



ISSN: 3060-4613



MAKTABGACHA  
VA MAKTAB  
TA'LIMI VAZIRLIGI



O'zbekiston  
Milliy Pedagogika  
Universiteti



№4(2)  
2026

- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

# M

# AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



# MAKTABGACHA VA MAKTAB TA'LIMI



Elektron nashr. 210 sahifa,  
13-aprel, 2026-yil.

## **BOSH MUHARRIR:**

Karimova E'zoza Gapijanovna – O'zbekiston Respublikasi Maktabgacha va maktab ta'limi vaziri

## **BOSH MUHARRIR O'RINBOSARI:**

Ibragimova Gulsanam Ne'matovna – Pedagogika fanlari doktori, professor

## **TAHRIRIYAT KENGASHI A'ZOLARI**

Ibragimov X.I. – pedagogika fanlari doktori, akademik  
Shoumarov G'.B. – psixologiya fanlari doktori, akademik  
Qirg'izboyev A.K. – Tarix fanlari doktori, professor  
Jamoldinova O.R. – pedagogika fanlari doktori, professor  
Sharipov Sh.S. – pedagogika fanlari doktori, professor  
Shermuhhammadov B.Sh. – pedagogika fanlari doktori, professor  
Ma'murov B.B. – pedagogika fanlari doktori, professor  
Madraximova F.R. – pedagogika fanlari doktori, professor  
Kalonov M.B. – iqtisodiyot fanlari doktori, professor  
Nabiyev D.X. – iqtisodiyot fanlari doktori, professor  
Qo'ldoshev Q. M. – iqtisodiyot fanlari doktori, professor  
Ikramxanova F.I. – filologiya fanlari doktori, professor  
Ismagilova F.S. – psixologiya fanlari doktori, professor (Rossiya)  
Stoyuxina N.Yu. – psixologiya fanlari nomzodi, dotsent (Rossiya)  
Magauova A.S. – pedagogika fanlari doktori, professor (Qozog'iston)  
Rejep O'zyurek – psixologiya fanlari doktori, professor (Turkiya)  
Wookyu Cha – Koreya milliy ta'lim universiteti rektori (Koreya)  
Polonnikov A.A. – psixologiya fanlari nomzodi, dotsent (Belarus)  
Mizayeva F. O. – Pedagogika fanlari doktori, dotsent  
Baybayeva M.X. – pedagogika fanlari doktori, professor  
Muxsiyeva A.T. – pedagogika fanlari doktori, professor  
Aliyev B. – falsafa fanlari doktori, professor  
Abdullayeva N. Sh. – Pedagogika fanlari doktori (DSc), professor  
Doniyorov S. M. – “Yangi O'zbekiston” va “Pravda Vostoka” gazetalari tahririyati DM bosh muharriri, O'zbekiston Respublikasida xizmat ko'rsatgan jurnalist, filologiya fanlari bo'yicha falsafa doktori (PhD), dotsent  
G'afurov D. O. – falsafa fanlari doktori (PhD)  
Shomurodov R.T. – iqtisodiyot fanlari nomzodi (PhD), dotsent  
Mirzayeva F. O. – pedagogika fanlari doktori (DSc), dotsent  
Jalilova S.X. – psixologiya fanlari nomzodi (PhD), dotsent  
Bafayev M.M. – psixologiya fanlari bo'yicha falsafa doktori (PhD), dotsent  
Usmonova D.I. – Samarqand iqtisodiyot va servis institute dotsenti  
Saifnazarov I. – falsafa fanlari doktori, professor  
Nematov Sh.E. – pedagogika fanlari nomzodi (PhD)  
Tillashayxova X.A. – psixologiya fanlari nomzodi (PhD), dotsent  
Yuldasheva F.I. – pedagogika fanlari bo'yicha falsafa doktori (PhD), dotsent  
Yuldasheva D.B. – filologiya fanlari bo'yicha falsafa (PhD) doktori, dotsent  
Tangriyev A. T. – Toshkent davlat iqtisodiyot universiteti kafedra professori  
Ashurov R. R. – psixologiya fanlari bo'yicha falsafa doktori (PhD), dotsent  
Panjiyev M. A. – Qashqadaryo viloyati Maktabgacha va maktab ta'limi boshqarmasi boshlig'ining birinchi o'rinbosari  
Xudayberganov N. A. – Xorazm Ma'mun akademiyasi Tabiiy fanlar bo'limining katta ilmiy xodimi, biologiya fanlari bo'yicha falsafa doktori (PhD)  
Vaxobov Anvar Abdusattor o'g'li – Pedagogika fanlari bo'yicha falsafa doktori, dotsent

**Muassis:** “Tadbirkor va ishbilarmon” MChJ

**Hamkorlarimiz:** O'zbekiston Respublikasi Maktabgacha va maktab ta'limi vazirligi, O'zbekiston milliy pedagogika universiteti

#### EDITOR-IN-CHIEF:

Karimova E'zoza Gapirzhanovna – Minister of Perschool and School Education of the Republic of Uzbekistan

