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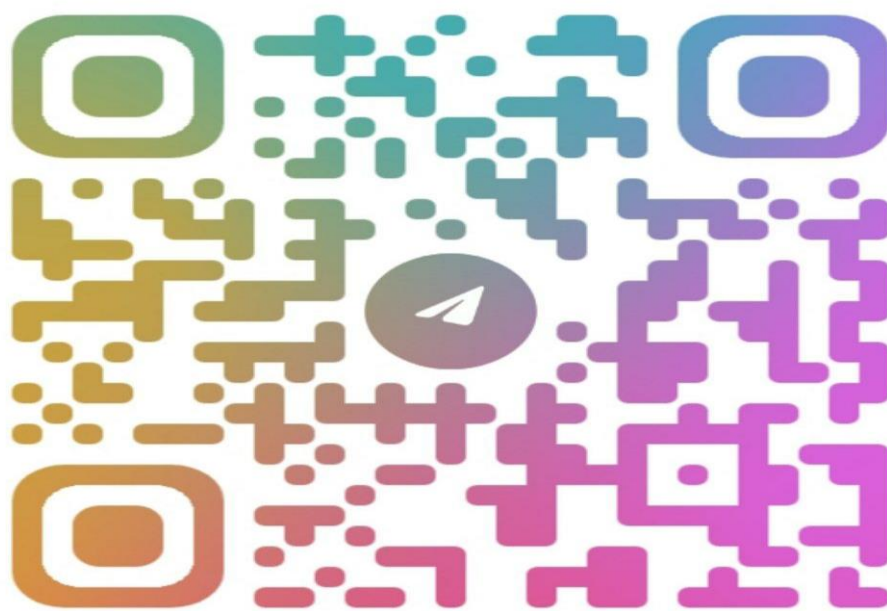
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O'QUVCHILARNI JALB QILISH STRATEGIYALARI: TALABALAR ORASIDA FAOL ISHTIROKNI RIVOJLANTIRISH

Aziza Jabborova Jobirovna

Tarix va filologiya kafedrası o'qituvchisi

Osiyo xalqaro universiteti

Buxoro, O'zbekiston

E-mail: jabborovaazizajobirovna@oxu.uz

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Annotatsiya. Ushbu maqolada men o'quvchilarning sinfda faol ishtirokini rivojlantirishning samarali usullarini o'rganaman. Interaktiv faoliyatdan tortib texnologiya integratsiyasigacha bo'lgan ushbu strategiyalar qiziqish uyg'otadigan va faol ishtirokni rag'batlantiradigan muhitni yaratishga qaratilgan.

Kalit so'zlar: sinfda kuzatish, amalga oshirishdan oldin/keyin so'rov, interfaol sessiya, o'yinlashtirish, baholash, fikr-mulohazalar, texnologiya integratsiyasi, amaliy mashg'ulotlar.

STUDENT ENGAGEMENT STRATEGIES: DEVELOPING ACTIVE PARTICIPATION AMONG STUDENTS

Abstract. In this article, I explore effective ways to promote active student participation in the classroom. From interactive activities to technology integration, these strategies aim to create an environment that sparks interest and encourages active participation.

Keywords: classroom observation, pre/post-implementation survey, interactive session, gamification, assessment, feedback, technology integration, hands-on activities.

СТРАТЕГИИ ВОВЛЕЧЕНИЯ СТУДЕНТОВ: РАЗВИТИЕ АКТИВНОГО УЧАСТИЯ СРЕДИ СТУДЕНТОВ

Аннотация. В этой статье я исследую эффективные способы стимулирования активного участия учащихся в учебе. Эти стратегии, от интерактивных мероприятий до интеграции технологий, направлены на создание среды, которая вызывает интерес и поощряет активное участие.

Ключевые слова: наблюдение в классе, опрос до/после внедрения, интерактивное занятие, геймификация, оценка, обратная связь, интеграция технологий, практические занятия.

KIRISH

Ta'limning dinamik manzarasida o'quvchilarning faol ishtirokini rag'batlantirish jonli va samarali ta'lim muhitini yaratish uchun juda muhimdir. Mashg'ulotga jalb qilingan o'quvchilar tushunchalarni tushunish, ma'lumotni saqlash va mavzuga chinakam qiziqishni rivojlantirish ehtimoli ko'proq. Ushbu maqolada biz o'qituvchilar o'z sinflarini yanada interaktiv va qiziqarli qilish uchun qo'llashi mumkin bo'lgan turli strategiyalarni o'rganamiz.

Usullar

Tadqiqotda amalga oshirilgan strategiyalarning ta'sirini har tomonlama baholash uchun miqdoriy va sifat usullarining kombinatsiyasi qo'llanildi:

Amalga oshirishdan oldingi va keyingi so'rovlar: So'rovlar o'quvchilarning strategiyalar joriy etilishidan oldin va keyin o'zlarining faollik darajasi haqidagi tasavvurlarini aniqlash uchun

mo'ljallangan. Savollar qiziqish darajasi, darslarning idrok etilgan dolzarbligi va o'rganish tajribasidan qoniqish kabi jihatlarga qaratilgan.

Sinfdagi kuzatuvlar: Har xil turdagi darslarda talabalarning xatti-harakati va ishtirokidagi o'zgarishlarni hujjatlashtirish uchun jiddiy kuzatuvlar o'tkazildi. Kuzatuvchi hamkorlik, faol ishtirok etish va ishtiyoq va qiziqishdagi har qanday o'zgarishlarni qayd etdi.

Baholash tahlili: An'anaviy imtihonlar, taqdimotlar va loyihalarni o'z ichiga olgan baholashning batafsil tahlili talabalarning o'quv yutuqlarini har tomonlama tushunish imkonini berdi. Turli baholash usullari va faol ishtirok etish o'rtasidagi bog'liqlik ushbu tahlilning asosiy yo'nalishi bo'ldi.

Fikr-mulohazalarni yig'ish: Talabalarning doimiy fikr-mulohazalari bir nechta kanallar, jumladan norasmiy muhokamalar va anonim so'rovlar orqali to'plangan. Bu real vaqtda talabalar tajribasi va afzalliklariga asoslangan doimiy tuzatishlar kiritish imkonini berdi.

Natijalar

Talabalarning faol ishtirokini rivojlantirishga qaratilgan strategiyalarni har tomonlama amalga oshirish turli yo'nalishlarda e'tiborga molik natijalarni berdi:

Ta'limning interfaol usullari: Guruh muhokamalari va o'rtoqlar o'rtasida o'qitish nafaqat o'quvchilarning faolligini oshiribgina qolmay, balki tanqidiy fikrlash qobiliyatini ham oshirdi. Talabalar kontseptsiyalarni chuqurroq tushunishlarini namoyish etdilar, bu interfaol mashg'ulotlar davomida ularning hissalari sifati bilan tasdiqlanadi.

Texnologiya integratsiyasi: Texnologiyalardan, jumladan, interfaol doskalar va ta'lim dasturlaridan foydalanish nafaqat talabalarning e'tiborini tortdi, balki shaxsiylashtirilgan o'rganish tajribasini ham osonlashtirdi. Multimedia elementlarining integratsiyasi axborotni saqlash va qo'llashning yaxshilanishiga olib keldi.

Amaliy mashg'ulotlar: Nazariy bilimlarni amaliy mashg'ulotlar orqali amalga oshirish natijasida nazariya va amaliyot o'rtasida aniq bog'lanish paydo bo'ldi. Talabalar yuqori qiziqish va ishtiyoqni namoyon etdilar, faol ravishda yechim izladilar va bu tadbirlar davomida tengdoshlari bilan hamkorlik qildilar.

O'yinlashtirish: O'quv o'yinlari va viktorinalar nafaqat o'quvchilarni rag'batlantirdi, balki ularning individual rivojlanishi haqida qimmatli tushunchalarni ham berdi. Raqobat elementi tengdoshlarning sog'lom o'zaro ta'sirini va do'stlik ruhini rag'batlantirdi, ijobiy ta'lim muhitini rivojlantirdi.

Baholashning turli usublari: taqdimotlar va loyihalar kabi baholash usullarini diversifikatsiya qilish o'quvchilarning malakasini yanada kengroq baholash imkonini berdi. Bu yondashuv individual kuchli tomonlarini ta'kidlab, o'quvchilarni faol ishtirok etish orqali o'z bilimlarini egallashga undadi.

Ijobiy ta'lim muhiti: ijobiy va inklyuziv sinf madaniyatining yaratilishi o'quvchilarning ishonchiga sezilarli ta'sir ko'rsatdi. Fikr almashish va munozaralarda qatnashish istagi o'quv muhitiga tegishlilik va qulaylik hissini ko'rsatdi.

Talabalarning qiziqishlariga moslashtirilgan tarkib: Dars mazmunini o'quvchilar qiziqishlari bilan bog'lash nafaqat faollikni oshiribgina qolmay, balki o'quv dasturi va talabalar hayoti o'rtasida mazmunli aloqa o'rnatdi. Ushbu shaxsiylashtirilgan yondashuv mavzuni yanada chuqurroq tushunishga yordam berdi.

1. Interfaol ta'lim usullari:

O'qitishning interfaol usullaridan foydalanish talabalarni faol jalb qilishning asosiy usuli hisoblanadi. Guruhda suhbat, o'rtoq o'rgatish, bahs-munozara kabi usullar o'quvchilarni o'z fikrlarini ifoda etishga va bir-biridan o'rganishga undaydi. Interfaol darslar nafaqat monotonlikni buzadi, balki talabalarga nazariy bilimlarni real dunyo stsenariylarida qo'llash uchun platforma beradi.

2. Texnologiyani kiriting:

Sinfda texnologiyani qo'llash o'yinni o'zgartirishi mumkin. Interfaol doskalar, ta'limga oid ilovalar va onlayn resurslar o'rganishni yanada vizual va interaktiv qilishlari mumkin. Multimedia elementlarini darslarga integratsiyalash o'quvchilarning e'tiborini jalb qilishi va turli ta'lim uslublariga mos kelishi mumkin.

3. Amaliy mashg'ulotlar:

Amaliy mashg'ulotlarni ta'minlash nazariya va amaliyot o'rtasida aniq aloqani yaratadi. Bu fan tajribasi, matematik masalalarni yechish mashg'uloti yoki ijodiy loyiha bo'ladimi, o'quvchilar o'rganishlarini amaliy kontekstda qo'llay olsalar, faol ishtirok etadilar.

4. Gamifikatsiya:

O'rganish tajribasini o'yinga aylantirish oddiy darsni qiziqarli muammoga aylantirishi mumkin. O'quv o'yinlari va viktorinalar nafaqat o'rganishni qiziqarli qiladi, balki ishtirokni rag'batlantiradi. Ushbu yondashuv talabalarining tabiiy raqobatbardosh ruhiga ta'sir qiladi, ularni material bilan faol shug'ullanishga undaydi.

5. Turli baholash usullari:

Baholash usullarini diversifikatsiya qilish faol ta'lim bilan birga kechadi. Faqat an'anaviy imtihonlarga tayanmaslik o'rniga, baholash jarayoniga taqdimotlar, loyihalar va sinf ishtirokini qo'shishni o'ylab ko'ring. Bu nafaqat o'quvchilarning tushunchalarini yanada to'liqroq ko'rish imkonini beradi, balki ularni sinf muhokamalarida faol ishtirok etishga undaydi.

6. Ijobiy ta'lim muhitini yarating:

Faol ishtirokni rivojlantirish uchun ijobiy va inklyuziv sinf muhiti juda muhimdir. Ochiq muloqotni rag'batlantirish, turli nuqtai nazarlarni nishonlang va o'quvchilar hukm qilishdan qo'rqmasdan o'z fikrlarini baham ko'rishlari uchun xavfsiz joy yarating. Talabalar o'zlarini qulay his qilsalar, ular muhokama va mashg'ulotlarda faol ishtirok etadilar.

7. Mazmunni talabalarining qiziqishlariga moslashtirish:

Dars mazmunini o'quvchilarning qiziqishlari bilan bog'lash faollikni sezilarli darajada oshirishi mumkin. Talabalarining xohish-istaklarini tushunish sizga tegishli misollarni kiritish va o'quv rejasi va ularning hayoti o'rtasida aloqa o'rnatish imkonini beradi, bu esa o'rganish tajribasini yanada mos va jozibali qiladi.

8. Sinfga teskari yondashuv:

Talabalar dars vaqtini munozaralar, muammolarni hal qilish va hamkorlikdagi faoliyatlarga bag'ishlashga imkon beradigan videolar yoki o'qishlar orqali uyda o'quv mazmunini ko'rib chiqadigan teskari sinf modelini amalga oshirishni ko'rib chiqing. Ushbu yondashuv talabalarni tayyor bo'lishga va dars davomida bilimlarni qo'llashda faol ishtirok etishga undaydi.

9. Sokratik so'roq:

Sokratik so'rovlar orqali tanqidiy fikrlash va faol ishtirokni rag'batlantirish. Fikrlash va tahlil qilishni talab qiladigan o'ylantiruvchi savollarni berish orqali siz o'quvchilarni tushunchalarni chuqurroq o'rganishga va sinf muhokamalariga faol hissa qo'shishga undaysiz.

10. Tengdoshga o'rganish:

Talabalar bir-biriga o'rgatadigan faoliyatni o'z ichiga olgan holda, tengdoshga o'rganishni osonlashtiring. Bu nafaqat ularning materialni tushunishini mustahkamlaydi, balki o'quv jarayonida har bir kishi faol rol o'ynaydigan hamkorlikdagi o'quv muhitiga yordam beradi.

11. Haqiqiy dunyo aloqalari:

O'qitilayotgan fanlarning real hayotiy ahamiyatini ta'kidlang. Talabalarga materialning ularning hayotiga yoki kelajakdagi kasbiga qanday taalluqliligini ko'rsatish maqsad tuyg'usini uyg'otishi va ularni o'quv jarayonida faol ishtirok etishga undashi mumkin.

12. Ta'lim uslublaridagi moslashuvchanlik:

Sinfda turli xil ta'lim uslublarini tan oling va moslashtiring. Ba'zi talabalar guruh faoliyatida muvaffaqiyat qozonishlari mumkin, boshqalari esa mustaqil ravishda muvaffaqiyat qozonishlari mumkin. Ta'lim imkoniyatlarining kombinatsiyasini ta'minlash barcha o'quvchilarning faol ishtirok etishini va o'zlarining kuchli tomonlariga asoslanib hissa qo'shishlarini ta'minlaydi.

13. Muntazam fikr-mulohazalar:

Talabalarga o'z hissalarini haqida o'z vaqtida va konstruktiv fikr-mulohazalarni taklif qiling. Ijobiy mustahkamlash va konstruktiv tanqid o'quvchilarni darsda faol ishtirok etishga undashi mumkin.

14. Sinf dinamikasi:

Sinf dinamikasiga e'tibor bering va jamiyat tuyg'usini rivojlantiring. Jamoaviy ish, inklyuzivlik va hamkorlikni rag'batlantiring. Talabalar o'z tengdoshlari va o'quv muhiti bilan bog'langanligini his qilsalar, ular sinf faoliyatida faol ishtirok etadilar.

15. Vaqtni boshqarish:

O'qituvchining ko'rsatmasi, talabalarning o'zaro munosabati va amaliy mashg'ulotlar o'rtasida muvozanatni ta'minlash uchun dars vaqtini samarali boshqaring. Yaxshi templi dars rejasini tuzish o'quvchilarning dars davomida mashg'ul bo'lishini ta'minlaydi.

Ushbu qo'shimcha strategiyalarni o'z ichiga olgan holda, o'qituvchilar o'quvchilar faol ishtirok etadigan, hamkorlik qiladigan va o'z ta'lim sayohatiga egalik qiladigan muhitni yaratish qobiliyatini yanada oshirishi mumkin. Asosiysi, ushbu yondashuvlarni sinfning o'ziga xos ehtiyojlari va dinamikasiga moslashtirish va o'rganishga bo'lgan muhabbatni kuchaytirishga e'tibor berishdir.

Munozara

Tadqiqotning ijobiy natijalari faol ishtirokni rivojlantirishga yaxlit yondashuv samaradorligini ta'kidlaydi. Interfaol o'qitish usullari, texnologiya integratsiyasi, amaliy mashg'ulotlar va o'yinlar o'rtasidagi sinergiya turli xil ta'lim uslublariga mos keladigan dinamik o'quv muhitini yaratdi. Ushbu strategiyalarning muvaffaqiyati nafaqat faollikni oshirish, balki o'quvchilarning tanqidiy fikrlash, hamkorlik va muammolarni hal qilish ko'nikmalarini rivojlantirishda ham namoyon bo'ladi. Inklyuzivlik va qo'llab-quvvatlash bilan tavsiflangan ijobiy ta'lim muhiti o'quvchilarning ishonchini va faol hissa qo'shishga tayyorligini tarbiyalashda muhim rol o'ynadi.

Natijalar istiqbolli bo'lsa-da, ta'limning rivojlanayotgan tabiatini tan olish juda muhimdir. Talabalarning fikr-mulohazalari va o'zgaruvchan dinamikaga asoslangan strategiyalarni doimiy ravishda moslashtirish barqaror samaradorlikni ta'minlaydi. O'qituvchilarga ushbu natijalarni

o'quvchilarining noyob ehtiyojlarini qondirish uchun doimiy takomillashtirish va moslashtirish uchun asos sifatida ko'rish tavsiya etiladi.

XULOSA

Interfaol o'qitish strategiyalari, texnologiya integratsiyasi va ijobiy o'quv muhiti o'quvchilarning faolligini va ishtirokini sezilarli darajada oshiradi. O'qituvchilarga ushbu usullarni o'ziga xos kontekstlarga moslashtirish tavsiya etiladi, bu esa o'rganishga umrbod muhabbat uyg'otadigan dinamik va rag'batlantiruvchi sinf tajribasini ta'minlaydi. Sinfda faol ishtirok etishni rivojlantirish ko'p qirrali yondashuvni talab qiladi. O'qitishning interfaol usullari, texnologiya integratsiyasi, amaliy mashg'ulotlar, o'yinlar, turli baholashlar, ijobiy o'quv muhiti va moslashtirilgan tarkibni birlashtirib, o'qituvchilar nafaqat faol ishtirok etishga yordam beradigan, balki o'rganishga umrbod muhabbat uyg'otadigan muhitni yaratishi mumkin.

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THE ROLE OF INTERACTIVE METHODS IN TEACHING ENGLISH

Tasheva Nafisa Zaynitdinovna

Asia International University

Department of "History and Philology"

Email: tashevanafisazaynitdinovna@oxu.u

<https://doi.org/10.5281/zenodo.10463107>

Abstract. The English language holds significant global importance, making it crucial for educators to employ effective teaching methods to facilitate language acquisition. Interactive methods have emerged as a powerful tool in teaching English, providing numerous benefits to both students and teachers. This essay explores the role of interactive methods in teaching English, focusing on their ability to enhance language proficiency, foster active engagement, and promote cultural understanding. In the world of education, the role of interactive methods in improving teaching effectiveness has gained significant attention. As traditional teaching methods continue to evolve, educators are recognizing the need to engage students actively in the learning process. This essay explores the importance of interactive methods in teaching and provides insights into how these methods can be effectively integrated to enhance teaching outcomes. By promoting student engagement, fostering critical thinking, and facilitating personalized learning experiences, interactive methods prove to be invaluable tools for educators seeking to improve their teaching practices.

Key words: interactive methods, critical thinking, active engagement, communication skills, creating a positive and supportive learning environment.

РОЛЬ ИНТЕРАКТИВНЫХ МЕТОДОВ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

Аннотация. Английский язык имеет важное глобальное значение, поэтому преподавателям крайне важно использовать эффективные методы обучения для облегчения овладения языком. Интерактивные методы стали мощным инструментом преподавания английского языка, предоставляя многочисленные преимущества как студентам, так и учителям. В этом эссе исследуется роль интерактивных методов в преподавании английского языка, уделяя особое внимание их способности улучшать знание языка, способствовать активному участию и способствовать культурному взаимопониманию. В мире образования значительное внимание уделяется роли интерактивных методов в повышении эффективности обучения. Поскольку традиционные методы обучения продолжают развиваться, преподаватели осознают необходимость активного вовлечения учащихся в процесс обучения. В этом эссе исследуется важность интерактивных методов в обучении и дается представление о том, как эти методы можно эффективно интегрировать для улучшения результатов обучения. Содействуя вовлечению учащихся, развитию критического мышления и способствуя индивидуальному обучению, интерактивные методы оказываются бесценными инструментами для преподавателей, стремящихся улучшить свою практику преподавания.

Ключевые слова: интерактивные методы, критическое мышление, активное участие, коммуникативные навыки, создание позитивной и благоприятной среды обучения.

Interactive methods play a vital role in enhancing language proficiency among English learners. Traditional teaching methods often focus heavily on grammar rules and vocabulary memorization, neglecting the development of practical language skills. Interactive methods, on the other hand, emphasize the use of English in authentic contexts, promoting active communication and language production. Through activities such as role-plays, debates, and group discussions, students are encouraged to practice speaking, listening, reading, and writing in a meaningful way.

This immersive approach allows learners to apply their knowledge in real-life situations, leading to improved fluency, accuracy, and overall language proficiency. One of the primary benefits of interactive methods is their ability to promote student engagement. In a traditional classroom setting, students often assume passive roles, merely receiving information from the teacher. However, interactive methods encourage students to actively participate in the learning process through activities such as group discussions, hands-on experiments, and multimedia presentations. By involving students in the lesson, educators can tap into their natural curiosity and motivation, leading to increased interest and attentiveness. This active engagement not only enhances students' understanding of the subject matter but also fosters a sense of ownership and responsibility for their own learning.

Active engagement is a key element in effective language instruction, and interactive methods excel in fostering this engagement. Traditional teaching often relies on passive learning, where students are mere recipients of information. Interactive methods, however, encourage students to actively participate in the learning process. Activities such as language games, multimedia presentations, and collaborative projects create a dynamic and stimulating environment that captures students' attention and motivates their learning. By actively engaging with the language and interacting with their peers, students develop a deeper understanding of English and a greater sense of ownership over their learning. Interactive methods are instrumental in fostering critical thinking skills among students. By incorporating problem-solving activities, debates, and case studies, educators can encourage students to think critically, analyze information, and make informed decisions. These methods prompt students to apply their knowledge and skills to real-life situations, stimulating higher-order thinking processes. Moreover, interactive methods provide opportunities for students to collaborate, exchange ideas, and challenge conventional wisdom. By encouraging students to question, evaluate, and synthesize information, interactive methods empower them to become independent and critical thinkers.

Language and culture are intricately intertwined, and interactive methods provide a platform for promoting cultural understanding alongside language acquisition. Through interactive activities, students gain exposure to different cultures, traditions, and perspectives. Engaging in discussions about cultural topics, exploring literature from various countries, and participating in multicultural events enable students to develop a broader worldview and foster empathy towards others. Interactive methods not only teach English as a language but also serve as a gateway to exploring the rich tapestry of cultures that surround the English-speaking world.

