ISSN 2010-6246

ILM SARCHASHMALARI

ILMIY-NAZARIY, METODIK JURNAL

Science Top Sources

Scientific-theoretical, methodical journal

2025.5/1

www.ilmsarchashmalari.uz

O‘ZBEKISTON RESPUBLIKASI OLIY TA’LIM, FAN VA INNOVATSIYALAR VAZIRLIGI

ABU RAYHON BERUNIY NOMIDAGI URGANCH DAVLAT UNIVERSITETI

ILM SARCHASHMALARI

Jurnal O‘zbekiston Respublikasi Oliy ta’lim, fan va innovatsiyalar vazirligi huzuridagi Oliy attestatsiya komissiyasining FILOLOGIYA, FALSAFA, FIZIKA-MATEMATIKA hamda PEDAGOGIKA fanlari bo‘yicha doktorlik dissertatsiyalari asosiy ilmiy natijalarini chop etish tavsiya etilgan ilmiy nashrdir.

5/1-son (may 2025)

Ilmiy-nazariy, metodik jurnal
2001-yildan nashr qilina boshlagan

Urganch – 2025

Hodiyeva Yulduz Yunusovna (NDPU Ingliz tili va adabiyoti yo'nalishi doktoranti; hodiyeva14@gmail.com)

TANQIDIY FIKRLASHNI RIVOJLANTIRISH UCHUN SCAMPER TEXNOLOGIYASIDAN FOYDALANISH

Annotatsiya. *Ushbu maqola SCAMPER texnologiyasining til o'rganishni yaxshilashda, ayniqsa, filologik bo'lmagan fakultet talabalari uchun chet tillari darslari kontekstida qanday qo'llanilishi mumkinligini tahlil qiladi. Bu maqola SCAMPERni til ta'limida qo'llashning afzalliklari va potensial kamchiliklarini ko'rsatadi va ushbu ijodiy muammoni hal qilish vositasini qanday qilib talabalarning strategik kompetensiyasini rivojlantirishda qo'llash mumkinligi haqida fikrlar beradi. Ushbu maqola til o'rganuvchi talabalarda strategik kompetensiyani rivojlantirishning ahamiyatini ta'kidlaydi, bu til ta'limida muhim e'tiborga aylangan. Ushbu rivojlanish talabalar uchun murakkab lingvistik vaziyatlarni yanada ishonch bilan boshqarish va o'z sohalarida muvaffaqiyat qozonish uchun zarurdir. Strategik kompetensiya turli kontekstlarda tilni samarali va to'g'ri ishlatish qobiliyatin hamda potensial muloqot muammolarini yengishni anglatadi.*

Kalit so'zlar: *SCAMPER texnologiyasi, usul, ESL o'rganish, til o'qitish, metodologiya, dars rejalashtirish, protsedura, strategik kompetensiya, murakkab lingvistik vaziyatlar, muloqot, innovatsion, faraz, ilhom, soddalashtirish.*

Ходиева Юлдуз Юнусовна (докторант НГПУ; кафедра английского языка и литературы)

ИСПОЛЬЗОВАНИЕ ТЕХНОЛОГИИ SCAMPER ДЛЯ РАЗВИТИЯ КРИТИЧЕСКОГО МЫШЛЕНИЯ

Аннотация. *В этой статье анализируется, как технология SCAMPER может быть применена для улучшения изучения языка, особенно в контексте уроков иностранных языков для студентов нефилологических факультетов. В данной статье показаны преимущества и потенциальные недостатки применения SCAMPER в языковом образовании и представлены идеи о том, как этот креативный инструмент решения проблем можно использовать для развития стратегической компетенции студентов. В этой статье подчеркивается важность развития стратегических компетенций у изучающих язык, что стало важным направлением в изучении языка. Это развитие важно для того, чтобы учащиеся могли более уверенно справляться со сложными языковыми ситуациями и добиваться успеха в своих областях. Под стратегической компетенцией понимается способность эффективно и правильно использовать язык в различных контекстах, преодолевая потенциальные коммуникативные проблемы.*

Ключевые слова: *технология SCAMPER, обучение английскому языку, преподавание иностранных языков, методология, планирование уроков, методика, стратегическая компетенция, сложные языковые ситуации, коммуникация, инновации, гипотеза, вдохновение, упрощение.*

Khodiyeva Yulduz Yunusovna (NSPU, Doctorate student of English language and literature department)