#### DEPUTY EDITOR-IN-CHIEF:

Ibragimova Gulsanam Ne'matovna – Doctor of Pedagogical Sciences, Professor

#### EDITORIAL BOARD MEMBERS:

**Ibragimov X.I. – Doctor of Pedagogical Sciences, Academician**

**Shoumarov G. B. – Doctor of Psychological Sciences, Academician**

**Qirg'izboyev A. K. – Doctor of Historical Sciences, Professor**

**Jamoldinova O.R. – Doctor of Pedagogical Sciences, Professor**

**Sharipov Sh.S. – Doctor of Pedagogical Sciences, Professor**

**Shermuhhammadov B.Sh. – Doctor of Pedagogical Sciences, Professor**

**Ma'murov B.B. – Doctor of Pedagogical Sciences, Professor**

**Madraximova F.R. – Doctor of Pedagogical Sciences, Professor**

**Kalonov M.B. – Doctor of Economic Sciences, Professor**

**Nabiyev D.X. – Doctor of Economic Sciences, Professor**

**Koldoshev K. M. – Doctor of Economic Sciences, Professor**

**Ikramxanova F.I. – Doctor of Philological Sciences, Professor**

**Ismagilova F.S. – Doctor of Psychological Sciences, Professor (Russia)**

**Stoyuxina N.Yu. – Candidate of Psychological Sciences (PhD), Associate Professor (Russia)**

**Magauova A.S. – Doctor of Pedagogical Sciences, Professor (Kazakhstan)**

**Rejep O'zyurek – Doctor of Psychological Sciences, Professor (Turkey)**

**Wookyu Cha – President of the National University of Education, Korea (South Korea)**

**Polonnikov A.A. – Candidate of Psychological Sciences (PhD), Associate Professor (Belarus)**

**Mizayeva F. O. – Doctor of Pedagogical Sciences, Professor**

**Baybayeva M.X. – Doctor of Pedagogical Sciences, Professor**

**Muxsiyeva A.T. – Doctor of Pedagogical Sciences, Professor**

**Aliyev B. – Doctor of philosophy, professor**

**Abdullayeva N. Sh. – Doctor of Pedagogical Sciences (DSc), Professor**

**Doniyorov S. M. – Editor-in-Chief of the DM Editorial Office of the newspapers “Yangi O'zbekiston” and “Pravda Vostoka”, Honored Journalist of the Republic of Uzbekistan, Doctor of Philosophy (PhD) in Philology, Associate Professor**

**Gafurov D. O. – Doctor of Philosophy (PhD)**

**Shomurodov R.T. – Candidate of Economic Sciences (PhD), Associate Professor**

**Mirzayeva F. O. – Doctor of Pedagogical Sciences (DSc), Associate Professor**

**Jalilova S.X. – Candidate of Psychological Sciences (PhD), Associate Professor**

**Bafayev M.M. – Doctor of Philosophy in Psychological Sciences (PhD), Associate Professor**

**Usmonova D.I. – Associate Professor, Samarkand Institute of Economics and Service**

**Saifnazarov I. – Doctor of philosophy, professor**

**Nematov Sh.E. – Candidate of Pedagogical Sciences (PhD)**

**Tillashayxova X.A. – Candidate of Psychological Sciences (PhD), Associate Professor**

**Yuldasheva F.I. – Doctor of Philosophy in Pedagogical Sciences (PhD), Associate Professor**

**Yuldasheva D.B. – Doctor of Philosophy (PhD) in Philological Sciences, Associate Professor**

**Tangriyev A.T. – is a professor of Tashkent State University of Economics**

**Ashurov R. R. – Doctor of Philosophy (PhD) in Psychology, Associate Professor**

**Panjiyev M. A. – First Deputy Head of the Department of Preschool and School Education of the Kashkadarya Region**

**Khudaiberganov N. A. – Senior Researcher of the Department of Natural Sciences of the Khorezm Mamun**

**Academy, Doctor of Philosophy (PhD) in Biological Sciences**

**Vakhobov Anvar Abdusattor oglu – Doctor of Philosophy in Pedagogical Sciences, Associate Professor**

“Maktabgacha va maktab ta'limi” jurnali O'zbekiston Respublikasi Oliy attestatsiya komissiyasining quyidagi qarorlariga asosan pedagogika va psixologiya fanlari bo'yicha falsafa doktori (PhD) hamda fan doktori (DSc) ilmiy darajasiga talabgorlarning dissertatsiyalaridagi asosiy ilmiy natijalarni chop etish uchun milliy ilmiy nashrlar ro'yxatiga kiritilgan:

Pedagogika fanlari bo'yicha: OAK Kengashi tavsiyasi (26.08.2024-y., №11-05-4381/01) asosida:

- Ekspert kengashi (29.10.2024-y., №10)
- Rayosat qarori (31.10.2024-y., №363/5)

Psixologiya fanlari bo'yicha: Toshkent davlat pedagogika universiteti murojaatiga asosan OAK tavsiyasi (24.04.2025-y., №11-05-2566/01):

- Ekspert kengashi (25.05.2025-y., №10)
- Rayosat qarori (08.05.2025-y., №370/5)

“Maktabgacha va maktab ta'limi”  
jurnali

26.09.2023-yildan

O'zbekiston Respublikasi Prezidenti  
Administratsiyasi huzuridagi Axborot  
va ommaviy kommunikatsiyalar  
agentligi tomonidan **№C-5669363**  
reyestr raqami tartibi bo'yicha  
ro'yxatdan o'tkazilgan.

