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- 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

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MUNDARIJA

Raqamli ta'lim muhitida o'quvchilarning milliy qadriyatlarga oid tasavvurlarini shakllantirishning pedagogik-psixologik mexanizmlari.....	10
<i>Davlatnazarova Ziyodabonu Muxtor qizi</i>	
Talabalarning xulqidagi devyatsiya darajasining yuqorilab ketishiga ta'sir etuvchi ijtimoiy-psixologik omillar.....	16
<i>Ergashev Jo'rabek Xalilovich</i>	
Zo'ravonlikka uchragan bolalarni va ularning oilalarini zo'ravonlikdan himoya qilishning normativ-huquqiy va ijtimoiy-psixologik asoslari.....	19
<i>Ergasheva Gullolaxon Nosirjon qizi</i>	
Tinglab tushunish kompetensiyasining psixolingvistik va pedagogik asoslari.....	24
<i>Jonbo'tayeva Maxarramxon</i>	
O'z-o'zini rivojlantirish kompetensiyasining kasbiy kompetentlik tizimidagi o'рни.....	27
<i>Kutliyeva Feruzaxon Yusupovna</i>	
Eshitishda nuqsoni bo'lgan bolalarning ijtimoiylashuvini ta'minlashga xizmat qiluvchi zamonaviy kompleksni rivojlantirish.....	31
<i>Yunusov Mirsaid Xudayarovich, Istamova Sevdo Ashirqul qizi</i>	
Elektr tizimlari dinamik barqarorligini STEAM va Spiral (Regressus, Progressus) metodlari asosida o'qitish.....	35
<i>Safarov Xoliyor Sayyid Safar o'g'li</i>	
O'quvchilarda badiiy-estetik did va dizaynerlik ko'nikmalarini rivojlantirish metodikasi.....	39
<i>Norbutayeva Dilafuz Abdurasulovna</i>	
Talabalarda ijtimoiy yetuklikni rivojlantirishning psixologik mexanizmlari va uning ta'lim sifatiga ta'siri.....	43
<i>Rahimova Nazokatxon Kasimjonovna</i>	
Model for Improving Students' Professional Competencies Based on Motivational Learning Approach.....	49
<i>Alibekova Mahzuna</i>	
Bo'lajak tarix o'qituvchilarining tarixiy tafakkurini shakllantirishning tuzilmasi va pedagogik komponentlari... 54	54
<i>Djumaniyazov Farxod Ulugbekovich</i>	
Yengil atletika bilan shug'ullanuvchi 14-16 yoshli sportchi qizlarda mashg'ulotlar davomiyligi.....	59
<i>Oralova Bibixol Husniddin qizi, G'ulomova Maftuna Sayfulla qizi</i>	
Boshlang'ich ta'limda ingliz tilini o'yinlar orqali o'rgatish.....	64
<i>Ruzmetova D. A.</i>	
Bo'lajak texnologiya fani o'qituvchisining axloqiy faoliyatini shakllantirishda pedagogik vositalarning imkoniyatlari.....	68
<i>Saydanova Dilafuz Sadirdinovna</i>	
Xorijiy tajribalar va zamonaviy yondashuvlar asosida tyutorlar kasbiy salohiyatini rivojlantirishda malaka oshirish tizimini takomillashtirish.....	75
<i>Ubaydullayev Zuxriddin Botirovich</i>	
Effective Classroom Activities for Developing Speaking Skills Among EFL Learners.....	79
<i>Akhmatova Munisa Orif qizi</i>	
Xalqaro va milliy baholash dasturlarini hisobga olgan holda boshlang'ich ta'lim mazmunini yangi ta'lim trendlari bilan boyitish.....	86
<i>Gulmira Abdullayeva, Egamberganova Yorqinoy Oллоbergan qizi</i>	
Ijtimoiy tarmoqlarning shaxs identifikatsiyasiga ta'sirining ijtimoiy-psixologik omillari.....	90
<i>Tojiboyeva Nodiraxon Tursunaliyevna</i>	
Analysis of the Methodology for Developing Students' Creative Thinking Competence Using Artificial Intelligence Tools Based on STEAM Educational Technologies.....	94
<i>Tursunaliyeva Nazokat Tokhir qizi</i>	



