- Lack of technical communication simulations.

Discussion. The findings confirm that technical students face multidimensional barriers in developing oral competence. The dominance of receptive skills in assessment systems indirectly discourages communicative practice.

Students reported higher engagement when speaking tasks were related to:

- presenting a technical project;
- explaining a diagram;
- simulating workplace communication.

This suggests that professionally oriented speaking tasks significantly increase motivation and reduce anxiety.

Pedagogical recommendations. Based on the findings, the following strategies are proposed:

1. Implementation of problem-based speaking tasks.
2. Regular mini-presentations on technical topics.
3. Pair and group discussions before whole-class speaking.
4. Integration of visual prompts (schemes, graphs, models).
5. Use of formative assessment instead of error-focused correction.

Conclusion. The study demonstrates that difficulties in teaching speaking skills to technical students stem from a combination of linguistic limitations, psychological barriers, and methodological imbalance in classroom practice. Empirical data from Karshi State Technical University indicate that interaction skills remain the weakest component of communicative competence.

The integration of professionally oriented communicative tasks significantly improves student engagement and confidence. Therefore, ESP instruction in technical universities should prioritize structured speaking practice embedded in professional scenarios.

Future research may involve experimental implementation of a speaking-oriented ESP model and comparative analysis across technical institutions in Uzbekistan.

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Matnazarov O'ktam Latipovich (Head of the Department of "Physical Culture" of the Urgench State Pedagogical Institute, Candidate of Pedagogical Sciences, Professor e-mail: mr.sport1965@mail.ru)

DEVELOPING A CULTURE OF COMMUNICATION AND COLLABORATION IN THE DIGITAL ENVIRONMENT

Annotation. *This article is devoted to examining a new stage in educational mechanisms aimed at developing social awareness, ethical relations, and collective responsibility among young people through practical programs and modules designed to foster a culture of communication and collaboration in the digital environment. The study highlights a system of practical programs that develop students' communication culture, digital ethics, and feedback culture by utilizing the interactive capabilities of the digital learning environment. These programs and modules are not solely based on technical tools, but represent pedagogical solutions focused on developing personal awareness, emotional solidarity, and social cooperation. In this regard, the practical programs developed to shape a culture of communication and collaboration in the digital environment transform education into an innovative process grounded in values, active participation, and a humanistic approach.*

Keywords: *digital communication, program, culture, education, information analysis, student.*

RAQAMLI MUHITDA MULOQOT VA HAMKORLIK MADANIYATINI RIVOJLANTIRISH

Annotatsiya. *Ushbu maqola raqamli muhitda muloqot va hamkorlik madaniyatini rivojlantirish yoshlarda ijtimoiy anglashuv, axloqiy munosabat va jamoaviy mas'uliyatni shakllantirishga qaratilgan ta'limiy mexanizmlarning yangi bosqichini o'rganishga bag'ishlangan. Bu o'rganish raqamli ta'lim muhitining interfaol imkoniyatlaridan foydalangan holda talabalarda muloqot madaniyatini, raqamli etikani va fidbek madaniyatini rivojlantiruvchi amaliy dasturlar tizimi yoritiladi. Ushbu dastur va modullar faqat texnik vositaga tayangan emas, balki shaxsiy anglashuvni, hissiy hamjihatlikni va ijtimoiy hamkorlikni rivoj-*

lantirishga qaratilgan pedagogik yechimlardir. Shu ma'noda, raqamli muhitda muloqot va hamkorlik madaniyatini shakllantirish bo'yicha ishlab chiqilgan amaliy dasturlar ta'limni qadriyatga asoslangan, faol ishtirok va insonparvar munosabatga suyangan innovatsion jarayonga aylantiradi.

Kalit so'zlar: *raqamli muloqot, dastur, madaniyat, ta'lim, axborot tahlil, talaba.*

РАЗВИТИЕ КУЛЬТУРЫ ОБЩЕНИЯ И СОТРУДНИЧЕСТВА В ЦИФРОВОЙ СРЕДЕ

Аннотация. *Данная статья посвящена изучению нового этапа образовательных механизмов, направленных на формирование у молодежи социального осознания, этических отношений и коллективной ответственности посредством практических программ и модулей по развитию культуры коммуникации и сотрудничества в цифровой среде. В исследовании раскрывается система практических программ, развивающих у студентов культуру общения, цифровую этику и культуру обратной связи с использованием интерактивных возможностей цифровой образовательной среды. Данные программы и модули опираются не только на технические средства, но представляют собой педагогические решения, направленные на развитие личностного осознания, эмоциональной солидарности и социального сотрудничества. В этом смысле практические программы, разработанные для формирования культуры коммуникации и сотрудничества в цифровой среде, превращают образование в инновационный процесс, основанный на ценностях, активном участии и гуманистическом подходе.*