The process of teaching and learning a second language is a dynamic endeavor that requires creative and effective approaches to engage learners. Among the various methods employed, interactive teaching techniques have gained significant recognition for their ability to enhance language acquisition. This article will explore the role of interactive methods in teaching the English language, focusing on their benefits in promoting active participation, improving

communication skills, and fostering a positive learning environment. Each student possesses unique strengths, weaknesses, and learning styles. Interactive methods allow educators to tailor their teaching to meet individual students' needs, facilitating personalized learning experiences. By incorporating technology, such as online platforms, educational apps, and interactive whiteboards, educators can provide students with interactive and self-paced learning materials. These methods enable students to progress at their own pace, revisit concepts, and receive immediate feedback, promoting a deeper understanding of the subject matter. Additionally, interactive methods allow for differentiation, enabling educators to address diverse learning styles and accommodate students' individual learning preferences.

One of the primary advantages of interactive teaching methods is their ability to promote active participation among learners. Traditional methods, such as lectures and rote memorization, often fail to engage students actively, leading to passive learning and limited retention. In contrast, interactive methods encourage learners to actively participate in the learning process through activities such as group discussions, role-plays, and interactive exercises. By involving students directly in the learning experience, these methods stimulate critical thinking, problem-solving skills, and deeper comprehension of the language.

Effective communication lies at the heart of language learning, and interactive methods play a crucial role in developing and enhancing these skills. Language acquisition is not solely about memorizing grammar rules and vocabulary but also about using the language in real-life situations. Interactive methods provide opportunities for learners to practice and refine their speaking, listening, reading, and writing skills in a communicative context. Activities such as debates, simulations, and collaborative projects create an authentic language environment where learners can engage in meaningful interactions, express their thoughts, and receive immediate feedback. This active engagement enables learners to build confidence, fluency, and accuracy in using the English language.

Creating a positive and supportive learning environment is essential for effective language instruction. Interactive methods promote a student-centered approach that emphasizes collaboration, cooperation, and mutual respect. Learners become active participants in their own learning process, which enhances their motivation and engagement. Group activities, games, and multimedia resources not only make the learning experience enjoyable but also foster a sense of camaraderie among learners. By encouraging interaction and cooperation, interactive methods create a safe space for learners to take risks, make mistakes, and learn from each other. This positive learning environment nurtures a growth mindset, encourages open-mindedness, and cultivates a lifelong love for learning the English language.

Conclusion: Interactive methods have revolutionized the teaching of English by promoting language proficiency, fostering active engagement, and promoting cultural understanding. By shifting the focus from passive learning to active participation, these methods provide students with opportunities to apply their language skills in real-life contexts. Additionally, interactive methods create an inclusive and dynamic learning environment that caters to diverse learning styles and encourages collaboration among students. As English continues to be a crucial global language, educators must embrace interactive methods to empower learners with the necessary skills and competencies to navigate the linguistic and cultural complexities of the modern world. Interactive teaching methods have proven to be effective in teaching the English language by

promoting active participation, improving communication skills, and fostering a positive learning environment. These methods provide learners with opportunities to engage actively, practice language skills in real-life contexts, and develop confidence in their abilities. As educators, it is imperative to incorporate interactive methods in language instruction to enhance the learning experience and facilitate language acquisition. By embracing these methods, both teachers and learners can embark on a journey of exploration, collaboration, and growth in mastering the English language.

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TALABALAR ONGINING PSIXIK RIVOJLANISH XUSUSIYATLARIGA TA'SIR ETUVCHI OMILLAR

Sa'dullayeva Mohinurbegim

Osiyo Xalqaro Universiteti

Pedagogika Psixologiya yo'nalishi magistranti

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Annotatsiya. Ushbu maqolada talabalarga atrof muhitda sodir bo'ladigan real voqealarga nisbatan ta'sir etuvchi omillarning salbiy va ijobiy darajadagi natijalarining tahliliga asos bo'ladigan psixologik yondoshuvlar nazariy jihatdan yoritilgan.

Kalit so'zlar: ko'nikma, ijtimoiy muhit, "rol", "ideal Men", "real Men", "xayoliy Men", refleksiya, "Tana tili".

FACTORS AFFECTING CHARACTERISTICS OF MENTAL DEVELOPMENT OF STUDENTS' MIND

Abstract. This article theoretically covers psychological approaches that provide students with the basis of an analysis of the results of factors affecting them on a negative and positive level in relation to real events that occur in the environment.

Keywords: skill, social environment, "role", "ideal me", "real me", "imaginary me", reflection "body language".

ФАКТОРЫ, ВЛИЯЮЩИЕ НА ХАРАКТЕРИСТИКИ ПСИХИЧЕСКОГО РАЗВИТИЯ УМСТВА СТУДЕНТОВ

Аннотация. В данной статье теоретически излагаются психологические подходы, которые могут лежать в основе анализа результатов на отрицательном и положительном уровнях факторов, влияющих на учащихся по отношению к реальным событиям, происходящим в их среде.

Ключевые слова: навык, социальная среда, "роль", "идеальное Я", "реальное я", "воображаемое я", рефлексия, "язык тела".

Jamiyatning bolalar ongiga ta'sir etishida ta'lim-tarbiyaning roli kattadir. Chunki bolalar yoshligidan atrofdagi kishilar bilan munosabatda bo'lib, bilimlar, ko'nikma va malakalarni egallaydilar. Bolani o'rab olgan ijtimoiy muhit (tabiat, jamiyat, jamoa va guruh), mehnat va til faqat inson shaxsi taraqqiyotining shartlarigina bo'lib qolmay, bolalar uchun maktabda o'quv predmetiga aylanadi. Bilim va ko'nikmalarni egallash bolaning ma'naviy jihatdan o'sishiga yordam beradi, dunyoqarash shakllanadi. Inson ongining o'zgarishida uning faollik ko'rsatishi ham muhim ahamiyatga ega. Agar bola tug'ilganidan boshlab faollik ko'rsata boshlasa, keyinchalik bu faollik faoliyatga aylanadi. Faoliyat esa kishining o'zini o'rab olgan tabiatga, ijtimoiy muhitga va ayrim kishilarga ta'sir ko'rsatishidir. Bularning hammasi kishilar ongining o'zgarishiga sabab bo'ladi.

Ma'lumki, har bir odamning ongi tug'ilish paytidan boshlab, butun umr bo'yi o'sib boradi. Odam ongining yoshga qarab o'zgarish sababi nimada, degan savol tug'ilishi tabiiy. Turmushdagi kuzatishlar va biologlar, jamiyatshunoslar, psixologlar va pedagoglarning ko'pgina ilmiy tadqiqotlari bu savolga quyidagicha javob qaytarishimizga asos beradi: har bir kishi, ongining yoshga qarab taraqqiy etishi shu kishi organizmining o'sishiga, ijtimoiy muhit ta'siriga, ta'lim va tarbiyaga, shuningdek, odamning o'z faoliyatiga bog'liq.

Shaxs va uning jamiyatdagi o'zni bir qator ilmiy tushunchalar vositasida talqin qilinadi. U yoki bu mehnat jamoasida faoliyat ko'rsatayotgan shaxs o'z jamoasida ma'lum mavqeyini egallashga harakat qiladi. Ijtimoiy mavqye yoki status tushunchasi odamning ma'lum insoniy munosabatlar tizimida tutgan o'rnini ifodalaydi. Bu o'rin uning shu jamoada barcha huquqlari (masalan, bo'lim boshlig'i bo'lib ishlaydigan odamdagi lavozimidan kelib chiqadigan normativ huquqlari) hamda burchlari (yaxshi samara bilan ishlash, xodimlarga o'z vaqtida va aniq topshiriqlar berish, maoshni to'g'ri belgilash va h-zo) majmuasidan kelib chiqadi. Odamning obro'si aslida ana shu mavqeyeni to'g'ri va obyektiv, xolis anglashi, o'z huquq va burchlari to'g'risidagi tasavvurlarining aniqligi va amalda ularning ijrosiga bevosita boqliq. Shuning uchun rahbar nafaqat o'z mavqeyini, balki barcha jamoa a'zolarining mavqelarini aniq bilishi kerakki, shundan kelib chiqib u xodimlar bilan munosabatlarini tashkil etadi. Bu holat yana bir muhim tushunchani keltirib chiqaradi. Bu ijtimoiy rol tushunchasidir.

Rol – shaxsga nisbatan shunday tushunchaki, uning konkret hayotiy vaziyatlardagi huquq va burchlaridan iborat harakatlarini bildiradi. Masalan, talaba rolini oladigan bo'lsak, uni bajarish – u yoki bu oliy o'quv yurtida tahsil olish, uning moddiy bazasidan foydalanish, kutubxonasiga a'zo bo'lish, stipendiya olib, ma'muriyatning ijtimoiy himoyasida bo'lish kabi qator huquqlar bilan birgalikda o'sha oliygoh ichki tartib-intizomi normalariga so'zsiz bo'ysunish, darslarga o'z vaqtida kelish, reyting baholov talablari doirasida kundalik o'zlashtirish normalarini bajarish, amaliyotda bo'lish, dekanatning bergan jamoatchilik topshiriqlarini ham bajarish kabi qator burchlarni ham o'z ichiga oladi. Bu rol uning uyga borgach bajaradigan “farzandlik” roli (ota va ona, yain qarindoshlar oldida) talab va imtiyozlaridan farq qiladi. Ya'ni, konkret shaxsning o'ziga xosligi va qaytarilmasligi u bajaradigan turli-tuman ijtimoiy rollarning xarakteridan kelib chiqadi. Shunga ko'ra, kimdir “tartibli, ba'mani, fozil, axloqli va odobli” deyilsa, kimdir be'mani, bebosh, o'zgaruvchan, ikkiyuzlamachi (ya'ni, bir sharoitda juda qobil, boshqa yerda - betartib) degan hayotiy mavqyega ega bo'lib qoladi.

Shaxsning o'zi, o'z xulq-atvori xususiyatlari, jamiyatdagi mavqeyini tasavvur qilishidan hosil bo'lgan obraz – “Men” – obrazi deb atalib, uning qanchalik adekvatligi va reallikka yaqinligi shaxs barkamolligining mezonlaridan hisoblanadi.

“Men” – obrazining ijtimoiy-psixologik ahamiyati shundaki, u shaxs tarbiyasining va tarbiyalanganligining muhim omillaridan hisoblanadi. Shu nuqtai nazardan olib qaralganda, tarbiya shaxsning o'zi va o'z sifatleri to'g'risidagi tasavvurlarining shakllanishi jarayonidir, deb ta'rif berish mumkin. Demak, har bir inson o'zini, o'zligini qanchalik aniq va to'g'ri bilsa, tasavvur qilolsa, uning jamiyat normalariga zid harakat qilish ehtimoli ham shunchalik kam bo'ladi, ya'ni u tarbiyalangan bo'ladi.

O'z-o'zini anglash, o'zidagi mavjud sifatlarni baholash jarayoni ko'pincha konkret shaxs tomonidan og'ir kechadi, ya'ni, inson tabiati shundayki, u o'zidagi o'sha jamiyat normalariga to'g'ri kelmaydigan, noma'qul sifatlarni anglamaslikka, ularni “yashirishga” harakat qiladi, hattoki, bunday tasavvur va bilimlar ongsizlik sohasiga siqib chiqariladi (avstriyalik olim Z.Freyd nazariyasiga ko'ra). Bu ataylab qilinadigan ish bo'lmay, u har bir shaxsdagi o'z shaxsiyatini o'ziga xos himoya qilish mexanizmidir. Bunday himoya mexanizmi shaxsni ko'pincha turli xil yomon asoratlardan, hissiy kechinmalardan asraydi. Lekin shuni alohida ta'kidlash lozimki, “Men” – obrazining ijobiy yoki salbiyligida yana o'sha shaxsni o'rab turgan tashqi muhit, o'zgal va ularning munosabati katta rol o'ynaydi. Odam o'zgalarga qarab, go'yoki oynada o'zini ko'rganday

tasavvur qiladi. Bu jarayon psixologiyada **refleksiya** deb ataladi. Bu jarayonning mohiyati – aynan o'ziga o'xshash odamlar obrazi orqali o'zi to'g'risidagi obrazni shakllantirish, jonlantirishdir. Odamning o'z “Meni” to'g'risidagi barcha tasavvurlari va bilimlari majmui shu tariqa shakllanadi. “Men” obrazining bir qancha turlari farqlanadi: ayni mavjud “Men” (“Real – Men”); istalgan “Men” (“ideal – Men”); xayoliy “Men”. Shaxsning o'ziga-o'zi beradigan hisobotlariga qarab, uning ham o'ziga, hamda birovlariga munosabatlarini aniqlash mumkin. “Men kimman?” deb nomlangan test aynan ana shunday o'ziga nisbatan o'zining hisobotining mohiyatini aniqlaydi.

Bunda tekshiriluvchidan 12 daqiqa mobaynida “Kimman?” degan savolga 20 xil variantda javob berish so'raladi. Javoblar betartib bo'lishi mumkin, chunki ular keyinchalik kontent-tahlil yordamida qayta ishlanadi.

V.Stolin fikricha, o'ziga munosabat 9 xil modallikda – o'lchovlarda aniqlanishi mumkin:

- “Men”ning anglanganligi;
- o'zini hurmat qilish va o'ziga ishonch;
- o'zini boshqara olish va izchillik;
- boshqalardan kutiladigan munosabat;
- o'zidan rozilik;
- o'z qadr-qimmatini uchun qayg'urish;
- o'z “Meni”ga tobelik, bog'liqlik;
- o'zini tushunmaslik, o'z “Meni” bilan ziddiyatlarning mavjudligi;
- o'zini o'zi ayblashi.

Ana shunday usullar bilan shaxsning kognitiv tizimidagi xususiyatlarni aniqlash va mos tarzda munosabat strategiyasini belgilash mumkin bo'ladi.

Shaxs mavqeyini o'rganishda vizual psixodiagnostikaning ham ahamiyati katta. A.Shtangel o'zining “Tana tili” kitobida inson qaddi-qomati va yurishining tavsiflarini keltiradi. Masalan, uning izlanishlariga ko'ra, qomatning doimo erkin tutilishi – har qanday tayziqdan xolilik, erkinlik belgisi. Bo'shashgan qomat – bo'ysunuvchanlik, tobelik, ergashuvchanlik, mustaqil fikrning yo'qligidan alomat. Bundan tashqari, odam tanasi yelka qismi va umuman tana yuqori qismining xususiyatlari egasining mavqeyi va rovidan dalolat beradi, masalan, kerik odam bilan kamtar odam, har narsaga burnini tiqaveradigan odam bilan o'z ishini bilib, bir chekkada band bo'lishni xohlaydigan odamning fe'li har xil bo'lishini bilamiz.

Talabalar atrofidagi turli voqea-hodisalardagi haqiqatni bilishga intiladi. Ularni tayyor yechimlar, ma'lumotlar emas, balki shu yechim va ma'lumotlarni o'zlari mulohaza yurgizib, qidirish jarayonining o'zi ko'proq qiziqtiradi. Bu borada turli masalalar bo'yicha bahs va munozaralar yuritishga va o'zlarining fikrlarini isbotlashga juda qiziqadilar. Bu davrda bilish jarayonlarining rivoji faol ravishda davom etadi. Bu rivojlanish o'ziga va uning atrofidagi kuzatuvchilarga kam seziladi. Bu davrga kelib, talabalar to'la ravishda mantiqiy tafakkurga ega bo'ladilar, nazariy fikr yuritib, o'zlarini-o'zlari tahlil eta oladilar.

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ZAMONAVIY GLOBAL BANK TIZIMINI RAQAMLASHTIRISHNING AHAMIYATI

Gulamov Mirshod Maxmudovich

Osiyo Xalqaro Universiteti

Iqtisodiyot (tarmoqlar va sohalar bo'yicha)

yo'nalishi magistranti

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Annotatsiya. Ushbu maqolada bugungi kunda jahon tijorat banklari faoliyatini raqamlashtirish sharoitida bank innovatsiyalarini tashkil etish va mavjud imkoniyatlardan foydalanish va ularni takomillashtirishga oid muhim vazifalar yoritilgan.

Kalit so'zlar: bank, Markaziy bank, Tijorat bank, Islom bank, Tashqi bank, Kapitalizm, kredit-hisobi, Tovar-pul, bankrot, pulli stol.

THE IMPORTANCE OF DIGITIZING THE MODERN GLOBAL BANKING SYSTEM

Abstract. This article highlights the most important tasks related to the organization of banking innovations and the use of existing opportunities and their improvement in the context of digitization of the activities of global commercial banks today.

Keywords: Bank, Central Bank, Commercial bank, Islamic bank, external bank, capitalism, credit account, commodity-money, bankrupt, pay table.

ВАЖНОСТЬ ЦИФРОВИЗАЦИИ СОВРЕМЕННОЙ ГЛОБАЛЬНОЙ БАНКОВСКОЙ СИСТЕМЫ

Аннотация. В данной статье освещаются важнейшие задачи, связанные с организацией банковских инноваций и использованием имеющихся возможностей и их совершенствованием в условиях оцифровки деятельности мировых коммерческих банков на сегодняшний день.

Ключевые слова: Банк, Центральный Банк, Коммерческий банк, Исламский банк, внешний банк, капитализм, кредитный счет, товар-деньги, банкрот, платный стол.

Bank deb, pul mablag'larini yig'uvchi, saqlab beruvchi, kredit- hisob va boshqa har xil vositachilik operatsiyalarini bajaruvchi muassasaga aytiladi. Banklar paydo bo'lishining asosi tovar-pul munosabatlarining rivojlanishi hisoblanadi. Tovar-pul munosabatlarining yuzaga kelishi va ularning rivojlanib borishi barcha ijtimoiy-iqtisodiy tuzumlarda banklarning mavjud bo'lishini taqozo qiladi.

«Bank» italyancha «banca» soʻzidan olingan boʻlib, «stol», aniqrogʻi, «pulli stol» maʼnosini anglatadi. Oʻrta asrlarda italiyalik puldorlar hamyonlaridagi, idishlardagi monetalarni stol ustiga qoʻyib hisob-kitob qilishgan. XII asrlarda Genuyada pul almashtiruvchilar «bancherii», deb atalgan. Agar puldorlardan birortasi ishonchni oqlamasa va oʻz ishiga masʼuliyatsizlik qilsa, u oʻtirgan stolni sindirib tashlashgan va uni «banco rotto», yaʼni bankrot, deb atashgan. Demak, bizga maʼlum boʻlgan «bankrot» ham italyancha «banca» soʻzidan olingan.

Banklar paydo boʻlishining boshlangʻich bosqichi XVI asrda Florensiya va Venetsiyada tashkil qilingan kichik jirobanklar hisoblanadi. Keyinchalik shunday banklar Amsterdamda (1605), Gam-burgda (1618), Milanda, Nyurnbergda, Genuyada vujudga kelgan. Bu banklar, asosan, oʻz mijozlari — savdogar- larga xizmat qilgan. Bank ishining asosiy yoʻnalishlari depozit (omonat) qabul qilish, kreditlar berish va mijozlarga kredit-hisob xizmati koʻrsatishni amalga oshirish hisoblanadi. Bank qimmatbaho qogʻozlarni saqlash, saqlashga oʻtkazilgan qimmatbaho qogʻozlarni joriy boshqarish, birja topshiriqlarini bajarish, seyflarni ijaraga berish kabi pulli xizmatlar ham koʻrsatadi. Turli iqtisodiy xizmatlarni amalga oshiruviga koʻra hozirgi vaqtda bankning quyidagi asosiy turlari faoliyat koʻrsatadi: markaziy (emissiya) banki va tijorat banki.

Markaziy bank („banklarning banki“) (Milliy bank va AQShda Federal rezerv tizimi) mamlakatning jami kredit tizimini nazorat qiladi, davlat pul-kredit siyosatini amalga oshiradi va kredit stavkasini nazorat qiladi, naqd pul va qimmatbaho qogʻozlar emissiyasi bilan shugʻullanadi, mamlakatning oltin-valuta zahiralarni saqlaydi, davlat va tijorat bankiga kreditlar beradi.

Tijorat banki oʻz navbatida universal va ixtisoslashgan banklarga boʻlinadi. Ixtisoslashgan bank investitsiya banki, jamgʻarma (omonat) banki, maxsus bank, kooperativ bank va boshqalardan iborat. Tijorat banki universal bank boʻlib jismoniy va yuridik shaxslarga xilma-xil bank xizmatlari koʻrsatadi (depozitlarni jalb etish, veksel hisobi, kredit berish, qimmatbaho qogʻozlarni sotish va sotib olish).

Bu bank bank va kredit tizimining oʻzagini tashkil etadi. Universal bank hamma turdagi asosiy bank harakatlarini amalga oshiradi. Ixtisoslashgan bank biron-bir faoliyatga, sohaga va tarmoqqa xizmat koʻrsatadi. Investitsiya banki, asosan, emissiyataʼsischilik operatsiyalar bilan shugʻullanadi va qimmatbaho qogʻozlar savdosini oʻtkazadi. Maxsus bank muayyan mijozlar guruhiga xizmat koʻrsatadi yoki ayrim sohalarda ixtisoslashadi (jamgʻarma, savdo, tashqi savdo, ipoteka va boshqalar).

Kooperativ bank tovar ishlab chiqaruvchilar tomonidan pay asosida barpo etiladi, ta'sischiylarning kredit va bank xizmatlariga bo'lgan ehtiyojlarini qondiradi. Tarmoq va hududiy prinsiplar bo'yicha tashkil topadi, tijorat bankining bir ko'rinishi hisoblanadi.

Investitsiya banki korxonalarining qimmatli qog'ozlari va bondlarni chiqaradi, sarmoya boshqaruvi xizmatlari, kapital bozorda firmalarga maslahat berib boradi, birja bozorlarini yaratadi va yuritadi.

Islom banklarining faoliyati Islomiy qoida va qonunlarga asoslanib olib boriladi. Bunday banklarning eng muhim jihati sarmoya yoki qarzlarni uchun foiz hisobida xizmat haqi undirilmaydi, chunki bunday faoliyat Islom dinida taqiqlangan. Banklar mijozlarga mo'ljallangan binolarni moliyalashtirishdan tushgan foydalar hisobiga yuritiladi.

Tashqi banklar yoki ingliz tilida 'offshore' banklar past soliqli va kam cheklovli xorijiy davlatlarda joylashgan banklardir. Ularning aksariyati xususiy banklardan iborat. Mulk shakliga ko'ra banklarning quyidagi turlari bor: davlat banki, davlat ishtirokidagi aralash bank, davlatlararo bank, xalqaro bank, chet el sarmoyasi ishtirokidagi bank, aksiyadorlik bank, bankirlar uyi, kooperativ bank, mahalliy o'z-o'zini boshqarish banki, kommunal bank, xususiy bank va boshqalar.

