SUN'IY INTELLEKT VOSITALARI YORDAMIDA TALABALARNING CHET TILIDA YOZMA NUTQ KOMPETENSIYASINI RIVOJLANTIRISH

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Annotatsiya. Tezisda generativ sun'iy intellekt vositalarini chet tili ta'limiga pedagogik asoslangan holda integratsiyalash orqali talabalarning yozma nutq kompetensiyasini rivojlantirish imkoniyatlari va cheklovlari ko'rib chiqiladi.

Kalit so'zlar: sun'iy intellekt, yozma nutq kompetensiyasi, jarayonga yo'naltirilgan yozuv, qayta aloqa, akademik halollik, raqamli pedagogika.

Dolzarblik. Raqamli ta'lim muhitida yozma nutq kompetensiyasi talabaning akademik va kasbiy muvaffaqiyatini belgilovchi asosiy ko'nikmalardan biriga aylanmoqda. Shu bilan birga, chet tili mashg'ulotlarida yozma ishlarni tekshirish va har bir talabaga individual qayta aloqa berish o'qituvchidan katta vaqt talab etadi, natijada talabalar ko'pincha o'z xatolari ustida tizimli ishlash imkoniyatidan mahrum bo'ladi. So'nggi yillarda keng tarqalgan generativ sun'iy intellekt (SI) vositalari bu muammoni hal qilishda yangi imkoniyatlar ochmoqda. O'zbekiston Respublikasi Prezidentining 2024-yil 14-oktabrdagi PQ-358-son qarori bilan tasdiqlangan 2030-yilgacha sun'iy intellekt texnologiyalarini rivojlantirish strategiyasi ham ta'lim sohasida SI texnologiyalarini joriy etishni nazarda tutadi.

Maqsad - SI vositalarini jarayonga yo'naltirilgan yozuv (process writing) metodikasiga integratsiyalash orqali talabalarning chet tilida yozma nutq kompetensiyasini rivojlantirish modelini asoslash.

Asosiy qism. K. Haylend ta'kidlaganidek, yozma nutq — bu yakuniy mahsulot emas, balki rejalashtirish, qoralama yozish, qayta ko'rib chiqish va tahrir qilishdan iborat jarayondir [1]. SI vositalari aynan shu jarayonning har bir bosqichida "yordamchi hamkor" rolini bajarishi mumkin. R. Godvin-Jons SI asosidagi yozuv yordamchilarini o'qituvchi rahbarligida qo'llash talabaning mustaqilligini oshirishini, biroq ularni tanqidiy baholash ko'nikmasini ham talab etishini qayd etadi [2].

Biz taklif etayotgan model to'rt bosqichdan iborat:

1. **G'oya va reja (pre-writing).** Talaba SI vositasidan mavzu bo'yicha savollar, dalillar va reja variantlarini so'raydi, so'ng ulardan o'zi tanlab, mustaqil reja tuzadi. Matn yozish SI'ga topshirilmaydi.
2. **Birinchi qoralama.** Talaba matnni mustaqil yozadi; bu bosqichda SI qo'llanilmaydi, bu talabaning haqiqiy darajasini aniqlash imkonini beradi.
3. **SI bilan qayta aloqa va tahrir.** Talaba SI'dan matnini tuzatib bermaslikni, balki xatolarni turi bo'yicha (grammatika, leksika, kogeziya, uslub) izohlab berishni so'raydi va tuzatishlarni o'zi kiritadi. Barcha o'zgarishlar "tahrir kundaligi"da qayd etiladi.

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4. **Refleksiya va o'qituvchi bahosi.** O'qituvchi qoralama, yakuniy matn va tahrir kundaligini birgalikda baholaydi, talaba esa takrorlanuvchi xatolari va o'rgangan yangi strukturalari haqida qisqa refleksiya yozadi.

Modelning afzalliklari: individual va tezkor qayta aloqa ta'minlanadi; talabaning lingvistik ongliligi (language awareness) oshadi; o'qituvchi vaqti mazmun, argumentatsiya va kommunikativ maqsad kabi yuqori darajadagi jihatlarga qaratiladi. Shu bilan birga, E. Kasnechi va hammualliflari ta'kidlaganidek, SI'dan foydalanishda akademik halollik, ortiqcha qaramlik va SI tomonidan noto'g'ri ma'lumot berilishi xavflari mavjud [3]. YUNESKO ham ta'limda generativ SI'dan foydalanishda inson nazorati va yoshga mos qo'llash tamoyillariga rioya qilishni tavsiya etadi [4]. Shu sababli modelda SI faqat qayta aloqa beruvchi vosita sifatida belgilanadi, birinchi qoralama esa mustaqil yoziladi va jarayon to'liq hujjatlashtiriladi.

Generativ SI vositalari jarayonga yo'naltirilgan yozuv metodikasi doirasida aniq qoidalar asosida qo'llanilganda talabalarning chet tilida yozma nutq kompetensiyasini rivojlantirishning samarali omiliga aylanadi. Buning uchun o'qituvchilarning SI savodxonligini oshirish, OTMlarda SI'dan foydalanish bo'yicha akademik siyosatni ishlab chiqish va baholash mezonlariga yozish jarayonini (faqat natijani emas) kiritish maqsadga muvofiq.

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