Oliy ta'lim muassasalarida e-Portfolio ma'lumotlarini markazlashmagan tarzda boshqarishning afzalliklari va muammolari	102
<i>Yusupova Dono Adambayevna, Jalolov Tursunbek Sadriddinovich</i>	
Boshlang'ich sinf o'qituvchilarining inklyuziv-tolerantlik haqidagi qarashlari tahlili	110
<i>Amangeldiyeva Adolat Ravshanbek qizi</i>	
Maktabgacha yoshdagi bolalarni savod o'rgatishga tayyorlashning samarali shakl, metod va didaktik vositalari	115
<i>Go'zal Qurbonova</i>	
Maktabgacha katta yoshdagi bolalarda hayot xavfsizligi ko'nikmalarini shakllantirishning dolzarb pedagogik masalalari.....	121
<i>Muratova Munavvar O'rol qizi</i>	
Tarkibida toponimlar mavjud maqol va matallarning lingvomadaniy xususiyatlari va ularni o'qitishning lingvodidaktik asoslari.....	126
<i>Usmonova Zamira Jaxongirovna</i>	
Psixologik-pedagogik tadqiqotlarda tassavur fenomenologiyasi	130
<i>Axmedova Shaxlo Shoxob qizi</i>	
Bo'lajak tasviriy san'at o'qituvchilarining kasbiy kompetensiyasini rivojlantirish metodikasi (haykaltaroshlik san'ati misolida).....	133
<i>Panayeva Maloxat Muminovna</i>	
Взаимосвязь склонности к сравнению внешности, интернет-зависимости и уровня притязаний у студентов-юношей	136
<i>Багдасарова Диана Левоновна</i>	
Роль каракалпакской народной национальной музыки в формировании духовно-нравственных качеств учащихся	141
<i>Зарымова Турсынай Бердибай кызы</i>	
A Review of the Literature on Stem Cells in Dentistry	145
<i>Ruziyeva Kamola Akhtamovna</i>	
Bolalar musiqa va san'at maktablarida estrada san'atini o'qitish masalalari (gitara cholg'usi misolida)	150
<i>Abdullayev O'tkir Sadullayevich</i>	
Talabalarda innovatsion kasbiy kompetentlikni rivojlantirish texnologiyalari	154
<i>Avezov Davronbek Soburovich</i>	
O'zbek xalq pedagogikasi an'alarining zamonaviy ta'lim tizimidagi transformatsiyasi	158
<i>Erkaboyeva Nigora Shermatovna</i>	
Texnika va iqtisodiyot yo'nalishidagi oliy ta'lim muassasalari talabalarida ingliz tilini mustaqil o'rganishning psixologik-pedagogik xususiyatlari	163
<i>Mamatqodirova Gulnigor Rustamjonovna</i>	
Yangi dunyoviy tartibotning shakllanishi jarayonida siyosiy taraqqiyot barqarorligi va xavfsizligini ta'minlash muammolari	168
<i>Nazarov Alisher Narimanovich</i>	
Ota-onasiz tarbiyalanayotgan o'smir o'g'il bolaning ijtimoiy-psixologik xususiyatlari.....	171
<i>Qodirov Jahongir Neymat o'g'li</i>	
Kutubxona muhitida talabalarining mustaqil ta'lim faoliyatini tashkil etishning innovatsion modellari.....	176
<i>Qosimova Xolida Nabiyevna</i>	
Jismoniy imkoniyati cheklangan maktabgacha yoshdagi bolalarda milliy harakatli o'yinlar orqali jismoniy sifatlarni rivojlantirish	179
<i>Raxmatullayeva Durdona Fazliddin qizi</i>	
Personalized Approach to the Treatment of Generalized Periodontitis in the Prediction of Cardiovascular Complications Based on Salivary Proteomic Profiling.....	182
<i>Shodiev O. U., Nazarova N. Sh., Agababayan I. R.</i>	
O'smirlarda irratsional ustanovkalar shakllanishining ijtimoiy-psixologik omillari	187
<i>Toshboltayeva Nodira</i>	
Роль интерактивного лингвокультурологического пространства в формировании лингвокультурной компетенции студентов национальных групп филологических направлений.....	191
<i>Рустамова Ферузахон Махмуджановна</i>	