USING SCAMPER TECHNOLOGY FOR DEVELOPING CRITICAL THINKING

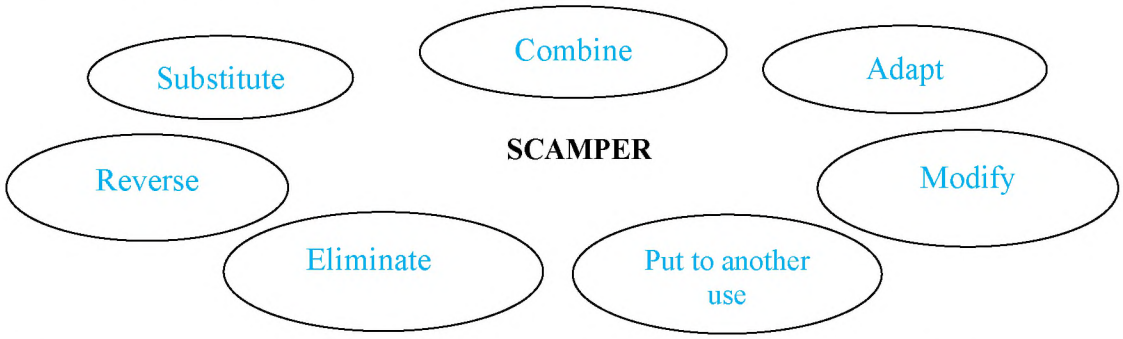
Annotation. *Current article presents an analysis of how SCAMPER technology can be used to enhance language learning, particularly in the context of foreign language lessons for students in non-philological departments. It outlines the advantages and probable drawbacks for applying SCAMPER in education, and offers insights in how this creative problem-solving tool can be incorporated to help students increase strategic competence. The article highlights importance of developing* ***strategic competence*** *in language learners which has become a crucial focus in language education. This development is necessary for students to navigate complex linguistic situations with greater confidence and to succeed in their respective fields. Strategic competence refers to the ability to use language effectively and appropriately in various contexts, overcoming potential communication challenges.*

Keywords: *SCAMPER technology, methods, ESL learning, language teaching, methodology, procedure, strategic competence, complex linguistic situations, communication, innovative, assumption, inspiration, streamline.*

Introduction. The world is developing significantly and has become into an enormous system that interconnected with the help of the Internet. Due to the fact that globalization is reaching its peak, it is vivid that English language currently is believed to be the dominant medium of communication. Consequently, the need for English speakers are also becoming immensely large. Moreover, learning the foreign language, especially English, is not an easy endeavor to attain: it requires great comprehension skills. Therefore, the need for a quick acquisition of the language leads to countless issues appearing in front of all teachers and scholars around the world. In the teaching and learningprocess of any language, it is crucial to deal with

modern and effective approaches to motivate and make learners captivated in the procedure and become curious in the subject. As a result of continuous methodological work being compiled by researchers and teachers around the world, a number of teaching strategies and methods are intensifying significantly. These approaches have been highly developed to increase the concepts that are being taught by showing the direction for working out students' creativity and critical thinking.

SCAMPER is a technique to enhance ability to solve problems creatively and develop students' critical thinking that stands for:



It is typically used to spark new viewpoints and approaches by challenging existing assumptions and thinking patterns. In fact that it was first introduced by Alex Osborn in the 1950s, the very same person who gave us **brainstorming**. He said: "It's a great tool for *solving problems*, *generating new ideas*, and *sparking innovation*" [1].

The SCAMPER is a structured approach not only to **solve problems** but also to **produce ideas**. It involves a set of seven techniques that can be applied to existing products, processes, or ideas to foster new and innovative solutions. Each letter in the word "SCAMPER" represents an altered technique [2].

S	*Substitute*	In problem-solving, substitute one approach with a different perspective. What happens if you swap a traditional method for a new or unconventional one? In this case you could substitute a traditional material with a more modern alternative.
C	*Combine*	Can you combine two unrelated ideas to develop a unique solution? For instance, combining tech and education might lead to new digital learning tools.
A	*Adapt*	It means to take inventiveness from one context and implement it to another. If a strategy works in one area, how can it be modified for a new problem or situation? It contributes to flexible thinking and adaptability.
M	*Modify*	It involves adjusting, expanding, or shrinking certain elements of an idea to improve it. This helps refine critical thinking by focusing on the details.
P	*Put to another use*	This technique looks at how something can be used in an entirely different circumstances. This step encourages flexibility in thought and finding new applications for existing resources.
E	*Eliminate*	Identifies parts of the idea or solution that can be removed without sacrificing its effectiveness. This helps in prioritizing what is essential, helping to develop clearer and more focused thinking.
R	*Reverse*	Challenges the status quo by inverting assumptions or processes. This encourages looking at problems from a completely different angle, promoting more diverse thinking

When to use the scamper. The SCAMPER is an adjustable implement that can be used in a **variety of situations**.