Ключевые слова: *цифровая коммуникация, программа, культура, образование, анализ информации, студент.*

Introduction. The conceptual foundations of the program for fostering a culture of digital communication and collaboration define the value-oriented, humanistic, and innovative nature of modern education. This program's concept is aimed at the integrated development of students' skills in communicating within a digital environment, consciously working with information, actively participating in collaborative activities, and understanding civic responsibility. By integrating cognitive, affective, and social dimensions, it envisions transforming education from a process focused solely on knowledge transmission into one that serves the moral and ethical development of the individual. Furthermore, the program identifies information culture, digital ethics, and social solidarity as core pillars of education.

The main objectives of this program include:

– integrating cognitive, affective, and social factors to develop a culture of communication in the digital environment;

– forming students' skills in adhering to the principles of information culture and digital ethics;

– teaching the creation of shared ideas, the provision of feedback, and the conduct of discussions in a cultured manner within collective communication processes;

– strengthening skills in managing collaborative activities through digital platforms and tools;

– developing social awareness and a sense of responsibility through mentoring, facilitation, and collaborative learning;

– integrating emotional intelligence, tolerance, and ethical decision-making skills into active learning processes.

The essence of the program for fostering a culture of digital communication and collaboration is aimed at organizing the educational process in a new, humanistic, and value-oriented format, developing in students not only the ability to assimilate information but also the capacity to create meaning through communication, achieve social awareness, and effectively organize collective activities. At the center of the program is the individual's active participation in thinking, feeling, and social interaction. Unlike traditional educational models, it reinterprets education not as the "transmission of knowledge," but as a "process of shared understanding and social meaning-making."

Methodology and literature review. The key aspect defining the essence of this program is its integrative approach.Within this approach, cognitive (knowledge and analysis), affective (emotional awareness and empathy), and social (collaboration and responsibility) components function as a unified system. While working with information in the digital environment, students not only comprehend data but also discuss it with others, reanalyze it, and evaluate it from moral and social perspectives. In this process, information becomes a tool of education and forms the foundation for personal growth and social awareness.

Another important dimension of the program lies in its ethical and axiological (value-based) orientation. In the digital environment, young people develop not only communication techniques but also an understanding of their moral and ethical content. Working with information requires adherence to the principles of objectivity, integrity, respect, tolerance, and responsibility. This makes it possible to transform the digital environment from merely a technological space into a community grounded in humanistic values.

Another manifestation of the program's essence is its focus on transforming students into active subjects of the educational process. In this context, the role of the educator changes, becoming that of a facilitator and mentor who guides the communication environment, supports personal reflection through feedback, and encourages students to think independently. Students, in turn, become not passive listeners, but active communicators, creators of ideas, and individuals who foster social solidarity.

Another essential aspect of the program is the integration of education and digital culture. It brings together digital ethics, information security, media literacy, and social responsibility within a unified system. Through this integration, students acquire not only technical skills for communication in the digital environment, but also ethical and cultural preparedness. As a result, the program defines the development of a culture of digital communication and collaboration competencies as a central task of education. It fosters personal awareness, social engagement, empathy, and ethical positioning among students, and transforms the educational process into a socio-pedagogical system grounded in moral values, collective understanding, and civic culture.

Results and discussion. The principles of integrating the cognitive, affective, and social dimensions of education constitute the scientific and pedagogical foundation for fostering a culture of communication and collaboration in the digital environment. These principles are aimed not merely at transmitting knowledge, but at the harmonious development of an individual's thinking, emotional awareness, and active participation in collective interactions within the educational process. As a result of the integrative approach, communication is manifested not only as an exchange of information, but as a process of meaning-making, understanding, and the formation of social responsibility.

The cognitive dimension is a process that develops students' abilities to think, analyze, comprehend, and draw logical conclusions. It is realized through activities such as searching for, selecting, processing, and evaluating information from a scientific perspective within the digital environment. Case analyses, online simulations, and debates activate cognitive processes and foster a culture of substantiating ideas with evidence. Through this process, students do not merely receive information, but reinterpret it and transform it into social meaning.