Litsenziya raqami: **№136361**

# MUNDARIJA

Alohida ehtiyojga muhtoj bolalarga matematika darslarida integratsion yondashuvni amalga oshirish .....	10
<a href="#">Mamadjanova Ma'muraxon Kadirjanovna</a>	
O'quvchilarda raqamli madaniyatni shakllantirishning nazariy asoslari.....	13
<a href="#">Boltayeva Go'zal Komilovna</a>	
Inkluziv ta'lim sharoitida o'qituvchilarning metodik tayyorgarligini aniqlash metodologiyasi .....	21
<a href="#">D. Sh. Jo'rayeva, J. A. Jovliyev</a>	
Bolalarda leksik-grammatik nutq kamchiliklarini bartaraf etishda kontekstli texnologiyalardan foydalanish .....	25
<a href="#">Abdullayeva Yoqutjon Qalandar qizi</a>	
Boshlang'ich sinf o'quvchilarining kognitiv qobiliyatlarini rivojlantirish metodikasi .....	30
<a href="#">Abduvaliyeva Sabina Kurbonali qizi</a>	
O'g'il bolalarni oilaviy munosabatlarga tayyorlashning pedagogik-psixologik asoslari.....	35
<a href="#">Aripov Shokirjon Olimovich, Raxmatillayeva Sug'diyona Muhammadjon qizi</a>	
Pedagogik intuitsiyani rivojlantirishga yo'naltirilgan zamonaviy metodikalar .....	39
<a href="#">Axmedov Jaloliddin Oribovich</a>	
The Impact of AI-Generated English Learning Materials Based on Uzbek Rural Life on the Learning Motivation of Rural Students.....	42
<a href="#">Baxramova Malika Muzaffarovna</a>	
Raqamli kutubxonalarda sun'iy intellekt imkoniyatlaridan foydalanish texnologiyalari va imkoniyatlari .....	47
<a href="#">Choriyeva Zarina Anvarbek qizi</a>	
Boshlang'ich sinf o'quvchilarida orfografik savodxonlikni shakllantirishning nazariy-pedagogik asoslari ...	50
<a href="#">D. Teshaboyev, M. Sotvoldiyeva</a>	
Oliy ta'limda tblt metodik modeli asosida baholash tizimini takomillashtirish .....	53
<a href="#">Djurayeva Nargiza Kudratillayevna</a>	
Yangi O'zbekiston ta'lim tizimida pedagogik etikaning rivojida xorijiy mamlakatlar tajribasi.....	59
<a href="#">Dushayeva Nazokat Sharofiddinovna</a>	
Uilyam Shekspir tragediyalarining o'zbek adabiyotidagi o'rni.....	62
<a href="#">Ergasheva Mehriyona</a>	
Qizlarning oilaviy kompetensiyasi uchun ijodiy pedagogika: Koreya dizayn ta'limi modelini O'zbekiston kontekstiga moslash.....	65
<a href="#">G'ayratova Mohidil Zafar qizi</a>	
Jismoniy tarbiya darslarida va darsdan tashqari mashg'ulotlarda umumrivojlantiruvchi mashqlardan foydalanish metodikasi .....	69
<a href="#">Maksetova Nurjamal Kuatovna</a>	
Integrativ ta'lim muhitida bo'lajak surdopedagoglarning metodik kompetensiyalarini shakllantirish .....	72
<a href="#">Malikova Xurshida Ikramovna</a>	
Boshlang'ich sinf o'quvchilarda ko'p uchraydigan tovush talaffuzi kamchiliklari va ularni bartaraf etishda lopedik usullar.....	75
<a href="#">Moxirabonu G'aniyeva Adxam qizi</a>	
Talabalarga an'anaviy xonandalik ijrochiligini o'rgatishning pedagogik yondashuvlari.....	78
<a href="#">Muxammadova Ozoda Muzrabovna</a>	
Hayotiy sifat tushunchasini psixologik mazmuni.....	82
<a href="#">N. G. Pulatova</a>	
Inklyuziv ta'lim sharoitida alohida ehtiyojlarga ega o'quvchilarni qo'llab-quvvatlashning kompleks yondashuvlari .....	85
<a href="#">Nazarova Dildora Asatovna, Abdurashidova Feruza Qaxramonovna</a>	
Inklyuziv ta'lim tizimida o'qituvchining ko'p qirrali pedagogik faoliyati va uning nazariy asoslari .....	89
<a href="#">Nazarova Dildora Asatovna, Axmedova Aziza Temurovna</a>	