▪**Process development.** SCAMPER is used to generate new ideas for teaching and learning process, improve existing materials, or create variations of a product.

▪**Effective teaching.** Apply the technique to develop creative teaching materials, design new aids, or rebrand a handout or a poster.

▪**Problem-solving.** To find innovative solutions to complex problems or challenges SCAMPER can be chosen as an essential way of approach.

▪**Creative writing.** Apply the SCAMPER to spark new ideas in your writing, develop interesting characters, or create captivating storylines. It also helps students to imagine any kind of heroes by mixing two or more characters from the reading passage they have already read.

▪**Process improvement.** Use the technique to optimize and streamline existing processes, identify inefficiencies, and generate new ways of working. In this case the students should also be somehow inventtive.

▪**Education.** Incorporate the SCAMPER technique into your teaching to encourage creative thinking and problem-solving skills in your students (see also: team building for students).

In general, the SCAMPER is most effective when you are looking to manage new ideas, improve existing solutions, or break out of a creative crater. It can be used both **individually and in a group setting**, making it a valuable tool for personal and professional development.[5]

6 tips for using the scamper.

1. Understand the problem. Before applying the SCAMPER method, make sure you have a clear understanding of the problem you are trying to solve. This will help you choose the most appropriate technique and focus your efforts.

2. Use multiple techniques. Don't limit yourself to just one technique. Experiment with multiple SCAMPER methods to uncover a wide range of ideas and possibilities.

3. Take your time. Creativity can't be rushed. Give yourself and your team enough time to explore ideas thoroughly and let the creative process unfold.

4. Keep an open mind. The SCAMPER method is all about thinking creatively and breaking out of conventional thought patterns. Keep an open mind and be willing to explore unconventional ideas.

5. Seek feedback: Share your ideas with others and seek feedback. The input of your colleagues or peers can help you refine your ideas and identify the most promising solutions.

6. Document your ideas. Keep a record of the ideas you generate. This will allow you to review and revisit them later, and it may also inspire new ideas in the future [3].

How SCAMPER Develops Critical Thinking:

1. **Promotes Flexibility.** By encouraging individuals to look at problems from multitude of angles, SCAMPER develops the ability to think beyond fixed patterns and explore a range of potential solutions.

2. **Fosters Creativity.** Each SCAMPER step challenges the thinker to break out of traditional approach and create new ideas, which improves creative problem-solving skills.

3. **Enhances Decision-Making.** By evaluating various alternatives (through substitution, modification, etc.), individuals refine their ability to weigh different options and make more informed, thoughtful decisions.

4. **Increases Problem-Solving Ability.** SCAMPER's focus on breaking down and re-imagining elements of a problem encourages deeper analysis, improving critical problem-solving skills.

5. **Encourages Open-Mindedness.** SCAMPER helps to remove biases and assumptions, encouraging the thinker to remain open to new possibilities and diverse perspectives.

6. **Supports Adaptation.** By applying SCAMPER, individuals learn to adapt their ideas to different contexts and challenges, fostering resilience and adaptive thinking [4]. SCAMPER is a powerful tool for developing critical thinking because it continuously pushes individuals to evaluate, reconsider, and enhance their thought processes. This helps in making better decisions, creating innovative solutions, and thinking more flexibly and creatively.

1. **Conclusion.** The article concludes by discussing whether the implementation of SCAMPER technology should be pursued in language education for non-philological students. While it acknowledges the challenges, it also highlights the potential benefits, particularly in fostering critical thinking and strategic competence, which are key for success in foreign language communication. Ultimately, SCAMPER offers a dynamic and adaptable approach to language teaching that can help students improve their skills and gain greater confidence in their ability to navigate complex linguistic and cultural situations.In essence, SCAMPER is not just a tool for creative thinking, but a method that can strengthen a student's language proficiency and strategic competence in diverse, real-world contexts.

