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*

into educational environments contributes to the sustainable development of philosophical thinking, intellectual independence, and analytical competence. These findings highlight the practical relevance of scientific discourse as a methodological foundation for improving contemporary educational models oriented toward holistic personal and cognitive development.

Keywords: *youth, philosophical thinking, scientific discourse, critical thinking, worldview, education, intellectual development.*

Muxamadiyeva Sarvinoz Nurmat qizi (Samarqand davlat Pedagogika instituti tayanch doktoranti; mkhzonivras@gmail.com)

YOSHLARNING FALSAFIY TAFAKKURINI SHAKLLANTIRISH VA RIVOJLANTIRISHDA SOG'LOM ILMIY DISKURSNING O'RNI

Annotatsiya. *Ushbu ilmiy maqolada tezkor sur'atlar bilan axborotlashib borayotgan jamiyatda sodir bo'layotgan narsa,voqea, hodisa va jarayonlarning asl mohiyatini bilishda yoshlarning falsafiy tafakkurini shakllantirish va rivojlantirishning optimal variantlarini topishda ilmiy diskurslardan foydalanishni yo'lga qo'yish dolzarb masalalardan biri sanaladi. Shu sababli maqolada ilmiy diskurs tanqidiy fikrlash, mantiqiy tahlil va dunyoqarashini shakllantiruvchi muhim intellektual omillardan biri ekanligi ilmiy jihatdan asoslanib, uning falsafiy tafakkur qilishning o'ziga xos alohida metodlaridan biri sifatida yoshlarning ilmiy dunyoviy va diniy-ma'rifiy dunyoqarashlarini uyg'un rivojlantirishdagi o'rni ochib berilgan. Olingan tadqiqotlar natijalari ilmiy diskursni ta'lim-tarbiya jarayoniga samarali integratsiya qilish omillaridan biri sifatida yoshlarning falsafiy tafakkurini har tomonlama yuksaltirishga xizmat qilishi bayon etilgan.*

Kalit so'zlar: *yoshlar, falsafiy tafakkur, ilmiy diskurs, tanqidiy fikrlash, dunyoqarash, ta'lim, intellektual rivojlanish.*

Мухамадиева Сарвиноз Нурмат кизи (Самаркандский государственный педагогический институт; базовый докторант; mkhzonivras@gmail.com)

РОЛЬ ЗДОРОВОГО НАУЧНОГО ДИСКУРСА В ФОРМИРОВАНИИ И РАЗВИТИИ ФИЛОСОФСКОГО МЫШЛЕНИЯ МОЛОДЁЖИ

Аннотация. *В данной научной статье рассматривается один из актуальных вопросов – использование научных дискурсов для поиска оптимальных вариантов формирования и развития философского мышления молодежи с целью понимания истинной сущности вещей, событий, явлений и процессов, происходящих в быстро информатизирующемся обществе. Таким образом, в статье научно обосновывается, что научный дискурс является одним из важных интеллектуальных факторов формирования критического мышления, логического анализа и мировоззрения, и раскрывается его роль в гармоничном развитии научного, светского и религиозно-просветительского мировоззрения молодежи как одного из специфических методов философского мышления. Результаты исследования показывают, что полученные данные служат для всестороннего совершенствования философского мышления молодежи как одного из факторов эффективной интеграции научного дискурса в образовательный процесс.*

Ключевые слова: *молодежь, философское мышление, научный дискурс, критическое мышление, мировоззрение, образование, интеллектуальное развитие.*

Introduction. From the earliest stages of human civilization, individuals and communities have continuously sought ways to satisfy both material and spiritual needs through communication, reflection, and collective reasoning. It is within this process of dialogue and intellectual exchange that the dynamic relationship between the individual and the surrounding world has been formed and progressively developed. These interactions have played a fundamental role in shaping society as an integrated social system.

The contemporary stage of global development, characterized by rapid digitalization and the expansion of information technologies, imposes unprecedented intellectual demands on young people. In the context of globalization, the transformation of socio-economic, political-legal, and cultural-educational processes requires not only professional competence but also advanced reflective, analytical, and critical capacities. In this regard, philosophical thinking represents a central component of intellectual culture, enabling young people to interpret social reality critically, evaluate values, and formulate reasoned judgments.

Philosophical thinking is not an innate cognitive ability but rather a socially conditioned form of consciousness that develops through education, intellectual dialogue, and systematic engagement with knowledge. One of the most effective mechanisms for fostering this mode of thinking is scientific discourse.

Scientific discourse constitutes a rational form of communication grounded in argumentation, evidence, and critical evaluation, in which knowledge is actively constructed rather than passively transmitted.