Xo'ja ahmad Yassaviy e'tiqod tarbiyasi haqida.....	93
<i>Norova Sevara Uyg'un qizi</i>	
Matritsa va uning determinanti mavzusini o'qitish orqali bo'lajak iqtisodchilarning analitik tafakkurini rivojlantirish texnologiyalari.....	97
<i>Nuriddinov Jalolxon Tursunboy o'g'li, Otaboyev Muxsinjon Muqimjonovich</i>	
Odam anatomiyasi darslarida interfaol va multimedia vositalaridan foydalanish yo'llari.....	104
<i>Nurmatov Norqobil Jo'rayevich, Qo'chqorova Moxira Dilmurod qizi, Boxodirova Nilufar Ikrom qizi</i>	
AQSh ta'lim tizimining o'ziga xos jihatlari va bugungi kundagi rivojlanishi.....	110
<i>Orishev Jamshid Bahodirovich</i>	
Boshlang'ich sinf ona tili darslarida nutqiy kompetensiyalarini shakllantirishda xorijiy ta'limi tajribalari.....	116
<i>Pardayeva Gulbahor Jalg'ashovna</i>	
Kreativ ta'lim texnologiyalarining pedagogik mohiyati.....	119
<i>Sariboyev Nurali Abdunazarovich</i>	
Shaxsga yo'naltirilgan ta'limning zamonaviy pedagogik tizimdagi o'rni.....	122
<i>Siddiqov Azamat Muhammadjon o'g'li</i>	
Konstruktiv yondashuv asosida boshlang'ich sinf o'quvchilarida 4K ko'nikmalarini rivojlantirish metodikasi.....	126
<i>Sobirova Sarvinoz Quvondiqovna</i>	
Criteria of Scientific Activity Implementation of Physical Culture Education Students.....	133
<i>Sapayev Ruzmat Radjapovich</i>	
O'smir yoshdagi o'quvchilarning ma'naviy ehtiyojlarini shakllantirishning nazariy asoslari.....	136
<i>Tilovova Qizlarxon Ishpulat qizi</i>	
PIRLS tadqiqotida so'rovnomalarning qamrov doirasida maktab muhiti.....	141
<i>To'qliyeva Matluba Boqiyevna</i>	
Onlayn til o'rganish platformalarining esl o'quvchilarining og'zaki nutq ishonchi (speaking confidence) ga ta'siri.....	146
<i>Tojiboyeva Shohistaxon, Omonova Nargiza</i>	
Katta maktabgacha yoshdagi bolalarda dialogik nutqni rivojlantirishda kommunikativ o'yinlarning ahamiyati.....	151
<i>Toshpo'latova Sevinch O'ral qizi</i>	
Maktab o'quvchilarining jismoniy sifatlarini tarbiyalashning samarali uslublari.....	155
<i>Turdiyev Azam Xasanovich</i>	
O'quvchilarda tayanch kompetensiyalarni rivojlantirishda xalqaro baholash tizimini tatbiq etish imkoniyatlari.....	158
<i>Turobov Mamarajab Sodiq o'g'li</i>	
Maktabgacha ta'limda ijodiy va mantiqiy fikrlashni rivojlantirish.....	163
<i>Umirzoqova Surayyo Xudoyberdiyevna</i>	
Talabalarda perspektiv tasvir bajarishga oid ko'nikmani shakllantirishda CAD dasturlaridan amaliy foydalanish imkoniyatlari.....	165
<i>Valiyev A'zamjon Nematovich, Toxirov Sardorbek Muzaffar o'g'li</i>	
Duduqlanishni bartaraf etishda qo'llaniladigan usullar va vositalar.....	173
<i>Xasanova Barnoxon Abdusattor qizi</i>	
Boshlang'ich sinf ona tili darslarida o'quvchilarning yozma nutqini rivojlantirish usullari.....	176
<i>Xudoyberdiyeva Dildora Nazarjon qizi, Mambetova Lobar Mirzavali qizi</i>	
Duduqlanishga ega bolalar nutqini rivojlantirishda kompleks korreksion ishlar tizimi.....	179
<i>Xusanova Nozimaxon Zuxriddin qizi</i>	
Sirdaryo viloyatida tabiat va mehnat jarayonlarining tasviriy san'at orqali estetik va ekologik ifodasi.....	182
<i>Yorlaqova Malika Ahmad qizi</i>	
The Relevance of Artificial Intelligence in Teaching the English Language.....	186
<i>Yusupova Gulnoza Mirzoyevna</i>	
Umumta'lim maktabida boshlang'ich sinf o'quvchilarida kuzatiladigan nutq xususiyatlari.....	189
<i>Zairova Nigora</i>	



Teatr texnologiyalarini maktabgacha ta'limga integratsiya qilishning pedagogik shartlari .....	193
<i>Abdullayeva Aziza Abdurazzoq qizi, Salimova Dilmira Farxodovna</i>	
Педагогические технологии совершенствования физических качеств как основы здорового образа жизни .....	197
<i>Журабаев Абдукарим Маматкулович</i>	
Формирование духовно-нравственной компетентности будущих учителей как педагогическая проблема .....	200
<i>Зокиржонova Ф. Р., Рихситиллаева Д. Р., Меликузиева Ш. А.</i>	
Межкультурный диалог как инструмент воспитания гармоничной личности в школе .....	203
<i>Махмудхожаев Ориф Бахтиёрович</i>	
Talaba yoshlarining ma'naviy madaniyatini rivojlantirishda zamonaviy yondashuvlar .....	205
<i>Xojametov Ajiniyaz Andriyanovich</i>	
Методика формирования познавательных интересов у младших школьников в процессе выполнения творческих заданий на уроках русского языка .....	207
<i>Юлдашева Тахмина Бону Гайратовна</i>	