MUNDARIJA СОДЕРЖАНИЕ CONTENTS	Talabalarining darsdan tashqari vaqtda mustaqil ravishda jismoniy tarbiya bilan shug'ullanishini shakllantirish 196 Dusanov Shuxrat Abdiraakovich
	Kutubxona muhitida talabalarining mustaqil ta'lim faoliyatini tashkil etishning innovatsion modellari 201 Qosimova Xolida Nabiyevna
	Jismoniy tarbiya darslarida bo'lajak o'qituvchilarning kasbiy-pedagogik kompetensiyasini takomillashtirish mexanizmlari 205 Xoliqnazarov Azamat Begaliyevich
	Oliy ta'lim talabalarida kreativ fikrlashni fanlararo integratsiya asosida shakllantirish 209 Allanazarova Dilobar Baxromovna
	"Alpomish" dostonida obrazlar nutqidagi pedagogik qarashlar 213 Boboqulova Aziza Adizovna
	Researching the Biochemistry and Physical Chemistry of Oral Fluid in Kids Who Are Acting Strangely 217 Erاليyeva Zulfiya Makhmudovna, Buzrukhoda Javohir
	Bo'lajak boshlang'ich sinf o'qituvchilarini mikro matnlarni o'qitishga qaratilgan kognitiv metodlar 222 I. Matrasulova
	Boshlang'ich sinf o'quvchilarining yozma nutq ko'nikmalarini shakllantirishda raqamli didaktik vositalardan foydalanish metodikasi 225 Komilova Dilnozaxon Abdulhayevna, Xoliqova Mubinabonu Jamoliddin qizi
	Oliy ta'lim muassasalarida onomastik leksikani lingvokulturologik yondashuv asosida o'qitishning strategik-metodik asoslari 229 Mamatqulova Baxtixon Ravshanovna
	Raqamli matnlarning lisoniy va pragmatik xususiyatlari 232 Mashrapova Sevara Xabibovna
	Extensive Pelvic Ureteral Abnormalities and Reconstructive Operations in Patients 237 Mukhsinov Sardor
	Pedagogikada metodlardan foydalanish 241 Maxmudova Nargiz Djumaniyazovna
	Diqqat yetishmasligi giperaktivlik buzilishini davolash usullari 245 Otbasarova Umida Mexmonovna, Inogamova Rano Bahodirovna
	Talabalaridagi sanogen tafakkurning psixologik xususiyatlarini empirik tadqiq etish masalasi 249 Tulyaganova Dilnoza Ulug'bek qizi
	Raqamli ta'lim texnologiyalaridan foydalanishning xorijiy va milliy tajribasini qiyosiy tahlil qilish 253 Abdullayev Sherzodbek
	Context, Intention, and Meaning in English Language Teaching: Developing Pragmatic Awareness in Learners of English as a Foreign Language 256 Keldiyarova Shakhriyoda, Keldiyarova Mohlaroyim
	Maktabgacha yoshdagi bolalarni steam yondashuvi yordamida og'zaki muloqotga o'rgatish mashqlar tizimi 267 Yunusova Malika Miralimovna
	Культурные и исторические коды франции в автобиографической прозе марселя паньоля 270 Рахманкулова Дилафруз Азимовна
	Трансформация роли преподавателя в условиях цифровизации высшего образования 274 Рахматова Нигина Ислумовна
	Maktabgacha ta'lim tashkilotlarida tasviriy san'atning tutgan o'rni 278 Sultonova Marxabo
	Boshlang'ich sinf matematika darslarida matematik tasavvurlarni shakllantirish metodikasi 283 Akramova Fotimabonu Kurbonovna
	Boshlang'ich sinflarda matematika fanini o'qitishda sun'iy intellekt texnologiyalaridan foydalanish imkoniyatlari 288 Axmedov Muslimjon Usmonovich
	Boshlang'ich ta'limda musiqa ta'limini sun'iy intellekt va shaxsga yo'naltirilgan pedagogika asosida tashkil etishning ilmiy-metodik asoslari 295 Djumabayeva Muqaddas