The affective dimension determines the role of emotional awareness, empathy, and motivation in education. In the digital environment, this dimension is especially important, as communication mediated through screens requires accurate interpretation of emotions and the maintenance of respectful interaction. Through emotional intelligence, empathic listening, and emotional feedback tools (video comments, reflective chats, and virtual debates), students perceive not only information but also human emotions. This creates the conditions for an emotionally stable environment and supports communication conducted in a humanistic manner.

The social dimension ensures collective cooperation, civic responsibility, and social awareness in education. In the digital environment, this dimension is implemented through collaborative learning, facilitation, and mentoring methods. By working in online groups, students compare viewpoints, learn to reach consensus, and jointly develop solutions. In this process, skills of teamwork, responsible interaction, and collective decision-making are developed.

The integration of these three dimensions transforms the educational process into a multifaceted, active, and humanistic system. While cognitive activity encourages students to think, affective processes guide them to feel, and social activity directs them to act responsibly. As a result of this harmony, students' communication culture, social awareness, and ethical positioning are formed as a unified system. In this regard, the view of the educational psychology researcher B. Bloom remains highly relevant: "*Effective education is not only a process of knowing, but also of feeling and giving meaning to one's actions.*" In this sense, the principles of integrating cognitive, affective, and social dimensions constitute the scientific and practical foundation for the harmonious development of students' communication culture, social responsibility, and humanistic thinking in the digital environment.

The role of axiological and inclusive approaches determines the value-oriented and humanistic essence of the program for developing a culture of communication and collaboration in the digital environment. These approaches represent scientific and practical directions aimed not merely at knowledge transmission, but at shaping individuals as active, responsible, and tolerant participants in society. Through these approaches, the educational environment provides equal opportunities for every student and ensures that communication is organized on the basis of human values.

The axiological approach serves to form a system of values within the educational process. At its core are universal human values such as humanism, respect, empathy, responsibility, justice, and collective solidarity. This approach educates students not only as knowledgeable individuals, but as morally mature personalities with a clear ethical position. In the digital environment, the axiological approach requires a

value-based use of information: the social and moral impact of every piece of information is evaluated, and adherence to ethical norms becomes the foundation of communication culture. Furthermore, the axiological approach contributes to the development of civic culture, information responsibility, and social consciousness among students.

The inclusive approach, in turn, is aimed at creating a comfortable and equal-opportunity educational environment for all participants by taking into account the individual characteristics of each student. This approach ensures the principles of equality, tolerance, and mutual respect in communication and collaboration. In the digital environment, the inclusive approach is implemented through interactive platforms, asynchronous communication tools, and individualized learning scenarios. For example, the use of visual and audio materials, automated translation tools, or subtitle systems provides equal participation opportunities for students with limited abilities.

As a result of the integration of these two approaches, an educational environment emerges in which all participants feel valued, heard, and respected. In such an environment, communication acquires ethical meaning, while collaboration strengthens social awareness and civic responsibility. In this regard, researcher J. Banks notes: "*Inclusive and value-based education not only ensures equality, but also creates a culture of unity and mutual respect in society.*" The system of practical modules aimed at developing students' communication culture represents an innovative pedagogical direction focused on the harmonious formation of personal awareness, social engagement, and ethical responsibility within the digital educational environment. These modules are designed to prepare students not merely as recipients of information, but as active communicators, co-creators of shared ideas, and individuals capable of working effectively in teams. Within the modular system, theoretical knowledge is organized in close integration with practical activities, interactive exercises, facilitation processes, and reflective discussions. Through the development of thinking culture, ethical awareness, and skills of cultured communication in the digital environment, these modules ensure students' personal and social development.

The structure and content of the "*Communication Competence and Digital Ethics*" module are aimed at developing students' skills in communicating in the digital environment, analyzing information, adhering to ethical norms, and participating in collaborative interactions in a cultured manner. The main purpose of the module is to teach students to interpret communication not merely as a means of exchanging information, but as a process that creates moral and social values.

The module consists of three main blocks:

Cognitive Block–develops students' understanding of the theoretical foundations of communication, comprehension of information flows, working with sources, critical thinking, and information re-analysis skills. At this stage, students learn to express information logically, substantiate ideas with evidence, and ensure consistency of thought in communication.

Affective Block – is aimed at developing emotional awareness, empathy, and cultured interaction during the communication process. In this block, role-playing exercises, reflective discussions, and feedback activities help students manage their own emotions, listen to others, and cultivate tolerance in communication.