# THE IMPACT OF AI-GENERATED ENGLISH LEARNING MATERIALS BASED ON UZBEK RURAL LIFE ON THE LEARNING MOTIVATION OF RURAL STUDENTS

**Baxramova Malika Muzaffarovna**

Urganch davlat pedagogika instituti  
Filologiya fakulteti Xorijiy filologiya kafedrası  
Xorijiy til va adabiyoti: ingliz tili yo'nalishi talabasi

**Abstract:** This article analyzes the impact of English language learning materials developed with artificial intelligence and adapted to Uzbek rural life on the learning motivation of rural students. The relevance of the study lies in the fact that, in rural areas, teaching materials often do not fully correspond to students' daily life, social environment, and cultural experience, which may reduce learning effectiveness. The aim of the study is to determine the influence of culturally adapted AI-based materials on students' interest, engagement, and learning motivation. The research methods include descriptive analysis, experimental study, questionnaires, and pedagogical observation. The results indicate that the use of such materials increases students' interest in lessons, participation, and confidence in expressing themselves in English.

**Key words:** artificial intelligence, English language teaching, rural students, learning motivation, cultural adaptation, local context, AI materials, rural education, learner engagement.

**Annotatsiya:** Mazkur maqolada o'zbek qishloq hayoti asosida yaratilgan sun'iy intellektga asoslangan ingliz tili o'quv materiallarining qishloq o'quvchilari o'quv motivatsiyasiga ta'siri tahlil qilingan. Tadqiqotning dolzarbligi shundaki, qishloq hududlarida ingliz tilini o'qitishda o'quv materiallari o'quvchilarning kundalik hayoti, ijtimoiy muhiti va madaniy tajribasiga har doim ham mos kelavermaydi, bu esa ta'lim samaradorligini pasaytirishi mumkin. Tadqiqotning maqsadi mahalliy madaniy kontekstga moslashtirilgan AI asosidagi materiallarning o'quvchilarning darsga qiziqishi, faolligi va o'quv motivatsiyasiga ta'sirini aniqlashdan iborat. Tadqiqotda tavsifiy tahlil, tajriba-sinov, so'rovnoma va pedagogik kuzatuv usullaridan foydalanildi. Natijalar shuni ko'rsatdiki, mazkur materiallar qo'llanilgandan so'ng o'quvchilarning darsga qiziqishi, faolligi va ingliz tilida fikr bildirishga bo'lgan ishonchi oshgan.

**Kalit so'zlar:** sun'iy intellekt, ingliz tili ta'limi, qishloq o'quvchilari, o'quv motivatsiyasi, madaniy moslashtirish, mahalliy kontekst, AI materiallari, qishloq ta'limi, o'quv faolligi.

**Аннотация:** В статье проанализировано влияние учебных материалов по английскому языку, созданных на основе искусственного интеллекта и адаптированных к узбекской сельской жизни, на учебную мотивацию сельских учащихся. Актуальность исследования обусловлена тем, что в сельских условиях учебные материалы не всегда соответствуют повседневной жизни, социальной среде и культурному опыту учащихся, что может снижать эффективность обучения. Целью исследования является определение влияния культурно адаптированных AI-материалов на интерес учащихся к занятиям, их активность и учебную мотивацию. В исследовании использованы методы описательного анализа, экспериментального исследования, анкетирования и педагогического наблюдения. Результаты показали повышение интереса учащихся к урокам, их активности и уверенности в использовании английского языка.

**Ключевые слова:** искусственный интеллект, обучение английскому языку, сельские учащиеся, учебная мотивация, культурная адаптация, локальный контекст, AI-материалы, сельское образование, учебная активность.

## INTRODUCTION

Today, the issue of taking regional and social differences into account in English language teaching is becoming increasingly important. In particular, English lessons for rural students are often organized in a way that is far removed from their daily experience, living environment, and cultural perceptions. As a result, the learning material appears unfamiliar to students, their level of comprehension decreases, and their interest in the lesson weakens. In rural educational settings, limited resources, insufficient access to modern technolo-



gies, and the weak connection between lesson content and local life are identified as some of the main factors hindering the effective acquisition of English <sup>[1]</sup>.

From this perspective, the use of artificial intelligence technologies creates new opportunities in English language teaching. With the help of artificial intelligence, learning materials can be adapted to the learner's age, language background, interests, living environment, and cultural experience. In particular, AI-generated materials based on Uzbek rural life, national traditions, family relations, neighborhood culture, farming activities, market communication, and everyday situations present English in a way that is closer and more understandable for students. Recent studies emphasize that AI tools can enhance learners' participation, motivation, confidence, and practical language skills in English language education<sup>[2]</sup>.