Bank ishining dastlabki belgilari quldorlik jamiyatida paydo bo'lgan. Ular asosan, savdogarlarning pul bilan bog'liq hisob-kitob ishlarini bajargan ijro-banklar (mijozlar O'rtasida hisob-kitoblarni naqd pulsiz olib boradigan banklar) shaklida vujudga keldi. Shu bilan bir qatorda maxsus sarrofxonalarda sarroflar pul almashtirish va yirik pullarni maydasiga almashtirib berish ishlari bilan shug'ullangan. Bankning ayrim belgilariga ega bo'lgan muassasalar o'rta asrlarda shimoliy Italiya shaharlarida, so'ngra Gollandiya va Germaniyaning savdo markazlarida yuzaga keldi.

Kapitalizmning vujudga kelishi va rivojlanishi bilan bankning ahamiyati ortib ketdi. Bank ishining hozirgi tamoyillari birinchi bo'lib 17-asrdan boshlab Angliyada, so'ngra boshqa mamlakatlarda yuzaga kela boshladi. Shu davrdan boshlab bank kapital va tadbirkorlikni ishga solishning maxsus bir sohasiga aylandi.

Bankning ko'payishi bilan ssuda kapitali kapitalning asosiy shakllaridan biri bo'lib qoldi. Asta-sekin bank yiriklashib, ular bajaradigan operatsiyalar doirasi kengayib bordi. bank muomalaga xususiy veksellar o'rnida ishlatiladigan kredit pullari — banknotlar (bank biletlari) chiqara boshladi.

Ko'pgina mamlakatlarda cheklar bilan amalga oshiriladigan naqd pulsiz hisob-kitoblar paydo bo'ldi. Kapitalizmning rivojlanishi bilan kredit va to'lovlarda vositachilik vazifasini

bajaradigan muassasalarga talab ortib bordi. bank bo‘sh pul vositalarini yig‘ib, ularni turli muddatlarga ssudaga berdi, ular korxonalarining joriy hisob varag‘ini yuritib, korxonalar o‘rtasida o‘zaro hisobkitoblarni olib bordi.

Asta-sekin bank o‘rtasida eng yiriklari paydo bo‘ldi. Ayniqsa, 19-asr oxiriga kelib bank ishlab chiqarishning konsentratsiyalanishi oqibatida bankning yiriklashuvi bank sonini qisqarishiga va bank monopoliyalarining vujudga kelishiga, ular o‘rtasida o‘zaro raqobat kurashining kuchayishiga sabab bo‘ldi.

Bank to‘lov va kredit operatsiyalarida vositachilik qilish bilan kifoyalanmay, sanoat korxonalarini aksiyalarini sotib ola boshladi ya’ni korxonalariga egalik xuquqini rasmiylashtirishni yo‘lga qo‘ydi va ularning xo‘jaliklari yoki muassislaridan biriga aylandi, yangi korxonalar ta’sis etishda hamkorlik qildi. Yirik bank va sanoat kapitalining birga qo‘shilib ketishi natijasida moliya kapitali va moliya oligarxiyasi vujudga keldi, bu oligarxiya mamlakatlarning iqtisodiy va siyosiy hayotida katta mavqeni egalladi.

Hozirgi davrda ko‘pgina mamlakatlarda ko‘plab (masalan, 90-yillar boshida AQShda 14,5 mingdan ortiq bank bo‘lgan) bank bo‘lishiga qaramay, ulardan 3—4 tasigina yetakchi o‘rinda turadi. Turli mamlakatlardagi yirik bank nihoyatda sertarmoq bo‘lib, o‘z mamlakati doirasidagina emas, shu bilan birga jahonning juda ko‘p mamlakatlarida bo‘lim va filiallariga ega.

Rivojlangan mamlakatlarda bank iqtisodiyotni boshqarish va rag‘batlantirish muassasasi vazifalarini bajaradi. bank pul kapitalini iqtisodiyotning sohalari va tarmoqlari bo‘yicha taqsimlanishida qatnashib, foyda normasining tenglashuvini ta’minlaydi.

Jahon bank tizimlarining qanday turlari borligini o‘rganishga kirishishdan oldin ta’rifning o‘zini tushunishga arziydi. Ushbu atama bitta huquqiy va moliyaviy-kredit mexanizmi doirasida faoliyat yurituvchi nobank kredit tashkilotlari va banklarning o‘zlari yig‘indisini tavsiflash uchun ishlatiladi. Bu tizim ham milliy bankni, ham xususiy tuzilmalarni, jumladan, turli kredit va hisob-kitob markazlarini o‘z ichiga oladi.

Milliy bankning asosiy vazifasi davlat valyuta va emissiya siyosatini amalga oshirishdan iborat. Bu mamlakat zaxira tizimining markazi. Bank tizimi kredit tashkilotlari faoliyatini qo‘llab-quvvatlovchi ixtisoslashgan kompaniyalar bilan ham bog‘liq bo‘lishi mumkin.

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TRAINING DER FERTIGKEIT HÖREN IM FREMDSPRACHENUNTERRICHT

Xolmuratov Jahongir

SamDCHTI Payariq xorijiy tillar fakulteti nemis tili fani o'qituvchisi

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Zusammenfassung. Zuhören ist die Grundlage der Kommunikation. Das Training der mündlichen Ausdrucksfähigkeit beginnt mit dem Training des Zuhörens. Sprechen und Zuhören sind zwei miteinander verknüpfte Teile der mündlichen Kommunikation. Das Zuhören entsteht im Prozess des Sprechens, das Sprechen im Prozess des Verstehens. Das Zuhören ist sowohl das Ziel als auch das Mittel des Sprachenlernens. Das Zuhören setzt sich aus drei Komponenten zusammen: linguistisch, psycholinguistisch und instrumentell, und es umfasst mehrere Aktionen der Lernenden: wahrnehmungsbezogen, kognitiv und mnemotechnisch. Die Festlegung von Lehrstrategien für das Training von Hörfähigkeiten erfolgt durch den Vergleich dieser Arten von Handlungen mit den entsprechenden Handlungen, die für jede Lehrmethode charakteristisch sind.

Schlüsselwörter: Hören, Kompetenz, Rezeption, Hörstil, Hörstrategien.

TRAINING THE LISTENING SKILL IN FOREIGN LANGUAGE

LESSONS

Abstract. Listening is the foundation of communication. Training oral expression begins with training listening. Speaking and listening are two interrelated parts of oral communication. Listening occurs in the process of speaking, speaking in the process of understanding. Listening is both the goal and the means of language learning. Listening is composed of three components: linguistic, psycholinguistic and instrumental, and it involves several actions of the learner: perceptual, cognitive and mnemonic. Determination of teaching strategies for training listening skills is carried out by comparing these types of actions with the corresponding actions characteristic of each teaching method.

Keywords: listening, competence, reception, listening style, listening strategies.

ТРЕНИРОВКА НАВЫКА СЛУШАНИЯ НА УРОКАХ ИНОСТРАННОГО ЯЗЫКА

Аннотация. Слушание – это основа общения. Обучение устной речи начинается с тренировки аудирования. Говорение и слушание — две взаимосвязанные части устного общения. Слушание происходит в процессе говорения, говорение – в процессе понимания. Аудирование является одновременно целью и средством изучения языка. Аудирование состоит из трех компонентов: лингвистического, психолингвистического и инструментального и включает в себя несколько действий обучающегося: перцептивное, когнитивное и мнемоническое. Определение стратегии обучения навыкам аудирования осуществляется путем сравнения этих видов действий с соответствующими действиями, характерными для каждого метода обучения.

Ключевые слова: аудирование, компетентность, прием, стиль слушания, стратегии слушания.

Hören spielt eine große Rolle beim Fremdsprachenlernen. Die Beobachtung des Lernprozesses in dem Hören und in der mündlichen Rede zeugen davon, dass die Lernenden in dem Prozeß des Erlernens der mündlichen Formen der Beherrschung einer Fremdsprache auf viele Schwierigkeiten stoßen. Das Hören fällt den meisten Fremdsprachlernern schwer. Es ist kein

Wunder, denn die Lehrer achten in der ersten Linie auf das korrekte Verständnis und auf die Aussprache. Aber die Fertigkeit Hören ist mit dem Sprechen eng verbunden. Das sind verschiedene. Sprechfertigkeiten soll viel und gründlich gearbeitet werden. Viele Lerner sind überhaupt gegen die mündlichen Übungen und gegen das Hören als Aspekt der Sprache. Deswegen war das Hören sehr lange eine „wunde Stelle“ im Fremdsprachenunterricht.

Nach dem Curriculum ist es heute aktuell, den Unterricht kreativer zu machen, um die Schüler zu motivieren, eine Fremdsprache zu lernen. In dem Fremdsprachenunterricht müssen vier Fertigkeiten eingeführt werden und nämlich das Hören (das auditive Verstehen), das Lesen (das visuelle Verstehen), das Sprechen und das Schreiben. Die zwei ersten Fertigkeiten (das Hören und das Lesen) sind rezeptiv und die zwei anderen (das Sprechen und das Schreiben) – produktiv. Der Erwerb einer bestimmten Fertigkeit kann für das Lernen einer anderen wichtig sein, deshalb soll der Lehrer sich darum kümmern, dass er sowohl die rezeptiven, als auch die produktiven Fertigkeiten in den Unterricht einsetzt.

Die Verbindung mehrerer Fertigkeiten ist nützlich, weil sich hier der Prozess namens „Transfer“ einschaltet, wo eine Förderung der zweiten Fertigkeit durch eine Übertragung aus der ersterworbenen möglich ist.

Die vier Fertigkeiten können nach mehreren unterschiedlichen Kriterien eingeteilt werden, wie z.B.:

- produktive vs. rezeptive Fertigkeit
- akustisches vs. graphisches Medium
- mündliche und direkte Kommunikation vs. schriftliche und indirekte Kommunikation
- gleichzeitige vs. zeitliche versetzte Verständigung

Je nach Situation sind unterschiedliche **Hörstile** und ihre Mischformen gefordert:

Globales Hören:

Man hört nicht auf jedes einzelne Wort.

Man konzentriert sich auf die Hörsituation (wer spricht, wo und wann wird gesprochen) und auf das Thema.

- Konzentration auf den Handlungsverlauf (z.B. Hauptpersonen, Grundstimmung)

Selektives Hören:

Man konzentriert sich auf bestimmte Informationen. Dafür sind Schlüsselwörter notwendig. Den Rest des Textes hört man eher global.

- Auswählen und Herausfiltern der im Moment wichtigen Informationen; Ausblenden einer Fülle von weiteren Informationen, die belanglos sind;

Detailliertes Hören:

Man versucht jedes Wort zu verstehen. Das funktioniert am besten, wenn man den Text mehrmals hören kann, wenn möglich mit Pausen oder wenn man zurückfragen kann.

- Der Hörer oder die Hörerin soll sich möglichst alle gelieferten Informationen merken.

Folgende Punkte erscheinen uns im Deutsch als Fremdsprachenunterricht wichtig:

- Hörtexte ermöglichen es den Lernenden die Fremdsprache in verschiedensten inhaltlichen Kontexten zu erfahren. Die Lernenden gewöhnen sich an verschiedene Stimmen, die auch jeweils Besonderheiten in Wortschatz, Aussprache, Intonation aufweisen.
- Die Arbeit mit Hörtexten soll ein regelmäßiger Bestandteil des Unterrichts sein.

- Die Lernenden sollen die Möglichkeit haben, ohne Druck in die Texte "einzutauchen", unbefangen "reinzuhören".
- Die Lernenden sollen die Möglichkeit haben, den Text mehrmals zu hören. Im Idealfall entscheiden die Lernenden selbst, wann sie den Text oft genug gehört haben.
- Die Lernenden sollen die Möglichkeit haben, sich in Gruppen zum Hörtext auszutauschen. Das nimmt den Verstehensdruck vom Einzelnen und fördert die Kommunikation.
- Analytische Übungen sollen immer erst angeboten werden, wenn der Text inhaltlich verstanden wurde.

Ebenso wie alle im Unterricht eingesetzten Medien hat die Fähigkeit Hören mehrere Funktionen. Wir sollen die Lernenden motivieren/ einstimmen, die Aktivität steuern, einen Sachverhalt darbieten und/oder erörtern. Darüber hinaus können wir zum Zweck der Wiederholung, Einübung, Zusammenfassung und Erfolgskontrolle genutzt werden.

Es gibt unzählige Möglichkeiten auditive Methode im Unterricht einzusetzen. Im folgenden wollen wir die von uns vorgeschlagene Übungstypologie mit den entsprechenden Aufgabenstellungen noch einmal im Überblick darstellen. So kann man Zuordnungsübungen von Text und Bild z. B. sowohl vor dem Hören als auch nach dem Hören einsetzen. Schlüsselwörter können zur Einstimmung in das Thema und zur sprachlichen Vorentlastung vorgegeben werden, man kann sie aber auch während des Hörens mitlesen lassen. Richtig-Falsch-Aufgaben können bei längeren Hörtexten während des Hörens, bei kurzen Texten aber auch nach dem Hören gelöst werden usw. (*Dahlhaus Barbara (1994), Fertigkeit Hören. München.*)

Das Ziel der Aufgaben, die **vor dem Hören** gemacht werden können ist Hinführung zum Thema, Motivation der Schüler, Aufbau einer Hörerwartung Aktivierung des Vorwissens durch Aufbau einer Hörerwartung, Aktivierung des Vor-, wissens durch

- Assoziogramme (Signalwort, Signalsatz),
- visuelle Impulse (Illustration, Bild, Foto, Bildsalat, Video, Skizze usw.),
- akustische Impulse (Geräusche, Musik, Stimmen),
- Besprechung des Themas (Vorerfahrungen, Weltwissen der Schüler) in der Mutter- oder Fremdsprache, - Vorgabe von Schlüsselwörtern (Strukturskizze, Wortgeländer, „roter Faden" durch den Text),
- Arbeit mit Satzkarten, - Zuordnungsübungen (Bild - Text, Bild - Bild, Text - Text), - richtige Reihenfolge herstellen (von Bildern, Texten usw.),
- Vorsprechen/Vorspielen einer sprachlich (und inhaltlich) vereinfachten Version des Hörtextes,
- Besprechung eines Lesetextes mit ähnlicher Thematik, Lesen einer inhaltlichen Zusammenfassung,
- phonetische Vorentlastung.

Bei der Aufgaben, die **während des intensiven Hörens** gemacht werden können, verfolgen wir folgende Ziele:

- Einzelne Informationen (Namen, Ort, Zahlen: Bingo usw.) aufschreiben, Rasterübungen,
- Text mitlesen,
- Lückentext mitlesen und Lücken schließen,
- Mitlesen der Schlüsselwörter/des Wortgeländers,
- Arbeit mit (umfangreichen) Wortlisten (Was wird tatsächlich gesagt?),

- Beantworten von globalen W-Fragen (Wer? Wo? Wann? Wie viele Personen?). Nichtverbal reagieren und handeln:
- visuelles Diktat, Körperbewegungen, Weg verfolgen: Stadtplan, Landkarte usw.,
- richtige Reihenfolge herstellen.

Dabei unterscheiden wir folgende Übungen **bei extensivem/selektivem Hören**:

Nichiverbal:

- Mehrwahlantworten (Multiple-choice),
- Richtig - Falsch ankreuzen,
- Ja – Nein ankreuzen,
- Informationen zuordnen (z. B. durch Pfeile),
- Arbeit mit Wortlisten (nur einige wenige vorgegebene Wörter müssen herausgehört werden),
- einen bestimmten Auftrag ausführen. Verbal:
- stichwortartiges Beantworten von globalen Fragen (Wer? Wo? Wann? Wie viele?),
- einzelne Informationen in Raster eintragen.

Das Ziel der Aufgaben, die nach dem Hören gemacht werden können, ist

Kontrolle und weitere Arbeit am Text, wie z.B.:

- Zuordnungsübungen (Text - Text, Bild - Bild, Bild - Text),
- Richtig - Falsch (kurze Hörtexte),
- Ja - Nein (kurze Hörtexte),
- Fragen zum Text: Raster mit 6 W-Fragen,
- richtige Reihenfolge herstellen (Wörter, Überschriften, Bilder),
- Raster ausfüllen,
- Welche Aussagen treffen zu?

Um die Schwierigkeiten zu vermeiden, sind wir oft gezwungen, Verstehen vor dem Hören anzuwenden, das heisst Wörter und Wendungen zu erklären und aufzuschreiben, die kommunikative Situation zu erläutern, den Hörtext in Abschnitte zu teilen:

- Die Antwort darf nicht von einem einzigen Wort abhängen, weil gerade dieses Wort auch nicht verstanden werden könnte. Die Antwort sollte wenigstens zweimal im Text vorkommen – die s.g. Redundanz.
- Die Lösung darf nicht am Anfang des Textes sein. Das demotiviert das weitere Hören.
- Der konkrete Hörtext muss für das Niveau der Gruppe geeignet sein. Er soll auch den Interessen, der Motivation und dem Bedarf der konkreten Gruppe entsprechen. Die Konzentration bei Texten, die für die Lernenden interessant und nützlich sind, ist höher.
- Wenn es sich um einen MC Test handelt, sollen die möglichen Varianten plausibel erscheinen und sich nicht gegenseitig ausschliessen. Die Richtigkeit der Antwort muss eindeutig sein.
- Es sollten Hörtexte vermieden werden, die sehr viel Daten, Zahlen und Namen enthalten. Solche Texte stören das Verstehen.
- Beim Verstehen von Details soll der Hörtext unbedingt mehrmals vorgespielt werden. Dabei müssen die Schüler die Fragen und die Aufgaben vor dem Hören bekommen.

Dieser Artikel hat sich mit Unterrichtsmethoden im Fach Deutsch beschäftigt. Das Hören ist zentral für den Sprachunterricht und es ist sehr wichtig, dass man Hörübungen oft verwendet,

damit die verschiedene Varianten der Sprache kennenlernen. Zu verstehen, was andere sagen, ist eine Voraussetzung für die Kommunikation. Die Entwicklung der Fertigkeit ‚Hörverstehen,‘ ist von grosser Bedeutung, weil die Lehrgangsteilnehmer dadurch die Gelegenheit haben, sich an andere Stimme zu gewöhnen, sich selbst und die anderen zu informieren, ihr Verhalten an die Situation anzupassen und sich überhaupt in kommunikativen Situationen zu orientieren, eine eigene Meinung zu bilden und sich schliesslich an Gesprächen und Diskussionen zu beteiligen, deshalb haben wir viele Übungen für Entwicklung der Fertigkeit Hören betrachtet. In unserer Arbeit werden die häufigsten Übungen des Hörverstehens dargestellt. Die Übungen beschäftigen sich mit Dialogen, Antworten – Zuordnen, Globales Hören, Selektives Hören und Detailliertes Hören. Diese Fertigkeit wird mit den anderen kombiniert - Hören allein gibt es nicht, es wird immer mit Lesen, Schreiben oder Sprechen verbunden. Die Lernenden gewöhnen sich an die gesprochene Sprache, die von Muttersprachlern gesprochen wird. Der Lehrer muss alle möglichen Lerntätigkeiten des Hörverstehens einsetzen. Wir verstehen da Hörverstehen als eine Komplexität von Fähigkeiten wie Intelligenz, Gedächtnis und Konzentrationvermögen - Eigenschaften die individuell sind, und das erfordert nicht nur sprachliche, sondern auch interlinguistische Kenntnisse. Einüben und Testen von Hörverstehen ist zentrale Voraussetzung für authentische Kommunikation.

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**THE IMPORTANCE OF PROVERBS IN ENGLISH, RUSSIAN,
UZBEK LANGUAGES.**

Rokhila Bafoeva

Teacher of History and Philology department,
Asia International University

bafoyevorohila@oxu.uz

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Abstract. *This article provides information about the importance of proverbs in English, Russian, and Uzbek languages.*

Key words: *proverbs, mother tongue, global populations, Uzbek proverbs.*

**ЗНАЧЕНИЕ ПОСЛОВИЦ В АНГЛИЙСКОМ, РУССКОМ,
УЗБЕКСКОМ ЯЗЫКАХ.**

Аннотация. *В данной статье представлена информация о значении пословиц в английском, русском и узбекском языках.*

Ключевые слова: *пословицы, родной язык, население мира, узбекские пословицы.*

As we are all aware, our mother tongue, Uzbek, is a rich language in every way. Among all of the languages spoken in Europe, English is one of the most commonly used languages. The value of these languages is reflected in their distinctive characteristics. Uzbek proverbs, for instance, are a clear example of the Uzbek language's richness in visual expression, including its ability to express the same idea in a variety of ways, and its colorful nature. At the International conference on "Urgent issues of studying and promoting Uzbek classical and modern literature at the international level," President of the Republic of Uzbekistan Sh.M. Mirziyoyev said, "If literature, art, and culture live, the nation and all humanity live."

English proverbs are distinguished by their diversity, ability to convey meaning clearly, and ability to express a wide range of ideas, even though we are unable to fully explore all of these possibilities within the confines of the English language. It is evident from Uzbek proverbs that a variety of topics are deftly addressed, including the national culture, mentality, and traditional lifestyle of the Uzbek people.

English proverbs express this country's worldview and offer practical solutions for resolving problems in daily life, the workplace, and interpersonal relationships. Each language's literature serves as that country's encyclopedia. Proverbs are included in the category of folklore in this encyclopedia. The language, meaning, and vocabulary of these proverbs in society, as well as their application to daily life and youth education, should all be studied in order to comprehend their original meaning, absorb it, and draw important conclusions. For a citizen of any country, how they view their status is crucial. Studying proverbs and expressions is always pertinent because they are an essential component of the rich spiritual legacy.

Studying proverbs is one of the major issues that have plagued not only in linguistics and but also in literary studies sphere. The proverb challenges people's thinking, particularly that of the youth, and aids in the development of virtues such as honesty, hard work, selflessness, bravery, courage, persistence, and perseverance. Therefore, it is accurate to state that proverbs encourage a person's human qualities. Proverbs are used in daily life not only by the Uzbek or English people but also by people from other countries. Based on its etymology, the word "proverb" is derived

from the Arabic verb *Kavlun*, which means to speak or say. There are proverbs in every language, including English and Uzbek. Words in proverbs cannot be substituted with another ones.

Every proverb associated with any language or nation represents a unique instance of folk oral creativity that demonstrates the people's wisdom, distilled over centuries of experience, national spirit, and cultural distinctiveness. Proverbs in Uzbek and English are identical. Folk art study is becoming more and more important in the context of any language as a modern-day necessity. Despite being viewed as a by-product of folklore, proverbs are regarded by linguists and experts from other fields as a useful scientific and theoretical tool. Representatives of these disciplines include folklorists, philosophers, psychologists, cultural scientists, historians, and ethnographers. The word proverb can theoretically be understood to refer to a people's experience, breath, cry, and every feeling and experience of them.

