik platformalarining til o'rganish jarayonidagi pedagogik ahamiyati yoritiladi. Natijalar texnologiyalarga asoslangan ta'lim talabalarning o'quv motivatsiyasini oshirishini, kasbiy yo'naltirilgan lug'at boyligini rivojlantirishini va amaliy kommunikativ ko'nikmalarni shakllantirishini ko'rsatadi. Maqolada nofilolog yo'nalish ta'limida zamonaviy texnologiyalarni samarali integratsiya qilish bo'yicha amaliy tavsiyalar berilgan.*

Kalit so'zlar: *xorijiy tillarni o'qitish, raqamli texnologiyalar, texnologiyaga asoslangan ta'lim, professional kommunikatsiya, mustaqil o'rganish.*

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ОБУЧЕНИЕ ИНОСТРАННЫМ ЯЗЫКАМ СТУДЕНТОВ НЕФИЛОЛОГИЧЕСКИХ НАПРАВЛЕНИЙ С ПОМОЩЬЮ НОВЫХ ТЕХНОЛОГИЙ

Аннотация. *Бурное развитие цифровых технологий оказывает значительное влияние на процесс обучения иностранным языкам, особенно на нефилологических направлениях подготовки. В данной статье анализируется эффективность обучения иностранным языкам студентов нефилологических специальностей с использованием новых технологий. В исследовании рассматривается педагогическое значение цифровых инструментов, мультимедийных ресурсов и онлайн-платформ сотрудничества в процессе изучения языка. Результаты показывают, что обучение, основанное на технологиях, способствует повышению учебной мотивации студентов, развитию профессионально ориентированного словарного запаса и формированию практических коммуникативных навыков. В статье представлены практические рекомендации по эффективной интеграции современных технологий в образовательный процесс на нефилологических направлениях.*

Ключевые слова: *обучение иностранным языкам, цифровые технологии, обучение на основе технологий, профессиональная коммуникация, самостоятельное обучение.*

Introduction. The growing influence of globalization and technological innovation has reshaped professional communication across nearly all disciplines. As industries increasingly operate in multilingual environments, higher education institutions face the challenge of preparing graduates who can communicate effectively within their professional fields. English for Specific Purposes (ESP) has emerged as a response to this demand, focusing on developing language skills directly connected to professional and academic needs.

Unlike general English instruction, ESP teaching requires contextualized language learning, where vocabulary, communication strategies, and discourse patterns reflect real professional situations. In recent years, advances in digital technologies have created new opportunities for improving this educational process. Online platforms, virtual learning environments, and multimedia resources enable teachers to simulate authentic professional communication and provide learners with access to real-world materials.

The integration of technology into ESP instruction has shifted traditional teacher-centered approaches toward more interactive and learner-centered models. This study explores how new technologies contribute to improving foreign language learning outcomes among ESP students and examines their impact on motivation, autonomy, and professional communication competence.

Literature Review. ESP methodology is based on the principle that language learning should correspond to learners' professional needs. Scholars emphasize that effective ESP instruction requires authentic materials and practical communication tasks aligned with specific professional contexts. Over time, pedagogical research has increasingly recognized technology as a key factor supporting these objectives.

Technology-enhanced language learning (TELL) provides opportunities for flexible and personalized learning experiences. Studies show that multimedia materials improve comprehension by combining visual and auditory input, which supports deeper understanding of professional discourse. Interactive tools allow learners to practice language actively rather than passively receiving information.

Online collaborative environments, such as discussion forums and video conferencing tools, promote communication and peer interaction. These platforms simulate real professional situations where collaboration and communication are essential. Mobile learning applications also contribute to continuous learning by enabling students to practice vocabulary and grammar outside the classroom.

Researchers argue that technological tools are especially effective in ESP education because they allow access to authentic professional resources, including industry videos, technical documentation, and real case studies. Consequently, digital learning environments help bridge the gap between language learning and future professional practice.

Research Methodology. This study employed a mixed-method research design combining qualitative and quantitative approaches. Participants included university students enrolled in ESP courses across different professional disciplines.

The research process included several stages. First, theoretical and pedagogical literature was analyzed to establish the conceptual framework of technology-enhanced ESP learning. Second, digital tools were integrated into classroom teaching, including multimedia presentations, online collaboration platforms, and mobile learning applications.