Despite the growing emphasis on critical thinking in contemporary educational systems, the specific role of scientific discourse in shaping philosophical thinking among young people remains insufficiently explored. Existing studies have primarily focused on the development of technical and cognitive skills, often overlooking the deeper philosophical dimensions of intellectual formation. This article aims to address this gap by examining the theoretical foundations and practical significance of scientific discourse in the formation and development of philosophical thinking among youth.

Analysis of the Literature. The concept of discourse has been interpreted in various ways across different academic traditions. According to G.Savonarola, the term "discourse" originates from the Latin *discurrere*, meaning discussion, negotiation, or debate, and initially referred to extended speech that often deviated from the main topic during the Renaissance period [1]. B.Cavalcanti later emphasized that discourse represents public speech aligned with the nature of social reality [2]. Although the concept initially carried negative connotations in early Italian intellectual traditions, it gradually evolved into a core element of rhetorical theory, shaping new standards of structured communication. As noted by P. Ricoeur, classical rhetorical components such as *inventio*, *dispositio*, and *elocutio* contributed to the transformation of discourse into a systematic form of expression [3].

By the twentieth century, discourse theory had developed into several influential schools of thought. The German tradition, represented by J.Habermas, conceptualized discourse within the framework of communicative action, emphasizing ethical norms, rational dialogue, and consensus-building processes [4]. In contrast, the French school of discourse analysis, associated with M. Foucault, connected discourse to power relations, ideology, and institutional structures, highlighting its role in shaping social knowledge and authority [5].

The interdisciplinary expansion of discourse studies is reflected in the works of I.T.Kasavin and V. V. Maroshi, who demonstrated the integration of discourse theory into psychology, sociology, cultural studies, and education [6]. Central Asian philosophical heritage also contains valuable insights into the significance of discourse. Abu Nasr al-Farabi emphasized the transformative power of speech in cultivating human virtues and intellectual development [7]. Similarly, Burhoniddin Marginoni and Alisher Navoi highlighted the ethical and educational value of knowledge-oriented dialogue and meaningful communication [8].

In modern philosophy, Jürgen Habermas provided a comprehensive theoretical framework for discourse as a normative form of communication based on equality, non-coercion, and rational justification [9]. According to this perspective, truth is not treated as a pre-existing absolute entity but as a socially constructed outcome of rational dialogue. This approach offers a methodological foundation for fostering pluralism and mutual understanding within diverse societies.

The literature analysis indicates two dominant interpretations of discourse: the first views discourse as any form of communicative practice, including verbal and non-verbal interaction; the second limits discourse to structured, logically organized, and conceptually formalized forms of communication. Both approaches contribute to understanding discourse as a multidimensional social and philosophical phenomenon.

Research Methodology. The study employed a combination of qualitative and theoretical research methods, including:

– systematic analysis to examine philosophical thinking and scientific discourse as interconnected components of intellectual development;

– historical-logical analysis to trace the evolution of discourse theory and its educational implications;

– comparative analysis to contrast classical and contemporary interpretations of discourse;

– content analysis of philosophical texts, academic publications, and educational materials;

– inductive and deductive reasoning to formulate general theoretical conclusions.

This methodological framework enabled a comprehensive examination of discourse as a philosophical and educational phenomenon.

Analysis and Results. Discourse is a complex and multifaceted concept whose interpretation depends on the theoretical perspective employed. Contemporary scholarship offers more than thirty definitions of discourse. T. van Dijk defines discourse as a communicative event, while P.Ricoeur conceptualizes it as a structured sequence of meaningful utterances [10]. P.Ulrich views discourse as a

method of producing socially recognized knowledge and interpreting political processes [11]. L.Phillips and M.Jorgensen describe discourse as a dynamic social practice that constructs identities and social realities through language use [12].

Russian scholars have further elaborated the conceptual dimensions of discourse. E.A.Krotkov and T.V.Nosova define discourse as a form of verbal cognitive activity shaped by linguistic and sociocultural norms [13]. V.G.Borbotko emphasizes discourse as a speech-thinking process that organizes complex linguistic structures [15], while I.Ukhvanova-Shmigova highlights its genre-specific and communicative features [16].

From a philosophical perspective, discourse is not merely a linguistic phenomenon but a socially embedded practice with political, moral, and ideological implications. Scientific discourse, in particular, is characterized by specialization, methodological rigor, and genre diversity. It operates through various forms of academic communication, including research publications, lectures, debates, and public scientific outreach.

Scientific discourse follows a structured logic that includes problem identification, theoretical modeling, hypothesis formulation, methodological justification, data interpretation, and public presentation of research results. These elements collectively create favorable conditions for the development of philosophical thinking, as they promote analytical reasoning, reflective judgment, and intellectual responsibility.

Empirical observations indicate that educational environments that prioritize dialogical and research-oriented scientific discourse foster higher levels of cognitive engagement, critical reflection, and conceptual understanding among students. Such environments encourage active participation and independent thinking.