Nowadays, linguists are concerned with a number of important issues, including the thorough analysis of proverbs and their study, as well as the analysis of proverbs using the method of expressing the national-cultural traditions and values of different linguistic circles. In the event that we choose to study languages through a comparative approach, we will discover that every language in the globe exhibits distinct and meaningful characteristics that set them apart from one another. The links and parallels between their mother tongue and the language they are learning help language learners learn. As a result, we can classify these languages together under distinct headings. Semantic, lexical, functional, and grammatical signs are a few examples of these categories. Such generalizing categories are what we can refer to as tools.

Every country and people, as we all know, has its own beliefs, national and traditional traits, distinctive and timely fantastical and textile images, and a variety of figurative meanings. uses examples as a starting point for compounds. Similarly, we observe that the aforementioned characteristics are reflected in proverbs and proverbs found in William Shakespeare's works. Global populations may speak different languages, but they share similar or identical thought processes and physical characteristics. We can use proverbs from various languages as an example. These proverbs serve the same purpose, which is to act as a linguistic and didactic tool for various situations in the daily lives of the people who use them, despite the fact that they are expressed in different languages and in different forms.

After studying proverbs in English, Arabic, and Russian, E. V. Kukhareva made conclusions and provided a description of them as follow: "Themes and circumstances are common to most proverbs. The commonality in proverbs is attributed by epidemiologists in different ways: some attribute it to kinship and ethnic origin, others attribute it to the introduction and acceptance of new domestic and cultural relations, and a third group of scientists attributes it to historical development steps and "They argue that there is a harmony of ideas."

Proverbs are now studied as a unit of linguistic culture as well as an example of folk art, according to K. Y. Alibekov. He concluded that while the concepts of "health" and "hygiene" were precious necessities in Russian culture, in Uzbek and Kazakh languages, these concepts were equated with wealth. This was achieved by comparing the concepts of "health" and "hygiene" in these three languages. The text makes clear that this idea has nearly identical connotations in the national cultures of the three countries.

"Proverbs are the result of historical thoughts of the different nations," said K. Tumanishvili, and he called them the "autobiographical" memory of a certain group. Proverbs are

examples of the national form, situated harmoniously within the national psyche and grounded in the national cognitive framework. Naturally, this displays the characteristics of the ethnic group. And genetic information is what builds it.

Therefore, linguists, scientists, and researchers from all over the world have studied and interpreted proverbs extensively, considering them to be very important tools. Their scientific, practical, linguistic, cultural, national, and universal qualities have all been the subject of numerous studies. Knowing proverbs and comprehending their meanings requires much knowledge.

The use of these instruments in writing dates back to ancient times, as does the history of learning and the formation of proverbs—a unique form of folk art. We can say that proverbs are as old as nations, even though it is unknown when and how they originated. As an illustration of folklore, proverbs have played a significant role in the development of numerous peoples, particularly those in Central Asia. Proverbs are unique because they have been continuously developed and improved over time, spanning a wide range of topics and covering a lot of ground. Proverbs have been honed, distilled, shared among people and humanity over the ages, and have evolved.

Proverbs have become more significant in both literary and societal contexts, and they are frequently employed in a wide range of contexts. For instance, proverbs from people who speak the Turkish language family were frequently used by the eminent scholar of the eleventh century, M. Koshgari, in his work "Devonu Lughati Turk". This work serves as both an explanation dictionary for words in the language of that era and a comprehensive dictionary covering the entirety of Central Asia at the time, from Upper China to Movorounnahr, Khorezm, Ferghana, and Bukhara. We can characterize it as a singular philological work that offers details on the peoples, tribes, clans, languages, and artistic folk.

Like their Uzbek counterparts, English folk proverbs are highly ideal and among the best examples of folklore. They have developed over a considerable amount of time based on a variety of real-world and everyday problems. An extensive and significant subject in English linguistics is the history of the study of English folk proverbs. Numerous scientists have worked in this field, conducting a variety of studies. Proverbs from countries with similar languages, cultures, and customs tend to be similar or close to one another as well. The holy book "Bible" has a prominent place in English and Western European folklore, particularly in the dissemination of proverbs.

Therefore, linguists, scientists, and researchers from all over the world have studied and interpreted proverbs extensively, considering them to be very important tools. Their scientific, practical, linguistic, cultural, national, and universal qualities have all been the subject of numerous studies. Proverbs are meaningless without the essential knowledge of a particular ethnic group, including history, nationality, and place of residence. Without this knowledge, it is impossible to comprehend proverbs and their essence.

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OILADA SHARQONA TARBIYA VA UNING IJTIMOY AHAMIYATI

Idiyeva Lola Ismatovna

assistent, “Tarix va filologiya” kafedrası

Osiyo Xalqaro Universiteti

idiyevalolaismatovna@oxu.uz

<https://doi.org/10.5281/zenodo.10463279>

Annotatsiya. Maqolada o'zbek oilalardagi farzand tarbiyasi va hozirgi kunda g'arb madaniyatining farzandlarimizga ta'siri, o'z-o'zini baholash kabi masalalar tasvirlangan.

Kalit so'zlar: sharq xalqlari, farzand tarbiyasi, ota-ona roli, o'z-o'zini baholash, g'arb madaniyati.

ORIENTAL EDUCATION IN THE FAMILY AND ITS SOCIAL SIGNIFICANCE

Abstract. The article examines such issues as parenting in Uzbek families and the influence of the West on our children today, as well as self-esteem.

Key words: eastern people, parenting, parental role, self-esteem, western culture.

ВОСТОЧНОЕ ОБРАЗОВАНИЕ В СЕМЬЕ И ЕГО СОЦИАЛЬНОЕ ЗНАЧЕНИЕ

Аннотация. В статье рассматриваются такие вопросы, как воспитание детей в узбекских семьях и влияние Запада на наших детей сегодня, а также самооценка.

Ключевые слова: восточные народы, воспитание детей, родительская роль, самооценка, западная культура.

Sharqning aksar xalqlari, xususan, biz o'zbeklarda bolalar kichikligidanoq kattalarni hurmat qilish, ularning gapiga quloq tutish, gap qaytarmaslik, har bir ishda kattalar bilan maslahatlashib ish ko'rish ruhida tarbiya topadi. Ota-ona chaqirganda har qanday ishni tashlab, “labbay” deb borish, topshirgan yumushlarini og'rinmay bajarish, keksayib, yordamga muhtoj bo'lganida mehr-oqibat, g'amxo'rlik ko'rsatish, hatto davrada ulardan yuqoriga chiqmaslik, beruxsat so'zlamaslik, ko'chada oldilariga tushib yurmaslik yozilmagan qat'iy qoidaga aylangan.

Bu ota-onadan qo'rqishdan emas, balki hurmat, e'zoz, oqibat, nomus, oriyat, g'urur kabi insoniy fazilatlar ifodasidir.

Ammo bugun o'zini zamonaviy sanaydigan, hamma ishni ko'ngil mayliga qarab amalga oshiradigan, farzandiga biroq qat'iyatlilik bilan tarbiya berishni ularning erkini bo'g'ish deb tushunadigan, bir so'z bilan aytganda, G'arbning g'arib madaniyatiga havas qilib, ularga xos yashashga, farzandlariga shu ruhda tarbiya berishga intilayotgan oilalar ham yo'q emas. Keyingi vaqtlarda bu borada ba'zi gap-so'zlar, hatto muammoli holatlar ham ko'zga tashlanmoqda.

Emishki, zamonaviy oilalarda kattalar va kichiklarning, ya'ni ota-onalar va farzandlarning murosasi kelishmas emish. Bunga esa ularning yoshi o'rtasidagi farq, dunyoqarashlarining mos kelmasligi sabab bo'lar ekan. Ajablanasan kishi, axir bir paytlar mana shu qarashlarni qo'llab-quvvatlagan G'arb oilalari bugun “avlodlar to'qnashuvi” yoki kelishmovchiligining jabrini tortayotganidan xabardormiz-ku.

«Men» — obrazi va o'zini-o'zi baholash. «Men» — obrazi asosida ham bir shaxsda o'z-o'ziga nisbatan baholar tizimi shakllanadiki, bu tizim ham obrazga mos tarzda har xil bo'lishi mumkin. O'z-o'ziga nisbatan baho turli sifatlar va shaxsning orttirilgan tajribasi, shu tajriba asosida yotgan yutuqlariga bog'liq holda turlicha bo'lishi mumkin. Ya'ni, ayni biror ish, yutuq

yuvasidan ortib ketisa, boshqasi ta'sirida — aksincha, pastlab ketishi mumkin. Bu baho aslida shaxsga boshqalarning real munosabatlariga bog'liq bo'lsa-da, aslida u shaxs ongi tizimidagi mezonlarga, ya'ni, uning o'zi subyektiv tarzda shu munosabatlarni qanchalik qadrlashiga bog'liq tarzda shakllanadi. Masalan, maktabda bir fan o'qituvchisining bolaga nisbatan ijobiy munosabati, doimiy maqtovlari uning o'z-o'ziga bahosini oshirsa, boshqa bir o'qituvchining salbiy munosabati ham bu bahoni pastlatmasligi mumkin. Ya'ni, bu baho ko'proq shaxsning o'ziga bog'liq bo'lib, u subyektiv xarakterga egadir.

O'z-o'ziga baho nafaqat xaqiqatga yaqin (adekvat), to'g'ri bo'lishi, balki u o'ta past yoki yuqori ham bo'lishi mumkin.

O'z-o'ziga bahoning past bo'lishi ko'pincha atrofdagilarning shaxsga nisbatan qo'yayotgan talablarining o'ta ortiqligi, ularni uddalay olmaslik, turli xil e'tirozlarning doimiy tarzda bildirilishi, ishda, o'qishda va muomala jarayonidagi muvaffaqiyatsizliklar oqibatida xosil bo'lishi mumkin. Bunday o'smir yoki katta odam ham, doimo tushkunlik holatiga tushib qolishi, atrofdagilardan chetroqda yurishga harakat qilishi, o'zining kuchi va qobiliyatlariga ishonchsizlik kayfiyatida bo'lishi bilan ajralib turadi va bora-bora shaxsda qator salbiy sifatlar va hattixarakatlarning paydo bo'lishiga olib keladi. Xattoki, bunday xolat suisidal harakatlar, ya'ni o'z joniga qasd qilish, real borligidan «qochishga» intilish psixologiyasini ham keltirib chiqarishi mumkin.

O'zi-o'ziga baho o'ta yuqori ham shaxs xulq-atvoriga yaxshi ta'sir ko'rsatmaydi. Chunki, u ham shaxs yutuqlari yoki undagi sifatlarning boshqalar tomonidan sun'iy tarzda bo'rttirilishi, noo'rin maqtovlar, turli qiyinchiliklarni chetlab o'tishga intilish tufayli shakllanadi. Ana shunday sharoitda paydo bo'ladigan psixologik xolat «noadekvatlilik effekti» deb atalib, uning oqibatida shaxs xattoki, mag'lubiyatga uchraganda yoki o'zida nochorlik, uquvsizliklarni sezganda ham buning sababini o'zgalarda deb biladi va shunga o'zini ishontiradi ham (masalan, «xalaqit berdida», «falonchi bo'lmaganida» kabi bahonalar ko'payadi). Ya'ni, nimaiki bo'lmasin, aybdor o'zi emas, atrofdagilar, sharoit, taqdir aybdor. Bundaylar xaqida bora-bora odamlar «oyog'i yerdan uzilgan», «manmansiragan», «dimog'dor» kabi sifatlar bilan gapira boshlaydilar. Demak, o'z-o'ziga baho realistik, adekvat, to'g'ri bo'lishi kerak.

Realistik baho shaxsni o'rab turganlar — ota-ona, yaqin qarindoshlar, pedagog va murabbiylar, qo'ni-qo'shni va yaqinlarning o'rinli va asosli baholari, real samimiy munosabatlari mahsuli bo'lib, shaxs ushbu munosabatlarni ilk yoshligidanoq xolis qabul qilishga, o'z vaqtida kerak bo'lsa to'g'rilashga o'rgatilgan bo'ladi. Bunda shaxs uchun etalon, ibratli hisoblangan insonlar guruhi — referent guruhning roli katta bo'ladi. Chunki biz kundalik hayotda hammaning fikri va bahosiga quloq solavermaymiz, biz uchun shunday insonlar mavjudki, ularning hattoki, oddiygina tanbehlari, maslahatlari, hattoki, maqtab turib bergan tanbehlari ham katta ahamiyatga ega. Bunday referent guruh real mavjud bo'lishi (masalan, ota-ona, o'qituvchi, ustoz, yaqin do'stlar), yoki noreal, hayoliy (kitob qahramonlari, sevimli aktyorlar, ideal) bo'lishi mumkin.

Shuning uchun yoshlar tarbiyasida yoki real jamoadagi odamlarga maqsadga muvofiq ta'sir yoki tazyiq ko'rsatish kerak bo'lsa, ularning etalon, referent guruhini aniqlash katta tarbiyaviy ahamiyatga ega bo'ladi.

Shunday qilib, o'z-o'ziga baho sof ijtimoiy xodisa bo'lib, uning mazmuni va mohiyati shaxsni o'rab turgan jamiyat normalariga, shu jamiyatda qabul qilingan va e'zozlanadigan

qadriyatlarga bog'liq bo'ladi. Keng ma'nodagi yirik ijtimoiy jamoalar etalon rolini o'ynashi oqibatida shakllanadigan o'z-o'ziga baho — o'z-o'zini baholashning yuksak darajasi hisoblanadi.

Masalan, mustaqillik sharoitida mamlakatimiz yoshlari ongiga milliy qadriyatlarimiz, vatanparvarlik, adolat va mustaqillik mafkurasiga sadoqat xislarining tarbiyalanishi, tabiiy, har bir yosh avlodda o'zligini anglash, o'zi mansub bo'lgan xalq va millat ma'naviyatini qadrlash xislarini tarbiyalamoqda. Bu esa, o'sha yuksak o'z-o'zini anglashning poydevori va muhim shakllantiruvchi mexanizmidir. Demak, o'z-o'zini baholash — o'z-o'zini tarbiyalashning muhim mezonidir. O'z-o'zini tarbiyalash omillari va mexanizmlariga esa, quyidagilar kiradi:

- o'z-o'zi bilan muloqot (o'zini konkret tarbiya obyekti sifatida idrok etish va o'zi bilan muloqotni tashkil etish sifatida);
- o'z-o'zini ishonirish (o'z imkoniyatlari, kuchi va irodasiga ishonish orqali, ijobiy xulq normalariga bo'ysundirish);
- o'z-o'ziga buyruq berish (tig'iz va ekstremal holatlarda o'zini qo'lga olish va maqbul yo'lga o'zini chorlay olish sifati);
- o'z-o'ziga ta'sir yoki autosuggestiya (ijtimoiy normalardan kelib chiqqan holda o'zida ma'qul ustanovkalarni shakllantirish);
- ichki intizom — o'z-o'zini boshqarishning muhim mezoni, har doim har yerda o'zining barcha harakatlarini muntazam ravishda korreksiya qilish va boshqarish uchun zarur sifat.

X U L O S A

O'zbekiston mustaqil davlatga aylangan bir sharoitda ma'naviy va axloqiy tarbiya qator omillar ta'siri ostida amalga oshiriladi. Bu eng avvalo shaxsni umuminsoniy qadriyatlar asosida shakllantirish maqsadida ish olib borishda ko'rinadi. Axloqiy sifat shaxsning barcha muhim xususiyatlarini yaxlit holga keltiradi.

O'zbek xalqining moddiy va ma'naviy darajasining ko'tarilishi yangi axloqning kelajakdagi rivojlanishi va mustahkamlanishining ijtimoiy bazasini kengaytiradi, shaxs ehtiyojlarini yangi darajasi va undan oqilona foydalanishni shakllantiradi.

Shaxsning muhim ma'naviy sifatlari bo'lgan axloqiy ong, hissiyot va xulqni shakllantirish; vatanparvarlik, vatanga muhabbat, O'zbekiston gerbi va bayrog'i hamda madhiyasiga muhabbat, insonparvarlik, ongli intizom va boshqa tuyg'ularni kamol toptirish axloqiy tarbiyaning asosiy vazifalaridir.

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FE'LNI O'RGANISH METODIKASI

Abdumajidova Mohinur Abduvohidjon qizi

Oriental universiteti

Boshlang'ich ta'lim yo'nalishi 3-bosqich talabasi

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Annotatsiya. Mazkur maqolada fe'l so'z turkumining shakllanishi, fe'lni o'rganishda izchillik, 1-sinfda fe'lni o'rganishga oid tadqiqotlar tahlil qilingan. O'zbek tilida fe'l so'z turkumining o'qitilish metodikasi masalalariga oid mavjud materiallar o'rganilib, tegishli xulosa va tavsiyalar berilgan.

Kalit so'zlar: fe'l-so'z turkumi, fe'lni o'rganishda izchillik, 1-sinfda fe'lni o'rganish, shaxs-son qo'shimchalari. bo'lishli fe'llar, bo'lishsiz fe'llar, zamon fe'llari

METHODOLOGY OF LEARNING THE VERB

Abstract. In this article, the formation of the verb word group, consistency in learning the verb, and researches related to the learning of the verb in the 1st grade are analyzed. The available materials related to the methodology of teaching the verb phrase in the Uzbek language were studied, and relevant conclusions and recommendations were given.

Key words: verb-word group, consistency in verb learning, verb learning in 1st grade, person-number additions. participle verbs, participle verbs, tense verbs.

МЕТОДИКА ИЗУЧЕНИЯ ГЛАГОЛА

Аннотация. В данной статье анализируются образование глагольного словосочетания, последовательность в изучении глагола, исследования по изучению глагола в 1 классе. Были изучены имеющиеся материалы, связанные с методикой обучения глагольному словосочетанию на узбекском языке, даны соответствующие выводы и рекомендации.

Ключевые слова: глагольно-словная группа, последовательность в изучении глагола, изучение глагола в 1 классе, сложение лиц и чисел. причастные глаголы, причастные глаголы, временные глаголы

KIRISH

O'zbek tilida bugungi kundagi so'z turkumlarining soni esa 10-12 ta deb ko'rsatiladi.

Bular:

6 ta mustaqil (ot, sifat, son, olmosh, ravish va fe'l);

3 ta yordamchi (ko'makchi, bog'lovchi, yuklama);

3 ta alohida (undovlar, taqlid so'zlar, modal so'zlar) so'z turkumlaridir.

„Fe'l“ mavzusini o'rganishda asosiy vazifalar: so'z turkumi sifatida fe'l haqida dastlabki tushunchani shakllantirish, o'quvchilar nutqini fe'llar bilan boyitish hamda og'zaki va yozma nutqda fe'ldan to'g'ri foydalanish ko'nikmasini o'stirish, o'quvchilarning aqliy faoliyatini rivojlantirish, grammatik mavzu bilan bog'liq holda ayrim imloviy qoidalarni o'zlashtirish hisoblanadi. Bu vazifalar bir-biri bilan bog'liq holda hal etiladi.

Fe'lning lingvistik xususiyatlari xiyla murakkab, shuning uchun boshlang'ich sinf o'quvchilari faqat lining muhim nazariyalari bilan tanishtiriladi. Material tanlashda shu materialning nutq va imloga oid vazifalarni hal qilishda qanchalik zarurligi hisobga olinadi.

МЕТОД ВА МЕДОЛОГИЯСИ

Fe'l ustida ishlashga tayyorgarlik savodga o'rgatish davrida boshlanadi. Bu davrda o'quvchilarning diqqati fe'lning leksik ma'nosiga qaratiladi; fe'l tichun tipik hisoblangan leksik ma'nosiga qaratiladi; fe'l uchun tipik hisoblangan leksik-grammatik ma'noni, ya'ni predmetning harakatini bildirishni umumlashtirish imkonini beradigan aniq material yig'iladi. Fe'l ustida ishlash mashqlarini „Alifbe"dagi so'z va mashqlarni o'qish, rasmga qarab gap tuzish bilan bog'lab o'tkaziladi. Bunda o'qituvchi o'quvchilar gap tuzishda mazmunga mos fe'lni topishga, so'z nimani bildirishini va qanday so'roqqa javob bo'lishini aniqlashga yordam beradigan sharoit yaratadi. Masalan, bolalar kuzda meva va sabzavotlarni, daraxtlarni kuzatib yoki rasmlarni ko'rib, gapni mazmunga mos so'zlar bilan to'ldiradilar: *Kuzda mevalar nima qiladi?... (pishadi), sabzavotlar nima qiladi?... (yetiladi), daraxl barglari nima qiladi?... (sarg'ayadi). Bolalar nima qilyaptilar?... (dam olyaptilar), ... (o'ynayaptilar), (ishlayaptilar).*

Fe'lga so'roq berishga o'rgatish yuzaki bo'lmasligi, o'quvchilar harakat bir kishi tomonidan bajarilsa, *nima qildi?, nima qilyapti?, nima qilmoqchi? so'roqlarim,* ikki va undan ortiq kishi tomonidan bajarilsa, *nima qildilar?, nima qilyaptilar?, nima qilmoqchilar?* so'roqlarini berishni bilishlari zarur. Bunday so'roqlarga javob berishga o'rgatish o'z navbatida, fe'l zamonlarini o'rganishga tayyorlash demakdir.

1-sinfda morfologik so'roq so'z nimani bildirishini aniqlash maqsadida beriladi. O'quvchilarni so'zga so'roq berishga, o'qituvchi bergan so'rog'iga javob bo'ladigan so'zlarni tanlashga, so'zni so'rog'iga mos ravishda o'zgartirishga (*nima qildi? — o'qidi, nima qilamiz? o'qiydimiz, nima qilmoqchi?— o'qimoqchi kabi*) o'rgatiladi.

Fe'l - so'z turkumi" degan tushunchani shakllantirish, bo'lishli va bo'lishsiz fe'llarning ma'nosi va shakliga qarab farqlash ko'nikmasini hosil qilish, bo'lishsizlik qo'shimchasi (-ma) ning talaffuzi va imlosini o'rgatish hisoblanadi.

Fe'lning harakat bildirishi yuzasidan o'quvchilarda aniq tasavur hosil qilish uchun o'qituvchi ularga shu darsdagi mehnat jarayonini tasvirlashni, ya'ni o'quvchilarning o'zlari bajarayotgan ish-harakatni aytishni so'raydi, suhbat o'tkazadi. Suhbatda „O'qituvchi nima qildi? O'quvchilar nima qildilar? Hozir o'qituvchi nima qilyapti? O'quvchilar nima qilyaptilar? Endi o'quvchilar nima qiladilar? O'qituvchi nima qiladi?" kabi savollardan ham foydalanadi. Suhbat jarayonida o'quvchilar o'qituvchi rahbarligida fe'llarni so'rog'i bilan yozib boradilar. Masalan, *nima qildi? - so'zladi, tushuntirdi; nima qildilar? - tingladilar, yozdilar; nima qilyapti? - tushuntirayapti, so'rayapti, tinglayapti; nima qilyaptilar? - javob berayaptilar, yozayaptilar, tinglayaptilar; nima qiladi? - tekshiradi, ko'radi; nima qiladilar? ishlaydilar, bajaradilar, yozadilar.*

Suhbatdagi yoki o'quvchilar aytgan gaplardan birini gap bo'lagi jihatdan tahlil qilish asosida xulosa chiqariladi: *nima qildi? nima qilyapti? nima qiladi?* kabi so'roqlarga javob bo'lib, predmet harakatini bildirgan so'zlar **fe'l** deyiladi. Fe'l gapda kesim vazifasida keladi.