Data collection methods included:

- classroom observations of technology-based lessons;
- student questionnaires evaluating motivation and learning experience;
- analysis of learning performance before and after technology integration;
- teacher reflections regarding classroom engagement and interaction.

The combination of these methods allowed for comprehensive evaluation of the effectiveness of new technologies in ESP language education.

Analysis and Results. The findings demonstrate that the use of new technologies had a positive influence on student engagement and language development. Students participating in technology-enhanced lessons showed higher motivation levels and greater participation in communicative activities compared to traditional classroom settings.

Digital materials provided authentic professional input, helping students acquire terminology relevant to their fields. Multimedia resources improved listening comprehension and supported understanding of complex professional content. Online collaborative activities encouraged communication and teamwork, which are essential competencies in professional environments.

Mobile applications played a particularly important role in supporting learner autonomy. Students reported using these tools for vocabulary practice and revision, which increased responsibility for individual

learning progress. Teachers observed that technology-based tasks helped accommodate different learning styles and created more dynamic classroom interaction.

Overall, the results confirm that integrating digital technologies into ESP teaching not only improves language competence but also strengthens professional communication skills and independent learning habits.

Conclusion and Recommendations. This study confirms that new technologies significantly enhance the effectiveness of foreign language teaching for ESP students. Technology-supported learning environments increase motivation, provide access to authentic professional materials, and promote the development of communicative competence required in modern workplaces.

Based on the findings, several recommendations can be proposed:

1. Digital technologies should be systematically integrated into ESP curriculum design.
2. Teachers should select authentic digital resources related to specific professional fields.
3. Online collaborative tools should be used to develop communication and teamwork skills.
4. Mobile learning applications should be encouraged to support continuous independent learning.

Future studies may explore the role of artificial intelligence and adaptive learning technologies in shaping the future of ESP education.

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THE INFLUENCE OF LEADERSHIP ON TEACHER MOTIVATION AND PROFESSIONAL DEVELOPMENT

Annotation. *Leadership in educational institutions plays a crucial role in shaping teacher motivation and fostering professional development. Effective leadership styles influence the working environment, teachers' psychological well-being, and their willingness to improve professional competencies. The purpose of this article is to analyze the impact of leadership approaches on teacher motivation and professional growth based on theoretical perspectives and empirical findings of prominent scholars in educational psychology and management. The study highlights that supportive, transformational, and participatory leadership styles significantly contribute to teachers' intrinsic motivation, professional satisfaction, and continuous learning. The research also emphasizes the role of leadership in creating a collaborative school culture that encourages professional development.*

Keywords: *leadership, teacher motivation, professional development, educational management, transformational leadership, teacher performance, organizational climate, school leadership.*

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RAHBARLIKNING O'QITUVCHILAR MOTIVATSIYASI VA KASBIY RIVOJLANISHIGA TA'SIRI

Annotatsiya. *Ta'lim muassasalarida rahbarlik o'qituvchilar motivatsiyasini shakllantirish hamda ularning kasbiy rivojlanishini rag'batlantirishda muhim o'rin tutadi. Samarali rahbarlik uslublari ish muhitiga, o'qituvchilarning psixologik farovonligiga va kasbiy kompetensiyalarini takomillashtirishga bo'lgan intilishiga sezilarli ta'sir ko'rsatadi. Ushbu maqolaning maqsadi ta'lim psixologiyasi va boshqaruv sohasidagi yetakchi olimlarning nazariy qarashlari hamda empirik tadqiqotlari asosida rahbarlik yondashuvlarining o'qituvchilar motivatsiyasi va kasbiy o'sishiga ta'sirini tahlil qilishdan iborat. Tadqiqot natijalari shuni ko'rsatadiki, qo'llab-quvvatlovchi, transformatsion va ishtirokchi rahbarlik uslublari o'qituvchilarning ichki motivatsiyasi, kasbiy qoniqishi va uzluksiz ta'lim olishiga sezilarli darajada ijobiy ta'sir ko'rsatadi. Shuningdek, tadqiqot rahbarlikning o'qituvchilarning kasbiy rivojlanishini rag'batlantiruvchi hamkorlikka asoslangan maktab madaniyatini shakllantirishdagi rolini ham ta'kidlaydi.*

Kalit so'zlar: *rahbarlik, o'qituvchi motivatsiyasi, kasbiy rivojlanish, ta'lim boshqaruvi, transformatsion rahbarlik, o'qituvchi faoliyati, tashkiliy muhit, maktab rahbarligi.*