“Suvning agregat holatlari va tabiatda aylanishi” mavzusini o‘rgatishda 4K ko‘nikmasini rivojlantirish	300
<i>Esnazarov Abdiganiy Jamalatdinovich</i>	
Raqamli vositalar asosida mexatronika va robototexnika yo‘nalishi talabalarini o‘qitishning pedagogik-psixologik xususiyatlari	307
<i>Ikromov Muhammad-Anasxon Xakimjon o‘g‘li</i>	
Najmiddin Kubroning ilmiy merosi	311
<i>Jahongir Jumanov</i>	
Oliy ta‘lim muassasalarida talabalarda tejamkorlikni shakllantirishning o‘rni.....	314
<i>Jo‘rayev Alisher Tursinboyevich</i>	
Milliy va umuminsoniy qadriyat fenomenining pedagogik tadqiqotlarda o‘rganilishi.....	318
<i>Jovliyev Jo‘rabek Alisher o‘g‘li</i>	
Jazo muddatini o‘tayotgan shaxslarda emotsional buzilishlarning ijtimoiy-psixologik sabablari	322
<i>Manzitov Baxtiyor Tolibovich</i>	
Maktabgacha ta‘lim jarayonida o‘yin texnologiyalarini qo‘llashning pedagogik asoslari va samaradorligi	329
<i>Nyutonova Xilola Lochinbekovna, Mayliyeva Nasiba Axmedovna</i>	
Ta‘lim menejmentida Predictive Analytics texnologiyalaridan foydalanish istiqbollari	332
<i>Primqulova Aziza Mirzaahmad qizi</i>	
Yosh sportchilarda tezlik-kuch sifatlarini rivojlantirish usullari	337
<i>Chariyev Ulug‘bek Abdujabbarovich, Radjabov Jaxongir Furkatovich</i>	
Z avlod psixologik xususiyatlariga mos zamonaviy tarbiya texnologiyalari	342
<i>Ravshanov Sanjar Tolibjonovich</i>	
Tanqidiy fikrlashni rivojlantirish texnologiyasida refleksiya mexanizmining o‘rni	346
<i>Raxmonova Mahfuzaxon Xasan qizi</i>	
Iqtisodiy o‘sishning mohiyati	350
<i>Sayfiddinova Sabina Muhiddinovna</i>	
Dasturlash ko‘nikmalarini baholashda generativ sun‘iy intellekt va gamifikatsiya integratsiyalashgan arxitektura modelini ishlab chiqish.....	353
<i>Sultonov Ravshonbek Otonazarovich</i>	
Ta‘lim klasteri sharoitida talabalarning loyihalash kompetensiyalarini rivojlantirishning zaruriyati	356
<i>Sultanova Dilnura Abdurashidovna</i>	
Stereometriya darslarida o‘quvchilarning fazoviy tasavvurini va tasvirlash savodxonligini 3D modellashtirish vositasida rivojlantirish	359
<i>Sultonova Shahnoza Yusuf qizi, Sultonova Dilrabo Yusuf qizi</i>	
Chayon zahrlining biologik xususiyatlari, toksikologik ta‘siri va biotexnologiyadagi istiqbolli qo‘llanilishi.....	365
<i>To‘xtamurodova Feruza</i>	
Sun‘iy intellekt va raqamli ta‘lim texnologiyalari integratsiyasi asosida oliy ta‘limda fizika fanini o‘qitish metodikasini takomillashtirish.....	369
<i>Usubjonova Durdona Fazliddin qizi</i>	
Maktabgacha ta‘lim tashkilotlarida ta‘lim va tarbiya maqsadlarini o‘yin mexanikasiga integratsiya qilishning interaktiv modulli texnologiyalarini takomillashtirish	373
<i>Xolmatova Dilshoda Sherali qizi</i>	
Особенности формирования совместной познавательной деятельности в образовательном процессе.....	378
<i>Абдрахманова А. С.</i>	
Влияние корпоративной культуры вуза на формирование профессиональных ценностей студенческой молодежи.....	383
<i>Бекбаев Рауф Рустамович</i>	
MTMgacha katta yoshdagi bolalarda ijtimoiy-hissiy munosabatlarni shakllantirish imkoniyatlari.....	389
<i>Boymurodova Surayyo Eshqvat qizi</i>	
Musiqa madaniyati asosida deviant xulqli o‘quvchilar bilan ishlashning pedagogik modeli va samaradorligi	393
<i>Jabborova Muattar Xatamovna</i>	