Mavzu yuzasidan o'quvchilarda ko'nikma hosil qilish uchun so'roq berib fe'lni aniqlash, gap mazmuniga mos fe'lni tanlab qo'yish, aralash berilgan so'zlardan, shuningdek, rasmga qarab gap tuzish kabi mashqlardan foydalaniladi.

Dasturga ko'ra 3-sinfda bo'lishli va bo'lishsiz fe'llar o'rganiladi. Mavzu suhbat asosida tushuntiriladi. Suhbat uchun „O'qish darsida kimlar o'qidi? Shokir ham o'qidimi? Kim so'zladi? Alisher so'zladimi? Barno kutubxonaga boradimi? Abdulla-chi?, U qachon bormoqchi? Hozir kim tushuntirayapti? Hozir Tohir gapiryaptimi?" kabi savollardan ham foydalaniladi. O'quvchilar so'roq berib fe'llarni topadilar, ma'nosini qiyoslaydilar va o'qituvchi rahbarligida tushuntiradilar.

Xulosa chiqariladi: fe'l harakatning yuzaga chiqqanini, ya'ni bajarilganligini (*o'qidi, so'zladi*), hozir bajarilayotganini (*tushuntiryapti*), endi bajarilishini (*boradi, o'qiydi*) bildiradi. Bu fe'llar bo'lishli fe'llar deyiladi. Ayrim fe'llar harakatning bajarilmaganligini (*o'qimadi, so'zlamadi*), hozir bajarilmayotganini (*o'qimayapti*), keyin ham bajarilmasligini (*bormaydi*) bildiradi. Bunday fe'llar bo'lishsiz fe'llar deyiladi.

O'quvchilar bo'lishli va bo'lishsiz fe'llarni so'roqlari bilan ikki ustun shaklida yozadilar va so'roqlarini bo'lishsiz fe'l qanday hosil bo'lganini aytadilar. O'quvchilar bilimi mashqlar bilan mustahkam-lanadi, bo'lishsizlik qo'shimchasi *-ma -mi* shaklida talaffuz qilinsa ham, doim aslicha *-ma* shaklida yozilishi tushuntiriladi. O'quvchilarda bo'lishli va bo'lishsiz fe'llarni ma'nolariga qarab farqlash ko'nikmasini o'stirish uchun bo'lishli fe'ldan bo'lishsiz fe'l hosil qilish, bo'lishsiz fe'llarning talaffuzi va yozilishini qiyoslash, bo'lishsiz fe'llar bilan gaplar tuzish mashqlaridan foydalaniladi.

TADVIQOT NATIJASI

Fe'l zamon shaklining mohiyati ish-harakat qachon bajarilishini, ya'ni ish-harakatning nutq so'zlanib turgan paytda, undan oldin va keyin bajarilishini taqqoslash asosida ochiladi. O'quvchilar o'zlari bajargan yoki bajarayotgan harakatlarini kuzatadilar, shuningdek, keyin nima qilishlarini muhokama qiladilar. Xuddi shunga o'xshash kuza-tishni tabiatda bo'layotgan o'zgarishlar yuzasidan ham o'tkazadilar. Bu mavzu bahorda o'tiladi. Shuning uchun o'quvchilar kuzatish asosida „*Bahor keldi. O'rik, olcha gulladi. Gullar ochilyapti. Endi gilos pishadi. Bahordan so'ng yoz keladi. Yozda bolalar oromgohga bormoqchi*“ kabi gaplar tuzadilar. Gapdagi fe'llarga so'roq berib, ish-harakatning bajariHsh payti, ya'ni ish-harakat bajarilayotganini (*nima qilyapti? - o'qiyapti, ochilyapti*), oldin bajarilganini (*nima qildi? ~ o'qidi, keldi, gulladi*) va keyin bajarilishi (*nima qilmoqchi?— yodlamoqchi, bormoqchi*) aniqlanadi. Aniq kuzatish asosida yig'ilgan bu leksik materiallar o'qituvchi rahbarligida umumlashtiriladi va xulosa chiqariladi:

1. Fe'llar zamon bilan o'zgaradi. Fe'l uch zamoni bildiradi: hozirgi zamon, o'tgan zamon, kelasi zamon.

2. Hozirgi zamon fe'llari *nima qilyapti?* so'rog'iga javob. bo'ladi, hozirning o'zida, ya'ni nutq so'zlanayotgan vaqtda bajarilayotgan harakatni bildiradi.

3. O'tgan zamon fe'li *nima qildi?* so'rog'iga javob bo'ladi, harakatning oldin, ya'ni nutq so'zlanayotgan vaqtdan oldin bajarilganini bildiradi.

4. Kelasi zamon fe'li *nima qilmoqchi?* so'rog'iga javob bo'ladi, harakatning keyin, ya'ni nutq so'zlanayotgan vaqtdan keyin bajarilishini bildiradi. Boshlang'ich sinf o'quvchilari fe'l zamonlarini unga beriladigan savoldan bilib oladilar. So'roqdan lining leksik ma'nosi ham bilinib turadi.

Fe'lning zamon shaklini yasash va bilib olish uchun o'quvchilarni so'roqlardan to'g'ri foydalanishga o'rgatish muhim ahamiyatga ega. Bu maqsadga erishish uchun awal jamoaviy ravishda ishlanadi va o'quvchilar e'tibori so'roq bilan fe'l zamonining bog'lanishini aniqlashga qaratiladi. Zamon shaklini hosil qilish uchun fe'lning II shaxs birlik shakli asos qilib olinadi (Boshlang'ich sinflarda fe'lning bosh shakli o'rganilmaydi). Fe'lga so'roq berish bilan fe'l zamon hosil qilinadi.

Bir fe'ldan uch zamoni hosil qilib, ularni taqqoslash mashqi fe'lning zamon kategoriyasining mohiyatini tushunishga yordam beradi. Shuning uchun „Fe'l“ mavzusini o'rganish jarayonida fe'lni zamon qo'shimchasi bilan o'zgartirish mashqi muntazam o'tkazib boriladi.

O'quvchilarni fe'l zamonlarini ongli qo'llashga o'rgatish maqsadida matnlardan foydalaniladi. Bunda fe'l zamonini aniqlash va biror fe'l shaklidan foydalanishni asoslash, shuningdek, fe'l zamonini o'zgartirish, fe'llarni muayyan bir zamonda ishlatib hikoya tuzish topshiriladi.

XULOSA

Fe'llarda shaxs-son haqidagi ko'nikmani shakllantirish uchun mazmunga mos shaxs-son qo'shimchalarini qo'yish, berilgan fe'llarni hozirgi, o'tgan, kelasi zamonda shaxs-son qo'shimchasi bilan tushlash, fe'llarni so'z turkumi jihatdan tahlil qilish mashqlaridan foydalaniladi.

Bu sinfda fe'llarning yozilishi haqida ham ko'nikma hosil qilinadi. Mavzuni tushuntirish uchun fe'llar ko'proq bo'lgan matn tanlanib, matnni o'qish, so'roq berib fe'llarni topish va qanday yozilganini aytish topshiriladi. O'quvchilar o'qituvchi rahbarligida vazifani bajaradilar.

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ONA TILI O'QITISH TAMOYILLARI

Umaraliyeva Sevinch Zokir qizi

Oriental universiteti

Boshlang'ich ta'lim yo'nalishi 3-bosqich talabasi

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Annotatsiya. Mazkur maqolada O'quvchilarga ona tilini o'rgatish, ularni tarbiyalash va har tomonlama rivojlantirish vazifasi, bilishning nazariy asoslari, ona tili fanining barcha yaqin, o'zaro bog'liq fanlar aloqalari, ona tili o'qitish metodikasining o'z tamoyillari tahlil qilingan. Ona tili o'qitilish metodikasi masalalariga oid mavjud materiallar o'rganilib, tegishli xulosa va tavsiyalar berilgan.

Kalit so'zlar: ona tili o'qitish tamoyillari, morfema, morfologiya, tekshirish metodlari, Empirik metod, eksperiment (tajriba) metodi, gipoteza.

PRINCIPLES OF MOTHER LANGUAGE TEACHING

Abstract. In this article, the task of teaching the native language to students, educating them and comprehensively developing them, the theoretical foundations of knowledge, all the close and interrelated relations of the science of the native language, the principles of the methodology of teaching the native language are analyzed. The available materials related to the methodology of teaching the mother tongue were studied, and relevant conclusions and recommendations were given.

Key words: principles of mother tongue teaching, morpheme, morphology, testing methods, Empirical method, experiment method, hypothesis.

ПРИНЦИПЫ ОБУЧЕНИЯ РОДНОМУ ЯЗЫКУ

Аннотация. В данной статье рассматриваются задачи обучения учащихся родному языку, их воспитание и всестороннее развитие, теоретические основы познания, все тесные и взаимосвязанные связи науки о родном языке, принципы методики обучения родному языку. язык проанализирован. Были изучены имеющиеся материалы, связанные с методикой преподавания родного языка, даны соответствующие выводы и рекомендации.

Ключевые слова: принципы обучения родному языку, морфема, морфология, методы тестирования, эмпирический метод, метод эксперимента, гипотеза.

KIRISH

O'quvchilarga ona tilini o'rgatish, ularni tarbiyalash va har tomonlama rivojlantirish vazifasidan kelib chiqib, bilish nazariy asoslanib, barcha yaqin, o'zaro bog'liq fanlar tavsiyalariga asoslanib, ona tili o'qitish metodikasi o'z tamoyillarini ishlab chiqadi. Bu tamoyillar umumdidaktik tamoyillardan o'zgacha bo'lib, o'qituvchi bilan o'quvchi o'rtasidagi o'quv mehnatining yo'nalishlarini belgilab beradi. Ona tili o'qitish tamoyillari quyidagilar.

1. Til materialiga, nutq organlarining o'sishiga, nutq malakalarining to'g'ri rivojlanishiga e'tibor berish tamoyili. Nutq, til qonuniyatlariga, oz bo'lsa-da, e'tibor bermaslik amaliy nutq faoliyatini egallashga salbiy ta'sir ko'rsatadi. Masalan, fonetik ko'nikmalarga yetarli e'tibor berilmasa, imloviy savodxonlikka putur yetadi. Bu ta'lim tamoyili tildan olib boriladigan mashg'ulotlarda eshituv va ko'ruv ko'rsatmaliligini ta'minlashni va nutq organlarini mashq qildirishni (gapirib berish, ifodali o'qishni, ichida gapirishni) talab etadi.

2. Til ma'nolarini (leksik, grammatik, morfemik, sintaktik ma'nolarini) tushunish tamoyili. So'zni, morfemani, so'z birikmasini, gapni tushunish borliqdagi ma'lum voqea-hodisalar o'rtasidagi bog'lanishni aniqlash demakdir. Til ma'nolarini tushunish tamoyiliga amal qilishning sharti tilning hamma tomonlarini, tilga oid barcha fanlar (grammatika, leksika, fonetika, orfografiya, uslubiyat)ni o'zaro bog'langan holda o'rganish hisoblanadi. Masalan, morfologiyani sintaksisga tayangan holdagina o'rganish, o'zlashtirish mumkin. Sintaksisni o'rganishda esa morfologiyaga suyaniladi, orfografiya fonetika, grammatika, so'z yasalishiga suyanadi va hokazo. So'zni morfemik tahlil qilish uning ma'nosini tushunishga yordam beradi. Tilning hamma tomonlari bir-biri bilan o'zaro bog'langan bo'lib, o'qitishda buni albatta hisobga olish kerak.

3. Tilga sezgirlikni o'stirish tamoyili. Til — juda murakkab hodisa, uning tuzilishini, izchil tizimini fahmlab olmay turib, sal bo'lsa-da, uning qonuniyatlarini, o'xshashliklarini o'zlashtirmay turib, uni yodda saqlab bo'lmaydi. Bola gaplashish, o'qish, eshitish bilan til materiallarini yig'adi, uning qonunlarini o'zlashtiradi. Natijada kishida tilga sezgirlik (til hodisalarini tushunish) xususiyati shakllanadi.

4. Nutqning ifodaliligiga baho berish tamoyili. Bu tamoyil til hodisalarini tushunmay turib savodli yozish, nutq madaniyati vositalarining xabar berish vazifasini tushunish bilan bir qatorda, uning ifodaliligini (uslubga oid) tushunishni, mazmuninigina emas, balki so'z va nutq birliklarining, tilning boshqa badiiy-tasviriy vositalarining hissiy bo'yoqdorligini ham tushunishni ko'zda tutadi. Bu tamoyilga amal qilish uchun, birinchi navbatda, badiiy adabiyotlardan, shuningdek, tilning uslubiy xususiyatlari aniq ifodalangan boshqa matnlardan foydalanish talab etiladi. Bu esa matn mazmuni va uning o'ziga xos „nozikklik“larini ham anglab yetishga yordam beradi.

5. Og'zaki nutqni yozma nutqdan oldin o'zlashtirish tamoyili. Bu tamoyil ham kishi nutqining rivojlanishiga ta'sir etadi va til o'qitish metodikasini tuzishda xizmat qiladi. Metodika tamoyillari, didaktika tamoyillari kabi, o'qituvchi bilan o'quvchining maqsad-ga muvofiq faoliyatini belgilashga, ularning birgalikdagi ishlarida qulay yo'nalishni tanlashga yordam beradi, metodikaning fan sifatida nazariy asoslash elementlaridan biri bo'lib xizmat qiladi.

METOD VA MEDOLOGIYASI

Metodika tavsiyalarining ilmiy darajasi, nazariy tasdiqlanishi yuqori saviyada bo'lishi tekshirish metodlarining puxtaligiga ham bog'liq.

Tekshirish metodlari 2 xil:

1. Nazariy tekshirish metodlari. U quyidagi hollarda tatbiq etiladi:

a) biror hodisaning metodik asosini, unga bog'liq boshqa fanlarni o'rganish, qo'yilgan gipotezani asoslash, izlanishning asosiy yo'nalishini belgilashda;

b) masala tarixi, xorijiy metodlari va mavzuga doir adabiyotlarni o'rganish, tajribani tahlil qilish, metodlarning isbotlanmagan va hal qilinmagan o'rinlarini aniqlash, ilgari tajriba bilan hozirgi ahvolni taqqoslash, hozirgi kun talabi bilan baholashda;

d) bir-biriga yaqin fanlar (psixologiya, lingvistika, sotsiologiya) ning tekshirish metodlarini, olimlarning tekshirish ishlari tajribasini o'rganish, qulay metodlarni tanlash, o'zining yangi eksperimental metodikasini yaratish, materiallarni tayyorlash maqsadida;

e) empirik tajriba yo'li bilan olingan materiallarni tahlil qilish va umumlashtirish, o'qituvchilarning ish tajribasini o'rganish, eksperiment natijasini tahlil qilish, amaliy tavsiyanomalarni shakllantirishda.

2. Empirik metod (tajribaga asoslangan metod). Bu metod quyidagi maqsadlarda qo'llanadi: a) bu metod o'qituvchilarning ish tajribasini o'rganish, yangiliklarini tanlash, umumlashtirish, baholash va ommalashtirish, o'qituvchi va o'quvchilar faoliyatining darajasini aniqlash; b) o'quvchilarni o'qitish jarayonini maqsadga muvofiq kuzatish (dars, uning biror qismini, o'quvchilarning javobi, hikoyasini, yozma ishini tekshirish), o'qituvchi va o'quvchilarning faoliyatini so'rovnom orqali tekshirish; d) eksperiment (tajriba) metodidan foydalanish.

TADVIQOT NATIJASI

Hozirgi kunda keng tarqalgan bu usulda deduktiv yo'ldan boriladi, ya'ni gipoteza qo'yiladi, mavzuga asosan eksperiment uchun material (o'quv materiali) tayyorlanadi. Eksperiment bir necha marta takrorlanadi, bir necha sinf va bir necha guruhlarda o'tkaziladi. Eksperimentda 2 ta sinf tanlanadi. Biri tajriba sinfi, ikkinchisi taqqoslash uchun tanlangan tekshiruv sinfi. Tajriba sinfida yangi metod, yangi darslik, yangi ishlanmadan foydalanilsa, tekshiruv sinfida amaldagi metod, darslik, ishlanmadan foydalaniladi. Ikkinchi marta sinflar almashtiriladi, bu chaprost deb nomlanadi. Har ikki holda ham natija yuqori bo'lsa, demak, ish usuli foydali sanaladi. Eksperimental tekshirish o'z maqsadining kengligi bilan farqlanadi: ayrim metodik usullarni tekshirishda ommaviylik talab qilinmaydi, ammo yangi dastur, yangi darsliklarni tekshirishga butun tuman, viloyat jalb qilinadi. Eksperiment vazifasiga ko'ra quyidagi hollarda o'tkaziladi:

1) yangi metod, yangi darslikning muvofiqligini tekshirishda;

2) metod yoki qo'llanmaning qay darajada foydaliligini tekshirishda;

3) metod yoki qo'llanmaning muvofiqligini va samaradorligini aniqlashda. Eksperiment natijasini chiqarishda belgilangan bahom e'yoriga amal qilinadi. Bunday metod aniq, barcha holatlar uchun ham bir xil bo'lishi lozim. Ona tili metodikasida yozma ishlarda yo'l qo'yilgan xatolar soni va xarakteri, ma'lum bir vaqtda o'qilgan yoki yozilgan so'zlar soni, og'zaki hikoya va yozma inshoning hajmi va izchilligi me'yoridan foydalaniladi. Boshlang'ich sinflarda ona tili o'qitish metodikasi o'z predmeti va vazifalariga mos ravishda empirik tekshirish metodidan quyidagi ishlarda ham foydalanadi:

1. Ilg'or o'qituvchilar ish tajribasini umumlashtirishda. Buning uchun ilg'or o'qituvchilarning ish-tajribalari o'rganiladi, tahlil qilinadi, eng foydali jihatlari aniqlanadi va umumlashtiriladi. Bu metodika fani nazariy xulosalarining to'g'riligini tekshirishda asosiy mezon bo'lib xizmat qiladi, bu fanni yangiliklar bilan boyitib boradi.

2. Boshlang'ich sinflarda ona tili o'qitish metodikasi sohasidagi meros va yangiliklarni o'rganishda.

3. Ta'lim berishning u yoki bu usullari va vositalarining foydali ekanini tekshirishda.

4. Ona tilidan o'quvchilarning o'qishlari, yozuvi, mustaqil va ijodiy ishlari ustidan kuzatish olib borishda.

5. O'quvchilar ijodiy faoliyatining natijalarini og'zaki qayta hikoyalash, yozma ish kabi usullar yordamida tahlil qilishda.

Ona tili ta'limiga o'quv fani sifatidagina emas, balki butun ta'lim tizimini uyushtiruvchi ta'lim jarayoni sifatida qaraldi. Ona tili bo'yicha minimal talablar uchun parametrli standart o'lchovi orqali aks ettirildi: o'qish texnikasi, o'zgaralar fikrini va matnning mazmuni uning anglash, fikrni yozma shaklda bayon etish malakasi.

XULOSA

Bu talablarni amalda bajarish ta'lim jarayoniga yangicha o'qitish texnologiyalarini tatbiq etishni taqozo qiladi. Hozirda o'quvchilarga bilim berish, bilimlarni oshirishda mustaqil ishlarni uyushtirish, bilimlarni hisobga olish kabi metodik tavsiyalar tizimi ishlab chiqilm oqda, texnik vositalardan unumli foydalanish, grammatik ta'limiy o'yinlarni joriy etish keng tus olmoqda, ta'lim jarayonida test topshiriqlaridan, turli boshqotirma va jadvallardan keng foydalangan holda mashg'ulotlar uyushtirilmoqda. Yuqoridagilardan ko'rinib turibdiki, ona tili o'quv fani sifatida shakllanib, rivojlanish ning murakkab yo'lini bosib o'tmoqda va biz pedagoglar ona tilimizni rivojlanishiga o'z hissamizni qo'shib kelmoqdamiz.

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ASABIYLIKKA QARSHI GIYOHLAR

Normurodova Zuhra Norbo'tayevna

Sergeli Abu Ali ibn Sino nomidagi jamoat Texnikumida O'TIBDU

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Annotatsiya. Mazkur maqolada asabiylikka qarshi giyohlar va ularning tavsifi haqida ma'lumot berib o'tilgan. Maqola davomida asab tizimi va asabiylikning kelib chiqish sabablari yoritib berilgan.

Kalit so'zlar: asabiylikka qarshi giyohlar, dorivor preparatlar asab tizimi, asabiylikning kelib chiqish sabablari.

ANTI-ANXIETY DRUGS

Abstract. This article provides information about anti-anxiety drugs and their description. The article explains the nervous system and the causes of nervousness.

Key words: anti-nervous drugs, medicinal preparations, nervous system, causes of nervousness.

ПРОТИВОТРЕВОЖНЫЕ ПРЕПАРАТЫ

Аннотация. В данной статье представлена информация о противотревожных препаратах и их описание. В статье объясняется нервная система и причины нервозности.

Ключевые слова: противонервные средства, лекарственные препараты, нервная система, причины нервозности.

Kundalik turmushimizda turli holatlar bizni o'rab turadi. Ba'zan asabiylik, charchoq va ortiqcha diqqat kishini holdan qo'yishi mumkin. Buning surunkali davom etishi esa turli kasalliklarga olib keladi.

Shunday kasalliklardan biri – asab tizimining zo'riqishi sindromi.