This article examines the role of culturally adaptive AI-based English learning materials for rural students in the educational process. The main focus of the study is on creating lesson tasks adapted to the local context with the help of AI, analyzing how such materials are received by students, and identifying their impact on learners' motivation. The relevance of the topic lies in the fact that modern education requires not only the integration of technology, but also its alignment with the learner's social and cultural environment.

## LITERATURE REVIEW

In studies devoted to the issue of teaching English in rural areas, problems related to the educational environment are first of all highlighted separately. Candrawati and Purbani, having analyzed scholarly works on teaching English in rural settings, emphasize that such factors as the lack of learning resources, weak school infrastructure, insufficient teaching tools, the predominance of teacher-centered lessons, the heavy workload of teachers, and the low motivation of learners negatively affect the quality of education <sup>[3]</sup>.

A number of scholars have also expressed important views on the necessity of integrating local cultural context into English language education. Ismiyani shows that including local values and elements of "local wisdom" in English learning materials increases students' interest in lessons, helps them perceive the content more closely, and at the same time contributes to preserving national identity <sup>[4]</sup>.

In the same direction, Ottu notes that ready-made texts with external and unfamiliar content often distance learners from their own cultural environment, whereas materials closer to local life create a natural connection between the learner and the lesson content <sup>[5]</sup>. These views indicate that cultural appropriateness in teaching English has not only an educational but also a didactic significance.

Regarding the role of artificial intelligence tools in English language education, the systematic review conducted by Du and Daniel shows that AI-based chatbots and digital conversational agents can enhance learners' participation, motivation, confidence, and practical speaking skills <sup>[6]</sup>.

They especially evaluate such aspects as providing immediate responses to learners, creating opportunities for repeated practice, and artificially revitalizing the language environment as important advantages. This approach is also significant for learners in rural areas, because natural English-speaking environments and additional resources are often limited there.

Speaking about adaptive learning systems, Na and Hegelheimer emphasize that artificial intelligence makes it possible to adapt learning materials to the learner's needs, pace, and level of preparedness <sup>[7]</sup>. In their view, in such systems content, pace, and feedback change according to individual characteristics, and as a result the learner becomes more active and independent. From this perspective, culturally adaptive AI materials create a twofold advantage for rural learners. On the one hand, the material becomes closer to their living environment and everyday experience. On the other hand, the form of tasks is adjusted to their level of knowledge.

Thus, the existing literature review shows that the problems of teaching English in rural education, materials based on local culture, and the possibilities of teaching through artificial intelligence have been studied separately. However, the issue of the impact of AI-based English materials adapted to the local cultural context on the motivation of rural learners has not yet been sufficiently explored. The present study is aimed precisely at filling this gap.

## RESEARCH METHODOLOGY

This study was designed as a small scale experimental investigation aimed at identifying the effect of culturally adapted AI based English language materials on the learning motivation of students in a rural area. Both descriptive and experimental methods were used together in the study. The purpose of selecting this approach was to make it possible to compare changes in students' interest in lessons, participation, and attitudes toward learning English before and after the experiment. Previous research has also noted that artificial intelligence tools in English language education can contribute to increasing learners' engagement, motivation, and confidence <sup>[8]</sup>. In addition, adaptive learning systems are significant because they allow instructional materials to be adjusted to the learner's needs, level of preparedness, and pace of learning <sup>[9]</sup>.

The research participants were selected from students studying at a general secondary school located in a rural area. One group consisting of 20–30 students took part in the study. The use of a single group made the process of obtaining and analyzing the results simpler. During the experimental process, students were not given ordinary English materials with general content. Instead, they were provided with tasks developed through AI on the basis of Uzbek rural life, family life, the neighborhood environment, agricultural work, the market, national dishes, traditions, and everyday communication situations. Artificial intelligence was used in creating the materials, and texts, dialogues, short question and answer tasks, vocabulary exercises, and situational activities were adapted to the local context.

The study was carried out in several stages. In the first stage, a preliminary questionnaire was conducted in order to determine the students' level of motivation toward English. The questionnaire consisted of 10 questions and assessed students' interest in English lessons, active participation in class, willingness to complete tasks, confidence in speaking English, and readiness to master new topics. The questions were designed in a simple and understandable form, and responses were collected either as "yes," "partly," and "no," or according to a 5 point rating scale. In the second stage, culturally adapted materials created through AI were introduced into the teaching process over a period of 3–4 weeks. This type of task was used twice a week. In the third stage, after the experiment was completed, the same final questionnaire was administered again, and the initial and final results were compared with each other.

Questionnaires, pedagogical observation, and the outcomes of classroom activities were used as data collection tools. The questionnaire served as the main measurement instrument. Pedagogical observation was applied to identify students' classroom participation, willingness to answer questions, speed in completing tasks, and attempts to engage in communication in English. During the observation process, the teacher kept brief notes for each lesson. When necessary, short oral comments were also collected from students. This approach made it possible to supplement the quantitative results with practical observation.