Uzluksiz ta'lim tizimida biologiya fani o'qituvchilarining kompetentligini rivojlantirish.....	398
<i>Mamadaliyeva Barnoxon O'ktamovna</i>	
Focusing on the Practical and Technical Aspects of Dutar Performance and Enhancing this Process.....	403
<i>Muyassarxon Adiljanovna Achildieva, Shodiyeva Shahinabonu Shoirjon qizi</i>	
Raqamli ta'lim muhitida bo'lajak ingliz tili o'qituvchilarining professional kompetensiyasini rivojlantirish metodikasi	409
<i>Olloberganova Fazilat Tangriberganovna</i>	
Bo'lajak tasviriy san'at o'qituvchilarining vizual kompetensiyalarini rivojlantirishda dizayn tafakkuriga asoslangan pedagogik texnologiyalarni takomillashtirish	415
<i>Shomurodov Oybek Norqulovich</i>	
Ta'lim jarayonida o'quvchilarda empatiyani rivojlantirishning neyropedagogik texnologiyalari.....	421
<i>Kamaladin Kuronboyevich Matyaqubov</i>	
Talabalarda ijtimoiy yetuklikni rivojlantirishning psixologik mexanizmlari va uning ta'lim sifatiga ta'siri.....	425
<i>Rahimova Nazokatxon Kasimjonovna</i>	
Talabalar iqtisodiy xulq-atvorining ijtimoiy-psixologik determinantlari: gender tahlili	431
<i>Yuldosheva Gavhar O'tkirovna</i>	
Study of the Structural and Semantic Features of Simple Sentences in English and Uzbek.....	435
<i>Askar Abdullaev</i>	
Farosat tarbiyasini rivojlantirishda tarixiy-madaniy yondashuvning o'rni va ahamiyati.....	440
<i>Abdimuratova Gulzar Matniyazovna</i>	
O'quvchilarga alyuminiy elementini o'rgatishda hayot bilan bog'lab 4K ko'nikmasini shakllantirish.....	445
<i>Abdug'aniy Esnazarov Jamalatdinovich</i>	
Turizm sohasida xizmat ko'rsatish sifatini oshirishda ijtimoiy muloqot kompetensiyasining o'rni.....	449
<i>Abdullayeva Sevara Yuldashevna</i>	
O'quvchilarda emotsional intellektni shakllantirishning innovatsion metodlari va diagnostikasi.....	454
<i>Kamaladin Kuronboyevich Matyaqubov</i>	
The Role of Gymnastics in Promoting Holistic Development Among Preschool Children: Physical, Cognitive, and Social Perspectives.....	458
<i>Kosimov Bekzod Zoirovich</i>	
Pedagogical and Managerial Factors in Developing Communicative Creativity Among Higher Education Leaders	462
<i>Mamatova Khilola Mukhiddinovna</i>	
NLA in Developing Presentation Competence in English B2 Learners	470
<i>Normatova Yulduz</i>	
Ta'lim sohasidagi yetakchi yondashuvlar.....	474
<i>Rajabova Lola Raxmatullayevna</i>	
Physalis alkekengi o'simligidan flavonoidlarni ajratib olishning biotexnologik usullari va jarayon ko'rsatkichlarini maqbullashtirish	478
<i>S. B. Xidirova</i>	
Badiiy ta'lim amaliyotiga klaster yondashuvi asosida ta'lim integratsiyasini joriy etishning strategik yo'nalishlari va metodologik asoslari.....	484
<i>Sultanov Xaytboy Eraliyevich</i>	
Boshlang'ich sinf o'quvchilarining nutqiy kompetensiyasini rivojlantirishda lug'at ustida ishlashning pedagogik ahamiyati	489
<i>Xabibullayev Umidxon Fayzulla o'g'li</i>	