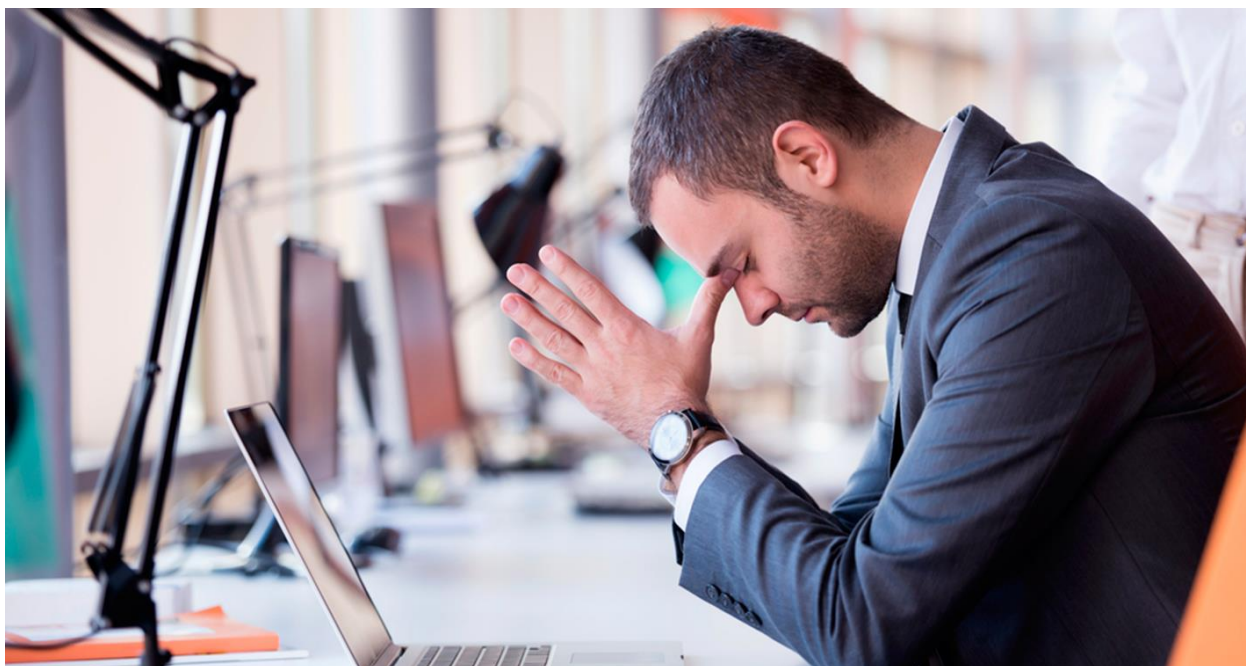
Kasallikning kelib chiqish sabablari

Bu kasalliklar kelib chiqishiga sabablar juda ko'p. Bular ichki va tashqi omillar ta'sirida yuzaga chiqadi.

Ichki sabablarni ko'rib chiqadigan bo'lsak, turli xil somatik, nevrologik kasalliklar bilan og'rish, bosh miyaning o'tkir qon aylanishi buzilishi, bosh miya jarohatlarini surunkali nerv mushak o'tkazuvchanligi buzilishi kasalliklari, kasallikning uzoq davom etishi, turli xil preparatlarni uzoq davr ichish kabi holatlar natijasida bemorlarda asab tizimi astinezatsiyasi yuzaga kelishi mumkin.

Endi tashqi faktorlarga keladigan bo'lsak, zamona shiddati, noto'g'ri yashash tarzi, kunning noto'g'ri tashkil qilinishi, ya'ni ish va dam olishning me'yorlashmagani, uyqusizlik, jismoniy imkoniyatlarni hisobga olmay organizmga beriladigan turli zo'riqishlar, vaqtida ovqatlanmaslik, shuningdek noto'g'ri ovqatlanish sabab bo'lishi mumkin.

Bundan tashqari, ish joylarining to'g'ri tashkil qilinmasligi: yorug'likning yetarli bo'lmasligi, shovqin, binoning havo sirkulyatsiyasi noto'g'ri bo'lgan dim xonalarda uzoq muddat bir xil holatda o'tirib ishlash ham asab tizimi astenizatsiyasiga olib kelishi mumkin.



Bu holatning o'smir yoshdagi bolalarda uchrashiga sabab oilaviy muhitning ta'siri ham bo'lishi mumkin. Oilada yo'qotishlar bo'lganda yoki doimiy qattiq nazorat bo'lishi, bolada erkinlik va o'ziga baho berish hissining bo'g'ib qo'yilgan holatlar ham asab tizimi zo'riqishiga olib keladi.

Bugungi kunda to'satdan bo'ladigan yo'qotishlar, ijtimoiy, iqtisodiy va moliyaviy masalalar bilan bog'liq vaziyatlar ham asab tizimi zo'riqishiga olib keladigan dolzarb muammolardan hisoblanadi.

Kasallik alomatlari

Asab tizimi zo'riqishi sindromi bir necha xil bo'lib, eng ko'p uchraydiganlari – astenonevrotik sindrom, nevrasteniya, depressiya holatlari hisoblanadi.

Alomatlar uch darajada bo'lib, birinchisi – dastlabki davrda ish qobiliyatining va diqqatning pasayishi, uyqu buzilishi, xotiraning kundalik holatlarda susayishi his qilinadi.

Tez charchash, jizzakilik va vegetativ belgilar rivojlanishi bilan boradi, ya'ni yurak tez urib ketishi (taxikardiya), terlab ketish, qo'l-oyoqlarda titrash kabi belgilar bilan kechishi mumkin.

Mana shu holatga olib keluvchi faktorlar yo'qotilmaganda yoki davo muolajalari olinmaganda, kun tartibi to'g'ri taqsimlanmasa, yuqoridagi belgilar turg'un holatga o'tadi.

Bu bosqichda qon bosimi oshishi, qon aylanishi va yurak urishining buzilish belgilari, qizarib yoki oqarib ketish, ba'zi holatlarda boshqa somatik kasalliklar fonida hushdan ketish, jizzakilik kabi belgilar turg'un holatga o'tadi. Bu narsa bemorning tashqi muhitda ish, o'qish va boshqa kundalik faoliyatida o'z ta'sirini ko'rsata boshlaydi.

Kasallik uchinchi davriga o'tganda esa bu faktorlar surunkali davom etishi natijasida hayotga qiziqish so'nishi, ham jismoniy, ham aqliy faoliyatining sustligi, dastlab uyqusizlik holatlari kuzatilsa, keyin uyquchanlik, jismoniy harakatlarning kamayishi, dunyoni kulrang ranglarda ko'rish kabi belgilar bilan kechadi.

Kasallikni davolash

Tibbiy tajribadan kelib chiqib aytish mumkinki, hozirgi paytda asab tizimi bilan bog'liq bo'lgan kasalliklar bo'yicha shikoyat qiluvchilar soni ortib bormoqda. Buning natijasida, farmatsevtika sanoati rivojlanishi barobarida, farmatsevtika bozori ham faol rivojlanib borayotganini qayd etish joiz.

Hozirgi paytga kelib, asab tizimi kasalliklarini davolashda qo'llaniladigan ham xorijiy, ham mahalliy antidepressantlar yoki tinchlantiruvchi preparatlardan bir qancha turlari bor, ularni kombinatsiya yoki yakka holatda qabul qilish imkoniyatlari mavjud.

Kasalliklarning darajasiga, kasallik davriga qarab turli xil preparatlarni tanlab davolanish kerak bo'ladi.

Mahalliy preparatlarni ishlab chiqarish bugungi kunda keng yo'lga qo'yilayotgani biz shifokorlarga davo muolajalari olib borishda qulayliklar yaratmoqda. Tajribadan kelib chiqib aytadigan bo'lsak, yurtimizda o'sadigan dorivor giyohlar asosida tayyorlangan ayrim preparatlarning bemorlarga ta'siri juda ham ijobiy va samaralidir.

Asab tizimi kasalliklari asosan surunkali bo'lgani uchun uni davolash muddati bir oydan bir necha oygacha davom etadi. Uzoq muddatli muolajada tavsiya etiladigan dori foydali jihatidan tashqari nojo'ya ta'siri bo'lmasligiga ham e'tibor beriladi. Ushbu jihatni inobatga olgan holda, tabiiy giyohlar asosida tayyorlangan preparatlar tavsiya qilinadi.

Shu o'rinda, ana shunday dorilardan biri haqida ma'lumot berish joiz deb bilaman. Bu zamonaviy texnologiya asosida, tabiiy giyohlardan tayyorlangan «KOLMSTReS» preparatidir.

U yuqorida qayd qilingan, asab tizimida uchraydigan salbiy jarayonlarning oldini olish va davolashda qo'llaniladi, asab tizimini tinchlantiradi, kayfiyatni ko'taradi, uyquni yaxshilaydi.

Tajribalar shuni ko'rsatmoqdaki, bu preparat uzoq vaqt qabul qilinishiga qaramasdan, oshqozon-ichak trakti, yurak-qon tomir sistemasiga nojo'ya ta'sir etmaydi va organizmda ko'nikish hosil qilmaydi.

«Kolmstres»ni bolalar va homilador ayollarga ham tavsiya qilsa bo'ladi. Ta'kidlash lozimki, ushbu preparatni qo'llashda erishilgan samarali natijalar xususida bir necha mahalliy va xorijiy maxsus tibbiy jurnallarda klinik tadqiqotlar olib borgan mutaxassislarni maqolalari ham chop etilgan.

Kasallikning oldini olish

Ma'lumki, kasallikni davolashdan uning oldini olish afzal. Shuning uchun asab tizimi zo'riqishi, astinevrotik sindrom, depressiya kabi holatlarga tushmaslikning oldini olish eng muhim davo hisoblanadi.

Buning uchun, avvalo to'g'ri yashash tarzini yo'lga qo'yish kerak. Ish va dam olish faoliyati to'g'ri taqsimlanishi, sport bilan shug'ullanish, o'z vaqtida ovqatlanishni amalga oshirish bu kasallikka chidamlilikni oshiradi.



Melissa (limono't) bilan asabiylikdan qutulamiz. Sedativ, ya'ni tinchlantiruvchi ta'sirga ega bo'lgan dorivor giyohlardan yana biri – melissa.

Melissa

Melissa qadimdan asabiylikni ketkazuvchi, uyquni yaxshilovchi va stresslarni kamaytiruvchi giyoh hisoblanib kelgan. Melissa sedativ, spazmolitik, gipotenziv va og'riq qoldiruvchi ta'sirga ega. Melissadan tayyorlangan choylar va damlamalar depressiya, asabiy zo'riqish, migren, uyqusizlikni davolashda qo'llaniladi.

Uyquni yaxshilash va xavotirni kamaytirish uchun shifokorlar melissadan tayyorlangan damlamani ichishni maslahat berishadi.

Buning uchun:

3 osh qoshiq melissa giyohi ustidan 1 stakan qaynoq suv quyib, 30 daqiqa davomida dam yedirish lozim. So'ngra uyqudan oldin iliq holda qultumlab iste'mol qilish tavsiya etiladi.

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FANTASY AS A ONE OF THE MOST ESSENTIAL GENRE OF ENGLISH LITERATURE, MOSTLY IN WORKS OF TOLKIEN

Karimova Go'zal Ikhtiyorovna

Teacher of Foreign languages faculty, Asia International University

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Abstract. *The 20th century saw a significant evolution and expansion of the fantasy genre. With the rise of mass media and increased access to literature, fantasy became more widely popular and diverse. Some key developments in the fantasy genre during the 20th century include.*

Key words: *Fantasy, literature, development, Tolkien, mythology, power, trilogy, essential genre.*

ФЭНТЕЗИ КАК ОДИН ИЗ ВАЖНЕЙШИХ ЖАНРОВ АНГЛИЙСКОЙ ЛИТЕРАТУРЫ, ПРЕИМУЩЕСТВЕННО

Аннотация. *В XX веке произошла значительная эволюция и расширение жанра фэнтези. С появлением средств массовой информации и расширением доступа к литературе фэнтези стало более популярным и разнообразным. Некоторые ключевые события в жанре фэнтези в 20 веке включают.*

Ключевые слова: *Фэнтези, литература, развитие, Толкин, мифология, власть, трилогия, основной жанр.*

Fantasy literature has been a significant and essential genre in English literature, and it has captured the imaginations of readers for centuries. While there are countless authors who have contributed to this genre, J.R.R. Tolkien is undoubtedly one of the most influential figures in fantasy literature. Tolkien is best known for his epic high-fantasy novel series, "The Lord of the Rings," which has become a timeless classic in the genre. His works have not only captured the hearts and minds of readers around the world but have also inspired countless other authors and creators to delve into the realm of fantasy literature. One of the reasons why fantasy literature, particularly Tolkien's works, is essential is that it allows readers to escape into a world of magic, adventure, and imagination. In fantasy literature, readers can embark on epic journeys, encounter mythical creatures, and witness epic battles between good and evil. The genre gives readers a chance to explore and experience an entirely new and unfamiliar world, providing a much-needed break from reality. Tolkien's works, in particular, are also essential because of the rich and detailed world-building that he created. From the languages spoken by different races to the intricate history and mythology of Middle-earth, Tolkien's attention to detail and depth in his world-building is unparalleled. This level of detail not only immerses readers in the story but also sets a high standard for world-building in fantasy literature. Furthermore, Tolkien's themes and motifs in his works are also deeply meaningful and resonate with readers on a personal and emotional level. For example, themes of friendship, bravery, sacrifice, and the battle between good and evil are prevalent throughout his works. Readers can find comfort and inspiration in these themes, making the stories timeless and universally significant. In addition, fantasy literature, particularly Tolkien's works, allows for the exploration of complex and thought-provoking ideas, such as power, destiny, and the nature of existence. Through the lens of fantasy, authors can use allegory and symbolism to address profound questions and concepts, thereby adding depth and substance to their works. Overall, the genre of fantasy literature, especially in the works of Tolkien, is essential because it

provides readers with a means of escape, rich and detailed world-building, meaningful themes, and the exploration of complex ideas. By delving into the world of fantasy, readers can not only be entertained but also enriched and inspired. As a result, it is clear that fantasy literature, particularly in the works of Tolkien, is one of the most essential genres in English literature.

The fantasy genre has always been a popular choice for readers, offering them an escape into magical worlds filled with mythical creatures, epic battles, and quests for power and glory. One of the most influential and celebrated authors in this genre is J.R.R. Tolkien, whose works have left an indelible mark on the world of literature and inspired countless writers and filmmakers. Tolkien's works, particularly *The Hobbit* and *The Lord of the Rings* trilogy, are widely regarded as the gold standard of the fantasy genre. They are characterized by their richly imagined worlds, complex characters, and intricate plots. But what sets Tolkien's fantasy works apart from others in the genre? Here are some peculiarities of the fantasy genre in the works of Tolkien. First and foremost, Tolkien's world-building is unparalleled. He created a vast and detailed mythology for his fictional world, complete with its own languages, histories, and cultures. The land of Middle-earth is a fully realized and immersive setting that feels as real and tangible as our own world. This level of detail and depth has set a benchmark for world-building in the fantasy genre, influencing many authors to follow in his footsteps. Another peculiar aspect of Tolkien's fantasy works is the depth and complexity of his characters. Unlike many fantasy stories where characters are often relegated to clichéd archetypes, Tolkien's characters are multi-dimensional and undergo significant growth throughout their journeys. From the humble hobbit Frodo to the noble Aragorn, each character has their own motivations, fears, and flaws, making them feel relatable and human despite their fantastical setting. Moreover, Tolkien's approach to storytelling is rooted in his deep knowledge of mythology and folklore. He drew inspiration from ancient tales and legends, weaving them into his own narrative and creating a sense of timelessness and universality in his works. This blend of myth and reality gives his stories a sense of gravitas and significance that resonates with readers on a profound level. Additionally, Tolkien's works delve into complex themes that are relevant to the human experience, such as the struggle between good and evil, the corrupting influence of power, and the importance of friendship and loyalty. These timeless themes are explored in a way that feels both intimate and epic, capturing the universal truths and moral dilemmas that have fascinated humanity for centuries. The peculiarities of the fantasy genre in Tolkien's works lie in his unparalleled world-building, complex characters, rich mythology, and exploration of profound themes. His influence on the genre cannot be overstated, and his legacy continues to shape the way fantasy stories are told to this day. Fantasy has definitely become one of the essential genres of the 21st century, with its popularity soaring in books, movies, TV shows, and video games. This genre allows for creative and imaginative storytelling, often featuring magical worlds, mythical creatures, and epic quests. One of the reasons for the rise of fantasy in the 21st century is the escapism it offers. In a world filled with technology and fast-paced living, people often turn to fantasy as a way to escape from reality and immerse themselves in a different world. Whether it's through the pages of a book or on the big screen, fantasy allows audiences to experience something completely different from their everyday lives. Additionally, the success of franchises like "Harry Potter," "Game of Thrones," "The Lord of the Rings," and "The Witcher" has contributed to the mainstream popularity of fantasy. These stories have captured the imaginations of millions of people around the world and have proven the enduring appeal of the

genre. Furthermore, the 21st century has seen a newfound appreciation for diverse voices in fantasy. Authors from marginalized communities have been reclaiming the genre and infusing it with new perspectives and experiences. This has led to a greater variety of fantasy stories that resonate with a wider audience. Overall, fantasy has become an essential genre of the 21st century because of its ability to captivate, inspire, and transport audiences to new and wondrous worlds. Its timeless appeal and adaptability ensure that it will continue to thrive in the years to come.

The 20th century saw a significant evolution and expansion of the fantasy genre. With the rise of mass media and increased access to literature, fantasy became more widely popular and diverse. Some key developments in the fantasy genre during the 20th century include: The works of J.R.R. Tolkien: The publication of "The Hobbit" in 1937 and "The Lord of the Rings" trilogy in the 1950s and 1960s had a profound impact on the fantasy genre. Tolkien's elaborate world-building, rich mythology, and epic storytelling set a new standard for fantasy literature and inspired countless authors and works. The emergence of high fantasy: High fantasy, characterized by intricate world-building, epic conflicts, and a focus on the struggle between good and evil, became a major subgenre of fantasy in the 20th century. Authors like C.S. Lewis, Ursula K. Le Guin, and T.H. White contributed to the development of high fantasy with their influential works. Fantasy literature, with its magical worlds, mythical creatures, and epic quests, has established itself as one of the most important and impactful genres in the literary world. From ancient myths and folklore to modern-day bestsellers and blockbuster films, fantasy has continued to captivate readers and audiences, demonstrating its enduring relevance and significance in the world of storytelling. J.R.R. Tolkien, the esteemed author of *The Hobbit* and *The Lord of the Rings*, is widely regarded as one of the most significant contributors to the fantasy genre. His imaginative works have not only captivated generations of readers but have also had a profound impact on literature, film, and popular culture as a whole. Tolkien's contributions to the fantasy genre are manifold, touching upon world-building, language creation, and storytelling techniques. One of Tolkien's most enduring contributions to the genre is his meticulous world-building. With the creation of Middle-earth, he crafted a rich and immersive fictional world complete with detailed maps, histories, and languages. This level of world-building set a standard for fantasy literature, inspiring countless authors to follow in his footsteps. The depth and complexity of Middle-earth made it feel as real and tangible as our own world, setting a benchmark for world-building in the genre. Tolkien was also a linguistic scholar, and this passion for languages shaped his approach to creating the world of Middle-earth. He developed several Elvish languages, as well as Dwarvish and other tongues, each with its own unique syntax, vocabulary, and phonetics. His linguistic expertise not only enriched the world of Middle-earth but also demonstrated his dedication to crafting a fully realized and believable setting for his stories. Furthermore, Tolkien's storytelling techniques have left an indelible mark on the fantasy genre. His works are characterized by their epic scope, intricate plotlines, and multi-dimensional characters. Unlike many fantasy stories that feature two-dimensional characters and predictable plot structures, Tolkien's characters are complex and undergo significant growth throughout their journeys. Moreover, his use of theme and symbolism, particularly the struggle between good and evil and the corrupting influence of power, adds layers of depth and resonance to his narratives. Tolkien's significant contribution to the fantasy genre has transcended literature, influencing the broader realm of popular culture. His works have been adapted into acclaimed film and television adaptations, and they continue to

inspire video games, artwork, music, and even tabletop role-playing games. The impact of Tolkien's imagination is far reaching, and his legacy in the fantasy genre endures as a testament to his unparalleled creativity and vision. J.R.R. Tolkien's contribution to the fantasy genre is immeasurable. His meticulous world-building, linguistic expertise, and storytelling prowess have set a standard for fantasy literature, inspiring generations of authors and captivating readers around the world. His works continue to be celebrated and cherished, leaving an enduring legacy that will continue to shape the future of the fantasy genre for years to come. One of the defining characteristics of fantasy is its ability to transport readers to imaginative and otherworldly realms. Through the pages of a book or on the screen, audiences can escape from the ordinary and mundane, immersing themselves in worlds filled with wonder, adventure, and limitless possibilities. This sense of escapism allows readers to explore their imagination and experience something beyond the constraints of everyday life, providing a much-needed break from the pressures of the real world. Furthermore, fantasy serves as a platform for exploring complex themes and universal truths. Often, fantastical elements are used as a metaphor for real-world issues, allowing authors to address societal, political, and philosophical concepts in an allegorical and thought-provoking manner. The genre offers an opportunity for readers to engage with themes of power, destiny, good versus evil, and the human condition, providing a unique lens through which to view and understand the complexities of life. Moreover, fantasy has proven to be a powerful tool for promoting empathy and understanding. By presenting diverse characters, cultures, and experiences, fantasy literature has the ability to broaden readers' perspectives and foster a greater sense of empathy and inclusivity. This has become increasingly important in the genre, as authors from diverse backgrounds infuse their stories with unique perspectives, traditions, and voices, contributing to a more inclusive and representative landscape of fantasy storytelling. In modern popular culture, fantasy has transcended its literary roots to become a dominant force in film, television, and video games. Massive franchises like "Harry Potter," "The Lord of the Rings," and "Game of Thrones" have not only brought fantasy to a wider audience but have also demonstrated the genre's enduring appeal and commercial success. These adaptations have further solidified fantasy's position as a genre that resonates with audiences across different media platforms, the importance of fantasy as a genre cannot be overstated. Its ability to transport, inspire, provoke thought, and promote empathy makes it an essential and influential part of the literary world. As fantasy continues to evolve and diversify, its impact on popular culture and its ability to captivate the hearts and minds of audiences will only continue to grow, cementing its status as one of the most important genres in literature and entertainment.