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Irbutaeva Nigora Dilshodovna (assistant of Samarkand State Medical University),
Makhmudova Asal Malikovna (Student, Samarkand State Medical University),
Normamatova Maftuna Fozilovna (Student, Samarkand State Medical University)

STUDYING MEDICAL TERMS BY NON-RUSSIAN-SPEAKING STUDENTS IN RUSSIAN LANGUAGE CLASSES AT MEDICAL UNIVERSITIES

Annotation. *This article examines approaches to teaching non-Russian-speaking medical students the basics of medical terminology, with particular attention paid to the role of the Russian language as a means of developing professional competence. It examines the various approaches used in teaching, using interactive methods, visual materials and practical exercises to help students learn complex terms and concepts more successfully. Difficulties students face when learning medical terms and recommendations for overcoming them. In the context of globalization of modern medical education, where clarity of communication is of crucial importance, knowledge of medical terminology is becoming a prerequisite for successful professional activity of a future medical worker.*

Key words: *Russian language, study, medical terminology, efficiency, words, difficulties, students*

Irbutayeva Nigora Dilshodovna (Samarqand davlat Tibbiyot universiteti assistenti),
Maxmudova Asal Malikovna (Samarqand davlat Tibbiyot universiteti talabasi),
Normamatova Maftuna Fozilovna (Samarqand davlat Tibbiyot universiteti talabasi)

TIBBIYOT UNIVERSITETLARIDA RUS TILI DARSLARIDA TIBBIYOT TERMINOLOGIYASINI RUS BO‘LMAGAN TALABALAR TOMONIDAN O‘RGANILISHI

Annotasiya. *Ushbu maqola rus tilida so‘zlashmaydigan tibbiyot talabalariga tibbiy terminologiya asoslarini o'rgatish yondashuvlarini ko‘rib chiqadi, bunda rus tilining kasbiy kompetensiyani rivojlantirish vositasi sifatidagi roliga alohida e'tibor beriladi. Unda o‘quvchilarning murakkab atama va tushunchalarni muvaffaqiyatli o‘zlashtirishlariga yordam beradigan interfaol usullar, ko‘rgazmali materiallar va amaliy mashg‘ulotlardan foydalangan holda o‘qitishda qo‘llaniladigan turli yondashuvlar ko‘rib chiqiladi. Tibbiy atamalarni o‘rganishda talabalar duch keladigan qiyinchiliklar va ularni bartaraf etish bo‘yicha tavsiyalar. Muloqotning ravshanligi hal qiluvchi ahamiyatga ega bo‘lgan zamonaviy tibbiy ta’limning globallashuvi sharoitida tibbiy terminologiyani bilish bo‘lajak tibbiyot xodimining muvaffaqiyatli kasbiy faoliyatining zaruriy shartiga aylanmoqda.*

Kalit so‘zlar: *rus tili, o‘rganish, tibbiy terminologiya, samaradorlik, so‘zlar, qiyinchiliklar, talabala.r*

Ирбутаева Нигора Дилшодовна (ассистент Самаркандского государственного медицинского университета),
Махмудова Асал Маликовна (студентка Самаркандского государственного медицинского университета),
Нормаматова Мафтуна Фозиловна (студентка Самаркандского государственного медицинского университета)

ИЗУЧЕНИЕ МЕДИЦИНСКИХ ТЕРМИНОВ НЕРУССКОГОВОРЯЩИМИ СТУДЕНТАМИ НА ЗАНЯТИЯХ ПО РУССКОМУ ЯЗЫКУ В МЕДИЦИНСКИХ ВУЗах

Аннотация. *В данной статье рассматриваются подходы, обучающие нерусскоговорящих студентов медицинских вузов основам медицинской терминологии, где особое внимание занимает роль русского языка как средство формирования профессиональной компетенции. В ней анализируются различные пути, применяемые в преподавании, использование интерактивных методов, визуальных материалов и практических упражнений, которые способствуют более успешному усвоению сложных терминов и понятий. Трудности, с которыми сталкиваются студенты при изучении медицинских терминов, и предлагаются рекомендации по их преодолению. В условиях глобализации современного медицинского образования, где ясность коммуникации имеют решающее значение, владение медицинской терминологией становится необходимым условием для успешной профессиональной деятельности будущего медицинского работника.*

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