NLA IN DEVELOPING PRESENTATION COMPETENCE IN ENGLISH B2 LEARNERS

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Abstract: This article explores the application of the Neurolinguistic Approach (NLA) in developing presentation competence among B2-level learners of English. It argues that presentation competence represents not only linguistic output but also a neurolinguistic process involving the transformation of declarative knowledge into procedural fluency. Drawing on Claude Germain's theoretical framework, the article examines how meaningful repetition, scaffolded input, structured output, and reflective practice contribute to the development of effective oral presentation skills. Particular attention is given to the cognitive, linguistic, and affective dimensions of presentation competence, emphasizing the role of anxiety reduction, constructive feedback, and guided rehearsal in enhancing fluency, coherence, and communicative confidence. The article concludes that NLA-informed instruction provides a theoretically grounded and pedagogically effective framework for improving academic presentation competence in EFL contexts.

Key words: Neurolinguistic Approach, presentation competence, B2-level learners, English as a Foreign Language (EFL), fluency development, proceduralization, scaffolding, oral proficiency, communicative competence.

Annotatsiya: Ushbu maqolada Neurolingvistik yondashuv (Neurolinguistic Approach – NLA) asosida ingliz tilini B2 darajadagi o'rganuvchilarda taqdimot kompetensiyasini rivojlantirish masalasi tahlil qilingan. Maqolada taqdimot kompetensiyasi nafaqat lingvistik mahsul, balki deklarativ bilimlarni protseduraviy ravon nutqqa aylantirishni ta'minlovchi neyrolingvistik jarayon sifatida talqin etiladi. Klod Germening nazariy qarashlariga tayangan holda mazmunli takrorlash, bosqichma-bosqich qo'llab-quvvatlash (scaffolding), tizimli nutq ishlab chiqish va refleksiv amaliyotning og'zaki taqdimot ko'nikmalarini rivojlantirishdagi o'rni yoritilgan. Shuningdek, taqdimot kompetensiyasining kognitiv, lingvistik va affektiv jihatlarini tahlil qilinib, xavotirni kamaytirish, konstruktiv fikr-mulohaza va yo'naltirilgan mashqlar orqali ravonlik, mantiqiy izchillik hamda kommunikativ ishonchni rivojlantirishning ahamiyati asoslab berilgan. Xulosa sifatida NLA asosidagi ta'lim EFL sharoitida akademik taqdimot kompetensiyasini rivojlantirishning nazariy va amaliy jihatdan samarali pedagogik modeli ekanligi ta'kidlangan.

Kalit so'zlar: Neurolingvistik yondashuv, taqdimot kompetensiyasi, B2 darajadagi o'quvchilar, ingliz tilini chet tili sifatida o'qitish (EFL), ravon nutqni rivojlantirish, protseduraviylashuv, scaffolding (bosqichma-bosqich qo'llab-quvvatlash), og'zaki nutq kompetensiyasi, kommunikativ kompetensiya.

Аннотация: В данной статье рассматривается применение нейролингвистического подхода (Neurolinguistic Approach, NLA) для развития презентационной компетентности у изучающих английский язык на уровне B2. Обосновывается, что презентационная компетентность представляет собой не только результат языковой деятельности, но и нейролингвистический процесс, связанный с преобразованием декларативных знаний в процедурную речевую беглость. Опираясь на теоретическую концепцию Клода Жермена, автор анализирует роль осмысленного повторения, поэтапной педагогической поддержки (scaffolding), структурированного речевого продуцирования и рефлексивной практики в развитии навыков устной презентации. Особое внимание уделяется когнитивным, лингвистическим и аффективным аспектам презентационной компетентности, а также значению снижения тревожности, конструктивной обратной связи и управляемой практики для повышения беглости речи, логической связности и коммуникативной уверенности. Делается вывод, что обучение, основанное на нейролингвистическом подходе, представляет собой теоретически обоснованную и педагогически эффективную модель формирования академической презентационной компетентности в условиях обучения английскому языку как иностранному.