The 20th century saw the rise of iconic fantasy authors, such as J.R.R. Tolkien and C.S. Lewis, whose works, including "The Hobbit" and "The Lord of the Rings" series, introduced readers to intricate worlds filled with magic, mythical creatures, and epic quests. As fantasy literature continued to evolve, authors like Ursula K. Le Guin, Terry Pratchett, and George R.R. Martin explored new subgenres and pushed the boundaries of traditional fantasy storytelling. Their works delved into themes of power, politics, and the human condition, adding depth and complexity to the genre. The 21st century has seen a surge in the popularity of fantasy, with the genre expanding beyond books to encompass other forms of media, including movies, television, and video games. Blockbuster franchises like "Harry Potter," "Game of Thrones," and "The Witcher" have brought fantasy to the forefront of popular culture, captivating audiences with their

immersive worlds and compelling characters. The works of J.R.R. Tolkien, particularly "The Hobbit" and "The Lord of the Rings" trilogy, are some of the most influential and iconic examples of the fantasy genre in literature. Tolkien's created world of Middle-earth has had a profound impact on the fantasy genre, and his writing has set a high standard for world-building, character development, and epic storytelling. Tolkien's Middle-earth is a richly detailed and immersive world, populated by a diverse array of races, cultures, languages, and histories. From the idyllic Shire to the dark and foreboding Mordor, Middle-earth is a place of wondrous beauty and terrifying danger, brought to life with vivid description and meticulous attention to detail. Tolkien's works are also known for their complex characters, from the humble hobbits to the noble elves and the enigmatic wizards. His characters are multifaceted and undergo significant growth and development throughout the story, facing moral dilemmas, personal struggles, and profound inner conflicts. Furthermore, Tolkien's writing style is marked by its epic scope and grandeur, as well as its timeless themes of heroism, friendship, and the struggle against evil. His works delve deeply into the mythology and history of Middle-earth, drawing from real-world folklore, legends, and ancient languages to create a sense of depth and authenticity. In conclusion, the fantasy genre in the works of J.R.R. Tolkien has had an enduring impact on literature, inspiring countless authors and shaping the way we think about fantasy storytelling. His contributions to world-building, character development, and epic narrative have solidified his place as one of the most important figures in the history of fantasy literature. "The Lord of the Rings" is a high fantasy novel series written by British author J.R.R. Tolkien. Comprising three volumes and published between 1954 and 1955, the series consists of "The Fellowship of the Ring," "The Two Towers," and "The Return of the King." These books are set in the fictional world of Middle-earth and are widely regarded as classics of the fantasy genre. The epic narrative of "The Lord of the Rings" follows the quest to destroy the One Ring, a powerful and malevolent artifact created by the Dark Lord Sauron. The series revolves around a diverse cast of characters including hobbits, elves, dwarves, men, wizards, and other fantastical creatures, as they unite to combat the forces of evil and save Middle-earth from impending doom. Tolkien's masterful prose and intricate world-building are central to the series' enduring popularity. His descriptive prowess brings Middle-earth to life, capturing the readers' imaginations with its detailed landscapes, cultures, and history. Additionally, the work's depth and complexity, including its rich mythology, languages, and histories, have contributed to its iconic status in the fantasy genre. Moreover, "The Lord of the Rings" explores timeless themes such as heroism, friendship, sacrifice, and the struggle between good and evil. The characters' emotional journeys and the grandeur of the narrative have captivated readers for generations, making the series a literary touchstone for fantasy enthusiasts. "The Lord of the Rings" has also had a significant impact on popular culture, influencing subsequent fantasy literature, film, and gaming. Its adaptations into critically acclaimed films by director Peter Jackson introduced the saga to a broader audience, cementing its legacy as an enduring and influential work in the fantasy genre. Lifelong Learning: The willingness to learn and adapt is paramount. In the digital age, skills can quickly become outdated, making continuous learning essential for personal and professional growth. Whether through formal education, online courses, or on-the-job training, individuals must cultivate a mindset of ongoing learning to remain relevant and competitive.

J.R.R. Tolkien is widely regarded as a pioneer in the fantasy genre, particularly known for his creation of the vast and richly detailed world of Middle-earth. His works, including "The

"Hobbit" and "The Lord of the Rings" trilogy, have become iconic examples of high fantasy literature. Tolkien's contributions to the fantasy genre are multifaceted. First and foremost is his meticulous world-building. Middle-earth is a fully realized setting, complete with diverse landscapes, cultures, languages, and detailed histories. This world-building has set a high standard for subsequent fantasy authors and has influenced the genre as a whole. Furthermore, Tolkien's portrayal of fantastical creatures, such as hobbits, elves, dwarves, orcs, and dragons, has had a profound impact on the imaginative elements of the genre. His unique and evocative representations of these creatures have become archetypal in fantasy literature.

The thematic depth of Tolkien's works is also noteworthy. His exploration of heroism, friendship, self-discovery, and the timeless battle of good versus evil has resonated with readers and has been emulated in countless fantasy stories.

Tolkien's use of myth and legend, drawing from his scholarly background in philology and mythology, adds an additional layer of depth to his works. By incorporating real-world folklore and linguistic elements, Tolkien brought an air of authenticity and richness to his creations. Finally, his writing style, characterized by its epic scope and lyrical prose, has become emblematic of the fantasy genre. Tolkien's ability to craft intricate, multi-layered narratives has set a standard for aspiring fantasy writers. Overall, J.R.R. Tolkien's contributions to the fantasy genre are far-reaching and have had a lasting impact. His works continue to inspire and shape the landscape of fantasy literature and have established him as a foundational figure in the genre.

His most famous works, *The Hobbit* and *The Lord of the Rings* trilogy, have had a significant impact on the development of the fantasy genre in American literature. His intricate world-building, rich characters, and detailed languages and cultures have set a high standard for future fantasy writers. Tolkien's influence can be seen in the works of authors such as George R.R. Martin, Robert Jordan, and Terry Brooks, who have all cited Tolkien as a major influence on their own writing. The success of *The Lord of the Rings* films also brought Tolkien's work to a new generation of readers and helped to popularize the fantasy genre even further.

J.R.R. Tolkien and High Fantasy: The mid-20th century brought a significant transformation to the fantasy genre with the works of J.R.R. Tolkien. His epic tales set in the fictional world of Middle-earth, including "The Hobbit" and "The Lord of the Rings," redefined the genre and popularized high fantasy, characterized by elaborate world-building, intricate mythology, and epic quests.

Modern Fantasy: In the latter half of the 20th century and beyond, the fantasy genre continued to expand and diversify. Authors such as Ursula K. Le Guin, Terry Brooks, George R.R. Martin, and J.K. Rowling contributed to the genre's evolution, exploring new subgenres, themes, and storytelling approaches.

The development of the fantasy genre has been shaped by cultural, historical, and literary influences, ultimately leading to a diverse and expansive body of work that continues to captivate readers around the world.

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SOCIOLINGUISTIC APPROACHES: UNDERSTANDING LANGUAGE IN SOCIAL CONTEXTS

Shodieva Maftunabonu Adizovna

Asia International University, English chair

Email: shodiyevamaftunabonuadizovna@oxu.uz

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Abstract. Sociolinguistic approaches offer valuable insights into the intricate relationship between language and society. This article provides a comprehensive overview of various sociolinguistic approaches, examining their key concepts, theories, and methodologies. From variationist approaches to interactional sociolinguistics, ethnography of communication, and critical sociolinguistics, each approach offers unique perspectives on language use, language variation, and the social factors that influence language. By exploring the diverse range of sociolinguistic approaches, we gain a deeper understanding of how language reflects and shapes our social world.

Key words: Sociolinguistic approaches, the social dimensions of language, variationist sociolinguistics.

СОЦИОЛИНГВИСТИЧЕСКИЕ ПОДХОДЫ: ПОНИМАНИЕ ЯЗЫКА В СОЦИАЛЬНОМ КОНТЕКСТЕ

Аннотация. Социолингвистические подходы дают ценную информацию о сложных отношениях между языком и обществом. В этой статье представлен всесторонний обзор различных социолингвистических подходов, рассмотрены их ключевые концепции, теории и методологии. От вариационистских подходов до интеракционной социолингвистики, этнографии общения и критической социолингвистики — каждый подход предлагает уникальные взгляды на использование языка, языковую вариацию и социальные факторы, влияющие на язык. Исследуя разнообразный спектр социолингвистических подходов, мы получаем более глубокое понимание того, как язык отражает и формирует наш социальный мир.

Ключевые слова: Социолингвистические подходы, социальные измерения языка, вариационная социолингвистика.

Introduction

Sociolinguistics is the interdisciplinary field that examines the relationship between language and society. It explores how language is shaped by social factors such as culture, identity, power, social norms, and social interactions. Sociolinguistic approaches provide frameworks for understanding the complex interplay between language and society, highlighting that language is not a static entity but a dynamic tool used in social contexts.

Sociolinguistic approaches are crucial for understanding the social dimensions of language. They offer insights into language variation, language change, language attitudes, and the ways in which language reflects social identities and power dynamics. By employing various methodologies and theories, sociolinguistic approaches enable researchers to investigate language in its social context, providing a deeper understanding of how language operates within different communities and societies. Variationist sociolinguistics focuses on studying language variation and change across different social groups and contexts. It examines how linguistic variables, such

as pronunciation, vocabulary, and grammar, vary within a speech community. Variationist sociolinguists employ quantitative methods to analyze large datasets and identify patterns of variation and social factors influencing language use.

Labovian sociolinguistics, named after William Labov, emphasizes the systematic study of language variation. Labov's groundbreaking research on the social stratification of New York City English demonstrated the correlation between sociolinguistic variables and social class. This approach investigates linguistic variation in relation to social factors such as age, gender, ethnicity, and social class.

Variationist approaches recognize that language variation is influenced by social factors. Social factors such as social class, gender, ethnicity, and age can shape language use and contribute to linguistic variation. Sociolinguists examine how these social factors interact with linguistic variables and study the social meanings associated with different linguistic features. Interactional sociolinguistics focuses on the analysis of naturally occurring conversation and social interaction. It explores the organization and structure of conversation, examining turn-taking, repair mechanisms, and the use of linguistic resources in interaction. Conversational analysis aims to uncover the social and interactional norms that shape language use.

Ethnomethodology is an approach within interactional sociolinguistics that investigates the ways in which individuals make sense of social interactions. It examines the methods and practices individuals employ to achieve social order and interpret meaning within their everyday interactions. Ethnomethodological studies shed light on the underlying social norms and rules that guide communication.

Interactional sociolinguistic research employs qualitative methods such as audio and video recordings of naturally occurring conversations to analyze the intricacies of social interaction. Researchers focus on phenomena such as turn-taking, repair, and the use of language resources to understand how language is used to achieve communicative goals and construct social identities. Through detailed analysis of interactional data, interactional sociolinguistics provides insights into the social dynamics and practices of everyday conversations.

The ethnography of communication examines language use within specific cultural and social contexts. It employs ethnographic methods, including participant observation and interviews, to understand how language is used in everyday life.

Ethnographic approaches aim to uncover the cultural norms, values, and social practices that shape language use and communication patterns.

The concept of speech community refers to a group of people who share a common language or dialect. Ethnography of communication examines speech communities and their communication networks to understand how language functions within social groups. It investigates the social relationships, interactional patterns, and shared linguistic practices within speech communities. Ethnographic research explores communicative competence, which refers to the ability of individuals to use language appropriately within a specific cultural and social context.

It investigates the social norms, cultural expectations, and communicative strategies that individuals employ to navigate their linguistic interactions.

Understanding communicative competence provides insights into how individuals adapt their language use to fit social expectations. Critical sociolinguistics examines the relationships between language, power, and social inequality. It focuses on raising critical language awareness

and challenging linguistic discrimination and social injustice. Critical sociolinguists analyze how language ideologies and language policies perpetuate unequal power relations and aim to empower marginalized groups through language. Critical sociolinguistics explores the ways in which language is intertwined with power dynamics. It investigates how language is used to exert control, dominance, and social hierarchies. Critical sociolinguists critically analyze language practices in various contexts, including education, media, and politics, to uncover the ways in which language reinforces or challenges power structures.

Language ideologies refer to the beliefs, attitudes, and values associated with particular languages or language varieties. Critical sociolinguistics investigates language ideologies and their impact on social identities and linguistic practices. It uncovers the ways in which language ideologies shape language policies, language attitudes, and language maintenance or shift within communities. Sociocultural linguistics examines the relationship between language and culture. It investigates how cultural models and schemas influence language use, interpretation, and meaning.

Cultural models are shared knowledge structures within a community that shape individuals' understanding and use of language in social contexts. Language socialization investigates how individuals acquire and develop language skills within a particular cultural and social environment. It explores the social processes through which children and adults learn to use language appropriately and become competent members of their speech communities. Language socialization emphasizes the role of social interactions, cultural norms, and communicative practices in language learning.

Sociocultural linguistics recognizes that language plays a central role in shaping individual and group identities. It examines how language is used to express social identities, such as gender, ethnicity, and social class. Sociocultural approaches explore the ways in which language contributes to the construction and negotiation of identity within specific social contexts. Sociopragmatics investigates how pragmatic aspects of language, including speech acts, politeness, and implicatures, vary across different social groups and contexts. It examines how individuals use language strategically to achieve their communicative goals and maintain social relationships.

Conclusion

Sociopragmatic research explores the social and cultural factors that influence pragmatic variation. Politeness theory within sociopragmatics examines how individuals manage their interactional behavior to maintain positive social relationships and save face. It investigates the linguistic strategies and politeness norms that individuals employ to mitigate potential face-threatening acts. Politeness theory recognizes that politeness conventions may vary across cultures and social groups. Cross-cultural pragmatics explores how pragmatic norms and conventions differ across cultures. It investigates the ways in which individuals from different cultural backgrounds interpret and respond to speech acts, indirect speech, and politeness strategies. Cross-cultural pragmatics aims to foster intercultural understanding and effective communication across diverse linguistic and cultural contexts. Critical discourse analysis examines how power and ideology are reflected and reproduced in written and spoken texts. It analyzes the ways in which language is used to maintain or challenge social structures and dominant ideologies. Critical discourse analysts explore how language choices.

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O'DK-633.1.

**G'O'ZADA ORGANIK O'G'ITLAR VA KOMPOSTLARNI QO'LLASH
TEXNOLOGIYASI PAXTA HOSILI VA UNING SIFAT KO'RSATKICHLARIGA
TA'SIRI**

Kurbanxodjayeva Ruksora Baxramovna

Тошкент вилояти Уртачирчик туман ММТБ га карашли
умумий урта таълим мактаби рахбари

Sultonmurodova E'zobonu Dilshodjon qizi

Toshkent davlat agrar universiteti talabasi
ezozasultonmurodova@icloud.com

Sharopova Sohiba Ergashboy qizi

Toshkent davlat agrar universiteti talabasi
sohibasharopova@icloud.com

Shamsiyeva Zulfiya Nuriddin qizi

Toshkent davlat agrar universiteti talabasi
zulfiya@mail.com

<https://doi.org/10.5281/zenodo.10467212>

Annotatsiya. Bugungi kunda tuproq unumdorligi va olinadigan qishloq xo'jalik mahsulotlari sifatini oshirishda organik o'g'itlar va kompostlar muhim o'rinni egallaydi. Keyingi yillarda butun dunyoda, shu jumladan, O'zbekistonda ham yer resurslaridan jadal sur'atda foydalanish natijasida tuproqlarda gumus va oziq elementlar miqdorining kamayishi kuzatilib, tuproqda ayrim elementlarning yetishmasligi sodir bo'lmoqda. Buning asosiy sababi tuproqlardan har yili hosil orqali oziq elementlari tashqariga ko'proq chiqib ketib, kamroq qaytib kelishi, ya'ni chiqim va kirim balansining buzilishidir. Rivojlangan mamlakatlarda paxta xom ashyosi yetishtirishning 2016-2017 yillardagi tahlili shuni ko'rsatadiki, paxta yetishtirish bo'yicha birinchi beshlikka Hindiston, Xitoy, AQSh, Pokiston va Braziliya davlatlari kiradi.

Ushbu holat bir qator salbiy ko'rinishlarga olib keladi, jumladan tuproqlarning antropogen ta'sirlariga qarshiligi kamayib, eroziya jarayonlari kuchayadi, fizik-kimyoviy xususiyatlari yomonlashib, agronomik qimmatli xisoblangan agrigatlik tarkibi buziladi.

Kalit so'zlar: Organik o'g'itlar va kompostlar, qo'llash texnologiyasi paxta hosili va uning sifat ko'rsatkichlari.

**THE TECHNOLOGY OF APPLYING ORGANIC FERTILIZERS AND COMPOSTS
TO COTTON, ITS EFFECT ON COTTON YIELD AND QUALITY INDICATORS**

Abstract. Today, organic fertilizers and composts play an important role in improving soil fertility and the quality of agricultural products. In recent years, as a result of the rapid use of land resources in the whole world, including Uzbekistan, there is a decrease in the amount of humus and nutrients in the soil, and there is a shortage of some elements in the soil. The main reason for this is that nutrients leave the soil every year through crops, and less return, that is, the balance of output and input is disturbed. The analysis of raw cotton production in developed countries in 2016-2017 shows that India, China, USA, Pakistan and Brazil are among the top five cotton producers.

This situation leads to a number of negative manifestations, including a decrease in the resistance of soils to anthropogenic effects, an increase in erosion processes, a deterioration of

their physical and chemical properties, and a deterioration of the agronomically valuable aggregate composition.

Key words: *Organic fertilizers and composts, application technology, cotton yield and its quality indicators.*

ТЕХНОЛОГИЯ ВНЕСЕНИЯ ОРГАНИЧЕСКИХ УДОБРЕНИЙ И КОМПОСТОВ ПОД ХЛОПОК, ЕЕ ВЛИЯНИЕ НА УРОЖАЙНОСТЬ И КАЧЕСТВЕННЫЕ ПОКАЗАТЕЛИ ХЛОПКА.

Аннотация. *Сегодня органические удобрения и компосты играют важную роль в повышении плодородия почв и качества сельскохозяйственной продукции. В последние годы в результате бурного использования земельных ресурсов во всем мире, в том числе и в Узбекистане, наблюдается уменьшение количества гумуса и питательных веществ в почве, наблюдается дефицит некоторых элементов в почве. Основная причина этого в том, что питательные вещества каждый год покидают почву вместе с культурами и меньше возвращаются, то есть нарушается баланс выхода и поступления. Анализ производства хлопка-сырца в развитых странах в 2016-2017 годах показывает, что Индия, Китай, США, Пакистан и Бразилия входят в пятерку крупнейших производителей хлопка.*

Такая ситуация приводит к ряду негативных проявлений, среди которых снижение устойчивости почв к антропогенному воздействию, усиление эрозионных процессов, ухудшение их физико-химических свойств, ухудшение агрономически ценного агрегатного состава.

Ключевые слова: *Органические удобрения и компосты, технология внесения, урожайность хлопка и его качественные показатели.*

Mamlakatimiz qishloq xo'jaligida organik o'g'itlarga bo'lgan talab yuqori bo'lib, ayrim hollarda ularning yetishmasligi kuzatiladi. Masalan O'zbekiston sharoitida gumus balansini defitsitsiz holatda ushlab turish uchun har bir gektar sug'oriladigan yerga har yili 15-20 tonna organik o'g'it qo'llanilishi kerak aslida. Lekin, hozircha ushbu miqdordagi organik o'g'itlarni to'plash imkoniyati yo'q Chigitidan lingp, paxsha moyi, kunjara, shulxa, shrot olinadi. Paxta moyi (chigit tarkibida 22—29%) qimmatli oziq mahsuloti bo'lib, glitserid, Ye, A vitaminlari va D provitamini hamda linolat kislotaga boy. Paxta shulxasi va shroti chorvachilik uchun yuqori sifatli to'yimli ozuqa hisoblanadi. Paxta shrotidan ajratib olingan oqsilli ozuqa yosh hayvonlarga sut o'rnida beriladi. G'o'zapoyadan sellyuloza, qog'oz, karton, mebellar uchun plita materiallari ishlab chiqarishda foydalaniladi. Barglaridan limon, olma kislotalari, o'sish stimulyatorlari olinadi, chanoqlari ksilit ishlab chiqarishga yaraydi.

Bir soʻz bilan aytganda, tuproqlarning degradatsiyasi sodir boʻladi, shuning uchun tuproq unumdorligini oshirishda, ularning organik modda va oziq elementlar bilan boyitish va qishloq xoʻjalik ekinlaridan yuqori hosil yetishtirish uchun dehqonchilikda oʻgʻit qoʻllash, almashlab ekish

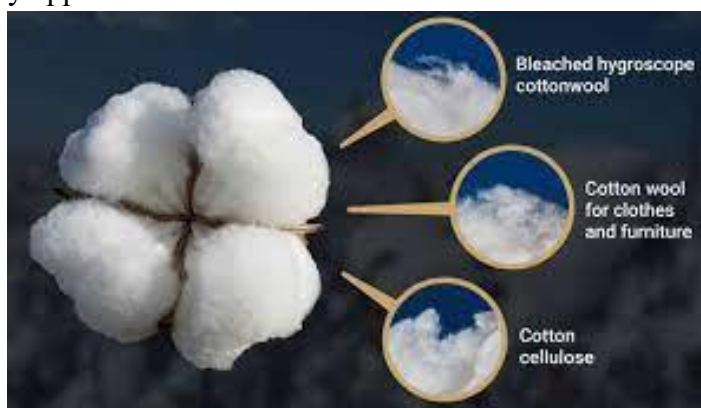


va boshqa bir qator agrotexnik tadbirlarni keng joriy etish tavsiya etiladi.

Tuproqqa berish mumkin boʻladigan organik massa va oziq elementlarining qoʻshimcha manbalarini topish kerak, chuchuk suv loyqasi kuzda toʻkilgan daraxt barglari bakterial preparatlar bularning tarkibida koʻp miqdorda ayrimlarida 50% gacha organik moddalar, makro va mikroelementlar va oʻsimliklar oʻsishi uchun zarur boʻlgan boshqa moddalar boʻladi. Organik oʻgʻitlar bilan tuproqqa oʻsimlik uchun zarur boʻlgan barcha oziq elementlar bilan bir vaqtda ancha miqdorda mikroorganizmlar ham tushadi. Ushbu mikroorganizmlar tuproq mikroflorasini boyitib, uning tarkibida kechadigan mikrobiologik jarayonlar (chirish, minerilizatsiya, ammonifikatsiya) ni faollashtiriladi.



Bunday oʻgʻitlardan oqilona foydalanish qishloq xoʻjaligi uchun oʻta muhim ekanligi yaqqol koʻrinib turibdi.



Respublikamiz paxtachiligida organik oʻgʻitlardan goʻngni qoʻllash meʼyor va muddatlari, turli nisbatlarda tayyorlangan kompostlar, turli shakldagi organik oʻgʻitlarni qoʻllash borasida A.Ergashev, B.X.Tillabekov, N.M.Ibragimov, B.I.Niyazaliev, Sh.T.Xaliqulov, va boshqalar tomonidan keng qamrovli ilmiy-tadqiqotlar olib borilgan.

Sugʻorilaligan tipik boʻz tuproq sharoitida organik oʻgʻitlardan, biogumusdan va kompostdan samarali foydalanish va shudgorda solinganda tuproqni gumus va azot, fosfor va kaliyni harakatchan shakllari xususiyatlariga hamda oʻsimlik tomonidan oziqa moddalarni (NPK) oʻzlashtirilishiga, paxta hosiliga taʼsiri aniqlanib, organik oʻgʻit, biogumus va kompostlarni chirishi natijasida tuproqda organik modda koʻpayishi evaziga, ekinlarga qoʻllanilayotgan mineral oʻgʻitlar samaradorligi va koʻzlangan ekinlar hosildorligi oshib, sifati yaxshilanadi hamda tuproq unumdorligini saqlash va tiklanishi aniqlanadi.

Qosimov, 1985; Mamadaliev, Bozorov, 1985; Mannanova, [21;16-18-b]; Niyazaliev [28;12-b] Piraxunov 1995; Sattarov 1990; 2000, 2004; Ergashev 1984; 1994; Tashkuziev [41;218-222-b]; Ibragimov [12;181-186-b]; Xolikulov va Xoshimov [47;25b]; Namozov, Tillabekov [30;162-164-b], va boshqalar).