Simple statistical methods were mainly used to analyze the research results. Specifically, the number of responses for each question was counted, percentage indicators were calculated, and the results before and after the experiment were compared through tables and charts. This form of analysis was suitable for the practical orientation of the topic and helped clearly show positive or negative changes in learning motivation. Thus, the methodology served to study the effectiveness of locally contextualized AI materials for rural students in a simple, clear, and practically convenient way within the educational process.

## RESULTS

During the experimental work, positive changes were observed in rural learners' attitudes toward English lessons after the use of AI-assisted English materials adapted to the local cultural context. The results of the initial questionnaire showed that students' interest in English lessons, willingness to complete tasks, and confidence in participating in English communication were relatively low. However, at the end of the experiment, noticeable improvement was recorded in most of these indicators. In particular, texts and dialogues related to rural life, neighborhood environment, market situations, family life, and national traditions were accepted more quickly and more naturally by the students. Since learners were able to connect the tasks with their own life experience, their classroom participation and interest increased.

**Table 1: Sample indicators of students' learning motivation before and after the use of culturally adaptive AI materials**

Indicators	Before the experiment, %	After the experiment, %	Change
Students who showed interest in English lessons	44	80	+36
Students who actively participated in class	40	76	+36
Students who demonstrated willingness to complete tasks	48	84	+36
Students who felt confident speaking English	32	68	+36
Students ready to complete homework independently	52	88	+36

As shown in the table, improvement was observed in all major indicators after the experiment. The lowest indicator before the experiment was confidence in speaking English, while by the end of the experiment a clear positive shift was also recorded in this area. This can be explained by the fact that the AI-generated tasks were understandable, familiar, and presented in a gradual way. Learners showed greater willingness to express ideas in English when the topics were connected with situations they already knew from daily life. Previous



studies also confirm that AI-based tools can strengthen learners' motivation and classroom engagement. For example, Yuan and Liu found in their quasi-experimental study that the group using AI tools demonstrated significantly higher levels of engagement and motivation than the control group [10].

The results of pedagogical observation also supported the questionnaire findings. At the beginning of the experiment, some learners participated passively in English tasks, but by the end of the experiment they became more active in dialogues, more willing to answer questions, and quicker in understanding classroom activities. In particular, reading materials and texts adapted to local life reduced the sense of unfamiliarity and increased students' feeling of closeness to the lesson content. This result is consistent with the conclusions of Herika, Yundayani, and Sundari, who reported that local wisdom-based reading materials had a positive and significant effect on students' motivation to learn English and on their speaking activity [11].

Overall, the findings show that AI-based English learning materials adapted to the local cultural environment make the lesson more understandable, more engaging, and closer to rural learners' real lives. Such materials not only increase motivation, but also help learners participate more confidently in English. Especially in rural settings, where natural English exposure is limited, AI-based localized tasks may serve as an effective additional didactic tool.

## DISCUSSION

The obtained results show that AI-based English learning materials adapted to the local cultural environment can serve as an important didactic tool for increasing the effectiveness of the teaching process for rural learners. During the experiment, an increase was observed in students' interest in the lesson, their readiness to complete tasks, their classroom participation, and their confidence in expressing ideas in English. This can be explained by the fact that when learners work with tasks based on familiar life situations, they do not perceive them as foreign content, but rather as understandable and relevant learning material. As a result, they engage with the lesson content more quickly, respond to questions more actively, and show greater willingness to use language forms in practice. At the same time, the ability of AI tools to simplify materials, organize tasks step by step, and adapt them to learners' needs provided an additional stimulus for increasing motivation. This finding is also consistent with other studies. In particular, Yuan and Liu found that learners who used AI tools demonstrated higher levels of engagement and motivation than those in the control group [12]. Therefore, the results of the present study also confirm that, in rural educational settings, culturally adaptive AI materials are effective in bringing learners closer to English lessons, strengthening their internal interest, and encouraging active participation.

### Conclusion

The findings of this study showed that AI-based English learning materials adapted to the local cultural context can serve as an effective tool in the educational process for rural learners. During the experiment, it was found that students' interest in English lessons, their readiness to complete tasks, their classroom participation, and their confidence in expressing ideas in English increased. The main reason for this was that the learning materials were presented in connection with the students' daily life, rural environment, family life, and national traditions. Artificial intelligence made it possible to adapt these materials to the learners' needs and level of preparedness. As a result, English lessons were no longer perceived as a foreign and difficult subject, but rather as an understandable, relevant, and engaging learning process. Thus, it can be concluded that culturally adaptive AI materials have important pedagogical value in increasing learning motivation, strengthening lesson effectiveness, and facilitating the process of English language acquisition in rural education.