Ключевые слова: нейролингвистический подход, презентационная компетентность, обучающиеся уровня B2, английский язык как иностранный (EFL), развитие беглости речи, процедуризация, педагогическая поддержка (scaffolding), устная речевая компетентность, коммуникативная компетентность.



INTRODUCTION

In contemporary English as a Foreign Language (EFL) pedagogy, oral presentation competence has become a central component of communicative proficiency, particularly for learners at the B2 level of the Common European Framework of Reference (CEFR). At this stage, learners are expected to produce structured, coherent, and audience-oriented spoken discourse while demonstrating fluency and grammatical accuracy. However, despite possessing sufficient linguistic knowledge, many learners experience significant difficulties in delivering effective presentations, particularly under real-time communicative pressure. These difficulties reflect a persistent gap between linguistic knowledge and communicative performance. Learners often know grammatical rules and vocabulary but struggle to retrieve and apply them spontaneously during extended speech. This gap suggests that presentation competence cannot be understood solely as a linguistic skill; rather, it is a cognitive and neurolinguistic process shaped by memory, attention, and emotional regulation.

LITERATURE REVIEW

Traditional EFL instruction frequently emphasizes content memorization, scripted speech production, or isolated speaking drills. While these approaches may improve linguistic accuracy, they often fail to develop fluency, spontaneity, and communicative flexibility. Consequently, there is a growing need for instructional frameworks that integrate the cognitive, linguistic, and affective dimensions of language use. The Neurolinguistic Approach (NLA), developed by Claude Germain, provides such a framework. It conceptualizes language acquisition as the gradual transformation of declarative knowledge (explicit knowledge of grammatical rules and vocabulary) into procedural knowledge (automatic and fluent language use). From this perspective, oral fluency develops through repeated meaningful communication, structured practice, and the gradual internalization of linguistic patterns. This article examines how the Neurolinguistic Approach can be applied to develop presentation competence among B2-level learners by integrating structured input, scaffolded output, repetition, and reflective learning cycles. It also explores the influence of affective factors, such as anxiety and self-confidence, on oral performance and discusses pedagogically informed strategies for addressing these challenges.

RESEARCH METHODOLOGY

Presentation competence is a multifaceted skill that extends beyond grammatical accuracy and vocabulary range. It requires the integration of linguistic, cognitive, and pragmatic abilities, including: logical organization of ideas; effective use of discourse markers and signposting language; audience engagement strategies; time management and fluency control; spontaneous interaction and effective handling of audience questions. At the B2 level, learners typically demonstrate relatively strong receptive competence but often encounter difficulties in achieving productive fluency. The primary challenge lies in real-time language retrieval and discourse management, particularly under performance pressure. This indicates an incomplete proceduralization of linguistic knowledge, whereby learners possess the necessary language knowledge but cannot efficiently activate it during authentic communicative situations.

ANALYSIS AND RESULTS

The Neurolinguistic Approach (NLA) provides a cognitive explanation for the gap between linguistic knowledge and communicative performance by distinguishing between two complementary memory systems: Declarative memory, which stores explicit knowledge, including grammatical rules, vocabulary, and language concepts; Procedural memory, which enables the automatic and fluent use of language during authentic communication. In many EFL classrooms, instruction remains predominantly focused on the acquisition of declarative knowledge, thereby limiting opportunities for the development of procedural competence. According to the NLA, communicative fluency emerges only when learners repeatedly use language in meaningful communicative contexts until language processing becomes automatic. Presentation-based tasks are particularly effective in facilitating this transformation because they require learners to: retrieve linguistic resources repeatedly; organize ideas into coherent discourse; adapt their speech in real time; respond appropriately to audience questions and feedback. Through repeated cycles of preparation, rehearsal, and presentation delivery, learners gradually shift from the conscious application of linguistic rules to automatic speech production. Within the framework of the NLA, repetition is viewed not as mechanical memorization but as the meaningful recycling of language in authentic communicative situations. In presentation training, repetition occurs throughout several interconnected stages: drafting presentation content; rehearsing oral delivery; receiving formative feedback; revising and refining the presentation. Each cycle strengthens the cognitive pathways involved in language production, promotes proceduralization, and reduces the cognitive load associated with public speaking.