As emphasized by the President of Uzbekistan, Sh.M.Mirziyoyev, social development requires open dialogue, pluralism of ideas, and shared national values [17]. From this perspective, the institutionalization of scientific discourse among youth serves as an important mechanism for promoting intellectual unity and social responsibility.

Conclusions and Recommendations. Based on the findings of this study, several key conclusions can be drawn.

First, scientific discourse plays a crucial role in developing logical and analytical thinking skills among young people. Participation in academic dialogue requires coherent reasoning, structured argumentation, and evidence-based justification, all of which constitute essential elements of philosophical thinking.

Second, scientific discourse strengthens critical thinking abilities by encouraging young people to reconsider assumptions, engage with alternative perspectives, and refine their intellectual positions. This process contributes to the formation of independent and reflective personalities.

Third, scientific discourse supports the development of an integrated worldview that combines scientific rationality with secular and ethical values. Through discourse, abstract philosophical concepts become practical cognitive tools for understanding social reality.

It is therefore recommended that educational institutions systematically integrate discourse-based learning models, debate platforms, and research-oriented teaching methods in order to enhance the philosophical and intellectual development of youth.

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Shoimova Feruza Isoqovna (JSPU Filology faculty Romanic-Germanic languages Department's associate professor)

AI-BASED ASSESSMENT SYSTEMS IN ELIMINATING GENDER AND ETHNIC BIAS: THE CASE OF UZBEKISTAN UNIVERSITIES

Annotation. *Artificial intelligence (AI) based assessment systems are widely used in education, but gender and ethnic biases can undermine fairness. This article analyzes biases in AI assessment at Uzbekistan universities and proposes fair algorithms. The study is based on surveys and AI model analyses, with results indicating gender and ethnic bias. Recommendations are provided considering ethics and local context.*

Keywords: *AI assessment, gender bias, ethnic bias, fair algorithms, Uzbekistan universities, AI ethics, educational fairness.*

Shoimova Feruza Isoqovna (Jizzax davlat Pedagogika universiteti Filologiya fakulteti "Roman-german tillari" kafedrasi dotsenti v.b.)

SUN'IY INTELLEKT ASOSIDAGI BAHOLASH TIZIMLARIDA GENDER VA ETNIK TARAFKASHLIKNI BARTARAF ETISH: O'ZBEKISTON UNIVERSITETLARI MISOLIDA

Annotatsiya. *Sun'iy intellekt (AI) asosidagi baholash tizimlari ta'limda keng qo'llanilmoqda, ammo gender va etnik tarafkashliklar adolatni buzishi mumkin. Ushbu maqola O'zbekiston universitetlarida AI baholashidagi tarafkashliklarni tahlil qiladi va adolatli algoritmlarni taklif etadi. Tadqiqot so'rovlar va AI modellari tahliliga asoslangan bo'lib, natijalar gender va etnik biasni ko'rsatadi. Takliflar etika va mahalliy kontekstni hisobga olgan holda berilgan.*

Kalit so'zlar: *AI baholash, gender tarafkashligi, etnik tarafkashligi, adolatli algoritmlar, O'zbekiston universitetlari, AI etikasi, ta'lim adolati.*

Шоимова Феруза Исоковна (Джизакский государственный педагогический университет, Филологический факультет "Кафедра романско-германских языков", доцент кафедры

СИСТЕМЫ ОЦЕНКИ НА ОСНОВЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В УСТРАНЕНИИ ГЕНДЕРНОГО И ЭТНИЧЕСКОГО ПРЕДВЗЯТИЯ: СЛУЧАЙ УНИВЕРСИТЕТОВ УЗБЕКИСТАНА

Аннотация. *Системы оценки на основе искусственного интеллекта (ИИ) широко используются в образовании, но гендерные и этнические предвзятости могут подрывать справедливость. В этой статье анализируются предвзятости в оценке ИИ в университетах Узбекистана и предлагаются справедливые алгоритмы. Исследование основано на опросах и анализе моделей ИИ, результаты которого указывают на гендерные и этнические предвзятости. Рекомендации предоставлены с учетом этики и местного контекста.*

Ключевые слова: *оценка ИИ, гендерная предвзятость, этническая предвзятость, справедливые алгоритмы, университеты Узбекистана, этика ИИ, справедливость в образовании.*

Introduction. Artificial intelligence (AI) enhances efficiency in the education sector by automating assessment processes. For example, AI systems quickly evaluate student work and provide individual feedback. However, gender (male-female) and ethnic (national) biases in AI algorithms can exist, disrupting fairness and exacerbating inequalities in education. This issue is new in the field of ethics, particularly unexplored in local contexts like Uzbekistan.