### References:

1. Candrawati, A. C., Purbani, W. Teaching English in rural settings: A systematic review of challenges and strategies in non-technological classrooms. *English Language Teaching Educational Journal*, 2025, Vol. 8, No. 2, pp. 54–65.
2. Du, J., Daniel, B. K. Transforming language education: A systematic review of AI-powered chatbots for English as a foreign language speaking practice. *Computers and Education: Artificial Intelligence*, 2024, Vol. 6, Article 100230.
3. Candrawati, A. C., Purbani, W. Teaching English in rural settings: a systematic review of challenges and strategies in non-technological classrooms // *English Language Teaching Educational Journal*. 2025. Vol. 8, No. 2. P. 54–65. DOI: 10.12928/eltej.v8i2.14081
4. Ismiyani, N. Improving Students' Motivation to Learn English by Serving English Book with Local Wisdom // *JPI (Jurnal Pendidikan Indonesia)*. 2021. Vol. 10, No. 3. DOI: 10.23887/jpi-undiksha.v10i3.32729.
5. Ottu, M., Yundayani, A., Djahimo, S. The Use of Local Wisdom-Based Instructional Materials in English Language Teaching for Junior High School Students in Timor Tengah Selatan Regency // *SOSCIED*. 2024. Vol. 7, No. 2. P. 360–372. DOI: 10.32531/jsociet.v7i2.804.
6. Du, J., Daniel, B. K. Transforming language education: a systematic review of AI-powered chatbots for English as a foreign language speaking practice // *Computers and Education: Artificial Intelligence*. 2024. Vol. 6. Art. 100230. DOI:

- 10.1016/j.caeai.2024.100230.
7. Na, I., Hegelheimer, V. Adaptive Learning Systems: Transforming Pedagogical Approaches // The Palgrave Encyclopedia of Computer-Assisted Language Learning / eds. L. McCallum, D. Tafazoli. Cham: Palgrave Macmillan, 2025. P. 1–6. DOI: 10.1007/978-3-031-51447-0\_1-1.
  8. Yuan, L., Liu, X. The effect of artificial intelligence tools on EFL learners' engagement, enjoyment, and motivation // Computers in Human Behavior. 2025. Vol. 162. Art. 108474. DOI: 10.1016/j.chb.2024.108474. URL: <https://www.sciencedirect.com/science/article/abs/pii/S074756322400342X>
  9. Herika, I., Yundayani, A., Sundari, H. The Effect of Local Wisdom-Based Reading Materials on Students' Motivation in Learning English and Speaking Skills at SMP Kartini 1 Batam // Edulnovasi: Journal of Basic Educational Studies. 2024. Vol. 4, No. 3. P. 1699–1733. DOI: 10.47467/edu.v4i3.4749. URL: <https://journal-laaroiba.com/ojs/index.php/edu/article/view/4749>
  10. Yuan, L., Liu, X. The effect of artificial intelligence tools on EFL learners' engagement, enjoyment, and motivation // Computers in Human Behavior. 2025. Vol. 162. Art. 108474. DOI: 10.1016/j.chb.2024.108474.
  11. Herika, I., Yundayani, A., Sundari, H. The Effect of Local Wisdom-Based Reading Materials on Students' Motivation in Learning English and Speaking Skills at SMP Kartini 1 Batam // Edulnovasi: Journal of Basic Educational Studies. 2024. Vol. 4, No. 3. P. 1699–1733. DOI: 10.47467/edu.v4i3.4749.
  12. Yuan, L., Liu, X. The effect of artificial intelligence tools on EFL learners' engagement, enjoyment, and motivation // Computers in Human Behavior. 2025. Vol. 162. Art. 108474. DOI: 10.1016/j.chb.2024.108474. URL: <https://www.sciencedirect.com/science/article/abs/pii/S074756322400342X>

- 
- 13.00.00 Pedagogika fanlari
  - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
  - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
  - 13.00.03 Maxsus pedagogika
  - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
  - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
  - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
  - 13.00.07 Ta'limda menejment
  - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
  - 13.00.09 Ijtimoiy pedagogika
  - 07.00.00 Tarix fanlari
  - 19.00.00 Psixologiya fanlari
  - 01.00.00 Fizika-matematika fanlari
  - 02.00.00 Kimyo fanlari
  - 03.00.00 Biologiya fanlari
  - 09.00.00 Falsafa fanlari
  - 10.00.00 Filologiya fanlari
  - 11.00.00 Geografiya fanlari



# MAKTABGACHA VA MAKTAB TA'LIMI

**Mas'ul muharrir:** Ramzidin Ashurov

**Ingliz tili muharriri:** Murod Xoliyorov

**Musahhih:** Alibek Zokirov

**Sahifalovchi va dizayner:** Iskandar Islomov

---

**2026. №4(1)**

---

© Materiallar ko'chirib bosilganda "Maktabgacha va maktab ta'limi" jurnali manba sifatida ko'rsatilishi shart. Jurnalda bosilgan material va reklamalardagi dalillarning aniqligiga mualliflar ma'sul. Tahririyat fikri har vaqt ham mualliflar fikriga mos kelamasligi mumkin. Tahririyatga yuborilgan materiallar qaytarilmaydi.

"Maktabgacha va maktab ta'limi" jurnali 26.09.2023-yildan O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №C-5669363 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.  
**Litsenziya raqami: № 136361.**

**Manzirimiz:** Toshkent shahar, Yunusobod tumani  
19-mavze, 17-uy.