Structured input also plays a fundamental role in developing presentation competence. Learners benefit from exposure to high-quality presentation models, including academic lectures, TED-style presentations, and peer demonstrations. Such models facilitate the internalization of discourse structures, including effective introductions, transitions, argument development, and conclusions. Scaffolded output ensures a gradual progression from supported to independent performance. Initially, learners may rely on detailed scripts or presentation outlines; however, as their procedural competence develops, they progressively move toward spontaneous and audience-oriented speech. This staged progression reflects the principle of gradual internalization that underpins the Neurolinguistic Approach. Presentation competence is also strongly influenced by affective variables, including anxiety, self-confidence, and learners' self-perceptions. Many B2-level learners experience communication apprehension when presenting before an audience, which negatively affects fluency, lexical retrieval, and overall communicative effectiveness. From a neurolinguistic perspective, emotional states directly influence cognitive processing. Elevated anxiety may inhibit access to stored linguistic knowledge and disrupt speech fluency, whereas positive emotional states facilitate memory retrieval, enhance cognitive flexibility, and improve communicative performance.

Consequently, reducing learner anxiety constitutes an essential component of effective presentation training. This objective can be achieved through: creating supportive classroom environments; providing structured preparation stages; encouraging peer collaboration; offering constructive formative feedback; gradually increasing learners' exposure to public speaking situations. Repeated successful presentation experiences strengthen learners' self-efficacy, which, in turn, contributes to improved presentation quality and greater communicative confidence. NLA-informed presentation instruction can be implemented through the following pedagogical sequence:

1. **Input Stage** – exposure to model presentations and discourse structures.
2. **Analysis Stage** – identification and analysis of linguistic, rhetorical, and organizational features.
3. **Guided Preparation Stage** – development of presentation content using outlines, vocabulary banks, and teacher scaffolding.
4. **Rehearsal Stage** – repeated practice in pairs or small groups accompanied by formative feedback. **Performance Stage** – independent presentation delivery before an audience.
5. **Reflection Stage** – self-assessment, peer evaluation, and teacher feedback to facilitate continuous improvement.

This cyclical instructional process promotes the gradual internalization of linguistic structures while continuously enhancing learners' fluency, coherence, and communicative effectiveness. The application of the Neurolinguistic Approach to presentation training has several important pedagogical implications. First, oral presentation competence should be viewed as a developmental process rather than a one-time assessment outcome. Second, instructional practices should prioritize meaningful communicative interaction over memorization-based learning. Third, systematic scaffolding should be incorporated throughout the instructional process to support learners at different stages of language development. Furthermore, the emotional and psychological dimensions of language learning should be explicitly addressed. Teachers are encouraged to establish low-anxiety learning environments, foster learner confidence, and promote risk-taking during oral production. Finally, repeated engagement in presentation activities is essential for the proceduralization of linguistic knowledge and the development of fluent, effective, and contextually appropriate oral communication.

CONCLUSION

The Neurolinguistic Approach (NLA) provides a comprehensive, cognitively grounded, and pedagogically sound framework for developing oral presentation competence among B2-level EFL learners. By emphasizing the transformation of declarative knowledge into procedural competence, the approach explains how learners progress from controlled and hesitant speech toward fluent, spontaneous, and confident oral communication. The integration of meaningful repetition, structured input, scaffolded output, and reflective practice creates optimal conditions for the development of presentation competence. These interconnected instructional components facilitate the gradual proceduralization of linguistic knowledge, enhance discourse organization, and improve learners' ability to communicate effectively in authentic academic contexts.

Furthermore, the findings highlight the importance of addressing affective variables, particularly presentation anxiety, self-confidence, and learner self-efficacy. Establishing supportive learning environments, providing systematic scaffolding, and offering repeated opportunities for authentic presentation practice contribute significantly to improved communicative performance and increased learner engagement. Overall, NLA-informed



pedagogy represents an effective instructional framework for enhancing academic presentation skills in EFL settings. By integrating cognitive, linguistic, and affective dimensions of language learning, it effectively bridges the gap between linguistic knowledge and communicative performance, thereby fostering greater oral fluency, communicative confidence, and presentation effectiveness.

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- 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



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