Ethical and Digital Ethics Block – ensures adherence to human values and ethical standards when working with information in the digital environment. In this stage, students study information security, online behavioral norms, plagiarism, and the culture of respecting sources. Additionally, issues of personal responsibility in virtual environments, information accuracy, and digital citizenship are discussed.

Conclusion. The practical program and modules for developing a culture of communication and collaboration in the digital environment have been designed as an innovative system that serves the harmonious development of personal awareness, social responsibility, and ethical conduct in the educational process. The program and modules described in the paragraph aim to develop students' skills in active communication within the digital environment, co-creating ideas in teams, analyzing their own activities through feedback, and engaging with information in a conscious and responsible manner. Unlike traditional educational models, this system places student activity at the center. The "Communication Competence and Digital Ethics" module, media literacy and feedback exercises, reflective discussions, and facilitation elements contribute to the development of students' information culture, emotional awareness, and collective responsibility. Modules that activate online collaboration and social awareness create an equitable communication environment through digital platforms, fostering shared ideas and civic consciousness. At the same time, individual development programs based on feedback and reflection, implemented through personal portfolios, online diaries, and mentoring supervision, ensure students' personal growth. The mechanisms for implementing and assessing the modules allow the evaluation of educational effectiveness based on communicative, social, technological, and ethical indicators. As a result, this

program and module system defines the development of a culture of communication and collaboration in the digital environment as a central objective of education. It serves to cultivate young people not only as knowledgeable individuals, but also as morally mature, emotionally resilient, and socially responsible personalities.

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Solomons Donovan Benedict (International Consultant to the Director of the Khorezm Regional Center for Pedagogical Skills)

THE ROLE OF EDUCATIONAL LEADERSHIP IN TEACHER PROFESSIONAL DEVELOPMENT

Annotation. *This article examines the role of educational leadership in teacher professional development from both theoretical and practical perspectives. It explores effective leadership styles, strategic management practices, and innovative approaches within educational institutions. The findings indicate that strong pedagogical leadership directly influences teacher motivation, professional competence, and overall educational quality.*

Keywords: *educational leadership, professional development, pedagogical leadership, quality of education, strategic management, innovation, teacher competence.*

Solomons Donovan Benedict (Xorazm viloyati Pedagogik mahorat markazi direktorining xalqaro maslahatchisi)

TA'LIM RAHBARLIGINING O'QITUVCHILAR KASBIY RIVOJLANISHIDAGI O'RNI

Annotatsiya. *Mazkur maqolada ta'lim rahbarligining o'qituvchilar kasbiy rivojlanishiga ta'siri ilmiy-nazariy va amaliy jihatdan tahlil qilinadi. Ta'lim muassasalarida samarali liderlik uslublari, strategik boshqaruv va innovatsion yondashuvlarning o'qituvchilarning malaka oshirish jarayonidagi ahamiyati ochib beriladi. Tadqiqot natijalari shuni ko'rsatadiki, kuchli pedagogik liderlik o'qituvchilarning motivatsiyasi, kasbiy kompetensiyasi va ta'lim sifati oshishiga bevosita ta'sir ko'rsatadi.*

Kalit so'zlar: *ta'lim rahbarligi, kasbiy rivojlanish, pedagogik liderlik, ta'lim sifati, strategik boshqaruv, innovatsiya, o'qituvchi kompetensiyasi.*

Solomons Donovan Benedict (Международный консультант директора Хорезмского регионального центра педагогического мастерства)

РОЛЬ ОБРАЗОВАТЕЛЬНОГО ЛИДЕРСТВА В ПРОФЕССИОНАЛЬНОМ РАЗВИТИИ УЧИТЕЛЕЙ

Аннотация. *В статье анализируется влияние образовательного лидерства на профессиональное развитие учителей с теоретической и практической точек зрения. Рассматриваются эффективные стили управления, стратегическое руководство и инновационные подходы в образовательных учреждениях. Результаты исследования показывают, что сильное педагогическое лидерство напрямую влияет на мотивацию, профессиональную компетентность учителей и повышение качества образования.*

Ключевые слова: *образовательное лидерство, профессиональное развитие, педагогический менеджмент, качество образования, стратегическое управление, инновации, компетентность учителя.*

Introduction. In the contemporary educational landscape, teacher professional development has become one of the most decisive factors influencing the overall quality of education. Rapid globalization, technological advancement, and the shift toward knowledge-based economies require teachers to continuously update their competencies, pedagogical strategies, and professional knowledge. However,