O‘zbekiston Respublikasi Fanlar akademiyasining kimyo-texnologiya instituti olimlari A.G.Adamova., S.K.Poberejskaya va L.F.Melnikovlar [2;80-82-b] tomonidan olib borilgan ilmiy ishlar diqqatga sazovordir. Bu gidroliz ligin asosida tayyorlangan yangi organo-ma’dan o‘g‘itlari-lifogum va afgumdur. Mualliflar tomonidan tipik bo‘z tuproqlar sharoitida o‘tkazilgan izlanishlar natijalariga qaraganda, afgum va lifogumni qo‘llash tuproqda o‘tadigan jarayonlarga: chirindini yo‘qolishiga, tuproqqa antibiotik aralashmalarni qo‘shilishiga ijobiy ta’sir ko‘rsatadi. G‘o‘zani o‘shish, rivojlanishi jadallashadi va paxta hosilini ortishiga maqbul sharoit yaratiladi, qo‘shimcha hosil 3-4 sentnerni tashkil qiladi. Umuman olganimizda, organik o‘g‘itlarni sifatini, miqdorini va samaradorligini oshirish yo‘llaridan biri bu organo-ma’dan kompostlarni tayyorlash va qo‘llashdir.

Izlanishlari B.A.Dospexovning (1985) “Metodika polevogo opyta”, Toshkent davlat agrar universitetiga qarashli DUK.tajriba uchastkalarida “Dala tajribalari o‘tkazish uslublari” (Toshkent 2007), “Metodika agrofizicheskix issledovaniy” (Toshkent 1973), “Metodika agroximicheskix issledovaniy” (Toshkent 1973), “Metodicheskie ukazanie po opredeleniyu kachestva rastitelnoy produkcii” (Moskva 1980).

Bu umumiy paxta hosili ko‘rsatkichlarida ham o‘z ifodasini topgan.

Ma’lumki, tajribalarda qo‘llanilgan barcha agrotexnik tadbirlarning samaradorligi paxta hosili va uning sifat ko‘rsatkichlarida namoyon bo‘ladi. Bizni tadqiqotlarda qoramol go‘ngi, kompost, biogumus va mineral o‘g‘itlarni bilan birgalikda qo‘llanilganda paxta hosiliga bo‘lgan ta’siri bo‘yicha olingan ilmiy ma’lumotlar 3.4.2-jadvalda keltirilgan.

Avvalo shuni aytish joizki, paxta hosili 2022-yilda barcha variantlarda biroz ortganligi kuzatildiki, bu iqlim sharoitining maqbul kelishiga bog‘liqdir.

1- jadvalda keltirilgan.

Bir ko‘sakdagi paxta vaznining o‘zgarishi, gr

Jadval-1

Variant tartibi	Tajriba variantlari			2022- yil			
		Terimlar	O‘rtachasi	N	R	K	
		1	2	38,5	9,7	28,0	-
1	Nazorat	4,6	3,7	34,4	12,5	32,5	21,5
2	10t/ga qoramol go‘ngi	4,8	4,26	37,9	9,9	27,9	1,7
3	20t/ga qoramol go‘ngi	5,0	4,28	35,3	12,6	31,6	18,4
4	30t/ga qoramol go‘ngi	5,4	4,32	39,2	9,4	26,1	-
5	40t/ga qoramol go‘ngi	5,6	4,40	34,9	12,1	31,4	22,9

6	Kompost 20t/ga	5,8	4,46	38,4	9,6	25,5	2,0
7	Biogumus10t/ga	6,0		35,9	12,0	32,6	18,8
	4,50	5,25		38,7	9,3	25,3	-
8	N150P100K75 kg/ga	6,1	4,55	34,4	11,9	31,4	22,1
9	N150P100K75kg/ga+10t/ga qoramol go'ngi	6,2	4,6	39,5	9,6	25,7	1,5
10	N150P100K75kg/ga+20t/ga qoramol go'ngi	6,3	4,66	36,3	11,8	31,8	17,9

Avvalo shuni aytish joizki, paxta hosili 2022-yilda barcha variantlarda biroz ortganligi kuzatildiki, bu iqlim sharoitining maqbul kelishiga bog'liqdir. Nazorat variantida uch qaytariqlardan paxta hosillari 15,9; 17,4 va 16,3 s/ga ni, o'rtacha uch qaytariqdan esa 16,5 s/ga tashkil etdi. Qoramol go'ngi gektariga 10,20,30,40 tonna qo'llanilgan 2, 3, 4, 5 variantlarda uch qay tariq o'rtacha paxta hosilari 23,5; 24,6; 27,9; 28,5 s/ga ni tashkil etib, nazorat variantiga nisbatan 7,0; 8,1; 11,4; 12,0 s/ga qo'shimcha hosil olindi. Kompost 20 t/ga va Biogumus 10t/ga qo'llanilgan 6 va 7 variantlarda uch qaytariq o'rtacha paxta hosillari -29,0-29,5 s/ga bo'lib, nazora variantiga nisbatan 12,5va 13,0s/ga qo'shimcha hosil olishga erishildi.

N 150 kg/ga, P₂O₅ 100kg/ga, K₂O 75 kg/ga qo'llanilgan 8 variantda o'rtacha paxta hosili 28,5s/gani, nazorat variantiga nisbatan olingan qo'shimcha hosil 12,0s/ga bo'ldi.

Xulosa

G'o'zaning o'sib, rivojlanishi, quruq massa to'plashi va oziq unsurlarni o'zlashtirishi uchun nisbatan maqbul sharoit N 150 kg/ga, P₂O₅ 100 kg/ga, K₂O 75 kg/ga bilan birgalikda kompost 20t/ga va biogumus 10t/ga qo'llanilganda yaratilishi kuzatilgan holda nazorat variantiga nisbatan (1var) g'o'za tupining bo'yi 17,50-19,67 smga, hosil shoxi 4,37-4,85 donaga, ko'saklar soni 8,69-9,22 donaga, ochilgani 3,83-3,97 donaga ortanligi aniqlandi. Hosilni yig'ib olish paxta terish mashinalariga mo'ljallangan dalalarda defoliatsiya yoki desikatsiya qilingandan keyin boshlanadi. G'. agrotexnikasining barcha kompleksi, paxtani terib olish, qisman sug'orish va boshqa ba'zi agrousullar mexanizatsiyalashtirilgan.

O'rta tolali g'o'za navlarining asosiy maydondagi ulushi tahlil qilinganda, birinchi o'rinda o'zining tezpisharligi, hosildorligi va turli tuproq iqlim sharoitlariga moslashuvchanligi bo'yicha ijobiy natijalarni ko'rsatib kelayotgan Sulton g'o'za navining ekilayotganligini ko'rish mumkin. Ushbu nav Buxoro va Qashqadaryviloyatlaridan tashqari barcha viloyatlarda 195,6 ming gektarni egallagan bo'lib, asosiy maydonga nisbatan ulushi 18,9 % ni tashkil qilmoqda.

Ikkinchi o'rinni hosildorligi, bir chanoqdagi paxta vazni (7-8 gr) va tola chiqimi (37-38 %) yuqori bo'lgan Buxoro-102 navi egallagani holda 128,5 ming gektar maydonga ekilgan va asosiy maydonning 12,4 % ini tashkil qiladi.

Uchinchi o'rinni hosildorligi, bir chanoqdagi paxta vazni (7-7,5 gr) va tola uzunligi (33-36 mm) yuqori bo'lgan Buxoro-6 navi egallagan bo'lib, 70 ming gektar maydonda ekilgan va asosiy maydonning 9,4 % ini tashkil qiladi.

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A CULTURE OF PROFESSIONAL COMMUNICATION IN ENGLISH LANGUAGE AND TEACHING IT.

Abduvalieva Munira Abdusaidovna

Teacher. Tashkent state agrar university

Department: Philology "Languages"

tel: (93) 976 40 01

e-mail address: munirabonu021@gmail.com

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Abstract. *This article will discuss vocational training has become a topical issue today. To solve this problem, it is necessary to carefully develop a methodology for teaching terminology. A natural question arises: what should be done (s) to overcome the difficulties encountered in teaching the terminological vocabulary of a foreign language. The development of systematic analysis emerged in the middle of the twentieth century with the emergence of scientific and technical tasks.*

Keywords: *knowledge, spiritual education, systematic approach, systematic analysis, vocational training, professional terms.*

КУЛЬТУРА ПРОФЕССИОНАЛЬНОГО ОБЩЕНИЯ НА АНГЛИЙСКОМ ЯЗЫКЕ И ПРЕПОДАВАНИЕ ЕГО.

Аннотация. *В данной статье пойдет речь о профессиональном обучении, которое стало актуальным на сегодняшний день. Для решения этой проблемы необходимо тщательно разработать методику обучения терминологии. Возникает закономерный вопрос: что нужно сделать(а) для преодоления трудностей, возникающих при обучении терминологической лексике иностранного языка. Развитие систематического анализа возникло в середине XX века с появлением научно-технических задач.*

Ключевые слова: *знания, духовное образование, системный подход, системный анализ, профессиональная подготовка, профессиональные термины.*

In all speeches of President Sh.M.Mirziyoyev a systematic approach to the problem, critical analysis, raising the work in all areas to a qualitatively new level, increasing the efficiency of the existing system, raising the system of public administration to the level of modern requirements based on today's and tomorrow's requirements. attention is paid to issues such as improving the entire system of performance. In this regard, it is desirable that each person responsible for the training of personnel in accordance with modern requirements, a systematic approach to the problem, a systematic organization of pedagogical and scientific activities.

In these days of rapid development of science and rapid growth and frequent updating of scientific and technical information, improvement of engineering structures and technological processes, increasing the level of automation in management systems, the transition to a system of training at the undergraduate academic level problems occur. In fact, these problems are due to the fact that the amount of workload allocated to the student is significantly reduced compared to previous years.

The second aspect of the problem is that compliance with the requirements of the State Education Standards must be unconditionally ensured.

The only way to solve such scientific and pedagogical problems is the introduction of person-centered educational technologies in the educational process, which is one of the most pressing tasks in educational practice.

At the same time, in the era of rapidly accelerating globalization in the international labor market - high technology, mass information, digitalization in real sectors of the economy, the flow of information is rapidly entering social life in our country and is widespread. One of the most pressing issues facing the education system is the rapid receipt of information, its analysis, processing, synthesis, summarization and, ultimately, the achievement of guaranteed results in education by referring to the judgment of students.

Naturally, such a comprehensive, goal-oriented process requires the technologicalization of the educational process.

Although the use of person-centered innovative technologies reduces the workload, while maintaining the integrity of the content and quality of education, the educational process will be significantly accelerated in accordance with the requirements of the time, and efforts will be aimed at achieving guaranteed results.

The essence of the technology of person-centered education is that it takes into account the interests of all participants in the educational process - the full development. This, of course, when planning the educational process in advance, of course, is the competence of one individual participant in the process - not to improve the knowledge and practical skills of the individual, but to develop the knowledge and practical skills of all participants. It is also necessary to take into account the need to take the symptoms to a higher level.

Therefore, in the organization and implementation of educational processes in the discipline of "Resistance of Materials" it is expedient to use the types of person-centered education: modular, computerized, interactive, problem-based, innovative.

Empirical methodology for the development of professional competencies, methods of their assessment, issues of creating a learning environment for their formation, in particular, the research conducted by G. Cheetham, M. Daniels, J. Jarmul developed methods of forming a culture of professional speech, substantiated theoretical approaches to professional training; a model of professional competence formation was created; psychological aspects of management activities were analyzed.

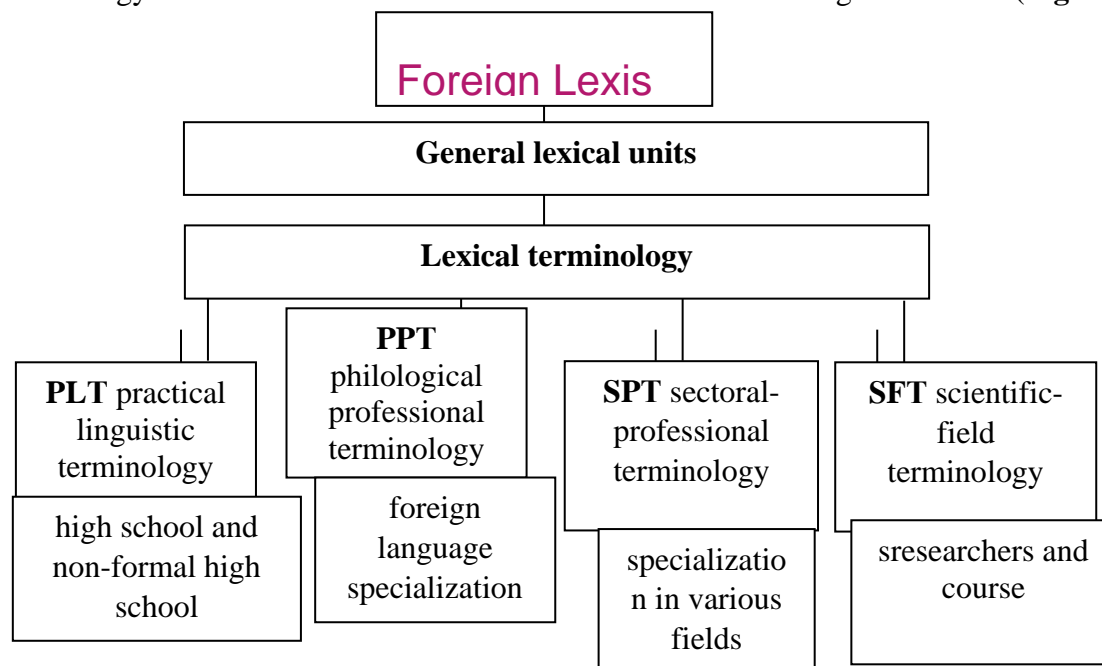
Igna O.N. In his research work, he demonstrated the development of students' sociocultural competencies in career-oriented education on the basis of authentic materials in the German language material. Polyakov O.G. Developed the concept of career-oriented English education. Different aspects of the formation of professional communication skills in students of non-philological higher education institutions in the process of teaching foreign languages (English, German, French, Russian) Russian scientists A.Petrov, L.Mark, M.Dementeva, Kasyanenko LS,

Systematic analysis is a relatively young and, at the same time, rapidly evolving science.

The reason for its rapid development is determined by the scale of the demand for education, the growing need for science to solve complex problems, the development of systemic projects. The development of systematic analysis emerged in the middle of the twentieth century with the emergence of scientific and technical tasks. The main role in this is played by the processes of analysis, knowledge and practical application of complex objects.

Systematic analysis was used as an independent research area in the 1950s and 1960s in the United States to perform major business tasks such as technical development of the armed forces, space exploration, improvement of public administration, distribution of production capacity, labor and equipment demand, and product needs. However, in the 1960s and 1970s, the introduction of systems analysis methods into calculators provided an opportunity to create theoretical models as tools for performing complex tasks. As the conditions for intensive use of system analysis capabilities have expanded, target-planning program management methods have been created. In particular, in order to solve this or that problem, special programs are developed that take into account human and material resources in the organization of the organization's activities. As a result, different schools of systemic analysis have emerged that focus on researching the activities of different fields.

Vocational training has become a topical issue today. To solve this problem, it is necessary to carefully develop a methodology for teaching terminology. A natural question arises: what should be done (s) to overcome the difficulties encountered in teaching the terminological vocabulary of a foreign language? In order to accelerate the formation (intensification) and increase efficiency (optimization) of the formation of speech skills of students of non-philological higher education, the most necessary (remember: according to the principle of necessity and sufficiency) terms are taught (without them it is impossible to explain complex language units); terminology is given in the form of a scientific system. J. Jalolov schematically demonstrated the terminology studied in the framework of scientific and methodological criteria: **(Figure 1)**.



Classes on specialty subjects observation of the process, from the professional knowledge of students in this process during the study of the content of activities aimed at informing witnessed a situation where, although management and other sciences in the process of training organized by teachers ensuring the overall development of students, their enrichment of spiritual and moral qualities and worldview, as well as deciding on situations such as the formation of professional qualifications in them. Although special attention is paid to the work of finding, the role of spiritual education, importance, the need to study spirituality by students and

etc. a theoretical or practical approach to the continuous, purposeful coverage of issues necessary. The direction of management education is extremely important in teaching students a culture of professional communication in their language so that they can use industry terms correctly in speech. Based on this, we have developed a three-step system for developing skills in using industry terms. This system is aimed at the gradual introduction of terms from the passive vocabulary of students to the active vocabulary. To do this, we developed exercises and tasks that can be used at each stage, from simple to complex, and divided them into the following types (Figure2):

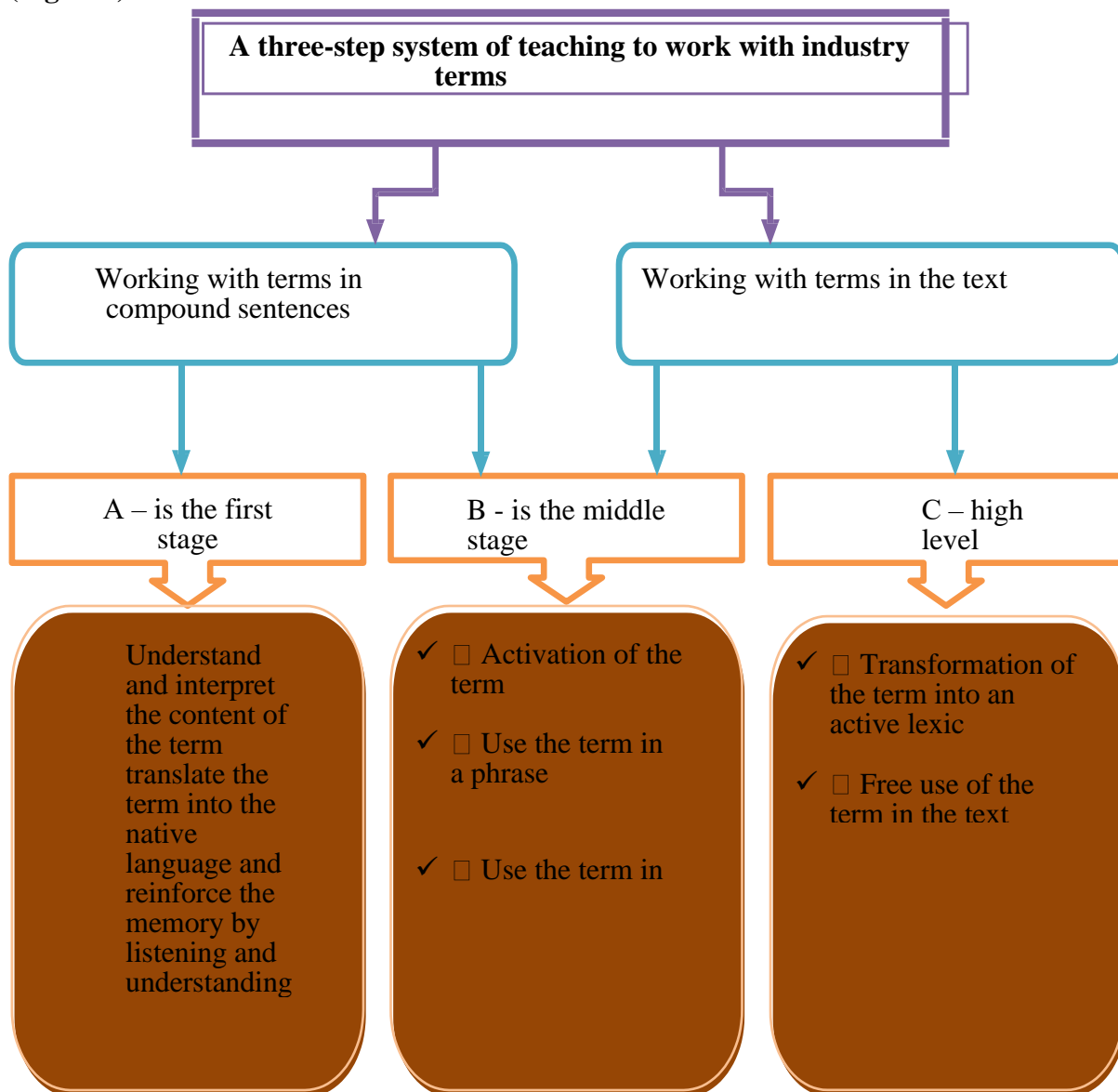


Figure 2. A three-step system of teaching students to work with industry terms.

Conclusion.

Now in Uzbekistan, along with the native language, knowledge of English and Russian is a great help in the field of specialization and expands the study of achievements in the field. Due to the fact that most of the professional information comes in Russian and English, today the priority for the specialist is to know these languages, with information in English, to get the

necessary information from text and communication. The main factor today is to help management students to fully understand the meanings of terms and new words in the field, as well as to develop a culture of communication, such as in the process of learning and practical activities. The proposed system consists of the initial, intermediate, and advanced stages, and the exercises and assignments applied should form a whole. It is known that there are dialogic and monologue forms of speech, and the mentioned components of professional communication competence are manifested in one or both forms of speech. It is recommended to follow this step-by-step sequence in the growth and development of professional monologue and dialogic speech in research work.

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ИНГЛИЗ ТИЛИДА ЁЗУВ КЎНИКМАЛАРИНИ РИВОЖЛАНТИРИШ

Кенжаева Нигора Ўктамовна

Тошкент давлат аграр университети
«Тиллар» кафедрасининг ўқитувчиси

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Аннотация. Ушбу мақолада Ёзув таълимнинг ҳамма босқичларида ёрдамчи аҳамиятга эга бўлиб, гапириши, тинглаб тушуниши, ва ўқиб тушуниши ва ёзув кўникмаларини ривожлантириши ва такомиллаштириши воситаси вазифасини бажариши ва турли олий ўқув юртлиларида ёзув малакасини нутқ фаолияти тури сифатида ривожлантиришида бакалаврият талабалари учун фикрни ёзма баён қила олиши, хатоларсиз ёзиши қобилиятини ўстиришига хизмат қиладиган ҳамда ёзув малакасини ривожлантиришидаги қийинчиликларни бартараф қилишнинг амалий-ижодий усуллар, илмий-назарий тавсиялар баён қилинади.

Калим сўзлар: ёзув малакаси, нутқ фаолияти, ёзма нутқ, оғзаки нутқ, фонетик қийинчиликлар, компонентлар.

DEVELOPMENT OF ENGLISH WRITING SKILLS

Abstract. In this article, Writing is a helpful tool at all stages of education, serving as a tool to develop and improve speaking, listening comprehension, and reading comprehension and writing skills, and being able to express ideas in writing for undergraduate students in developing writing skills as a type of speaking activity, practical-creative methods of overcoming difficulties in the development of writing skills, scientific and theoretical recommendations, which serve to develop the ability to write without errors.

Keywords: writing skills, speech activity, written speech, oral speech, phonetic difficulties, components.

РАЗВИТИЕ НАВЫКОВ АНГЛИЙСКОГО ПИСЬМА

Аннотация. В данной статье письмо имеет вспомогательное значение на всех этапах обучения и служит средством развития и совершенствования навыков говорения, понимания на слух, понимания прочитанного и письма, умения выразить мысли в письменной форме для студентов бакалавриата. В развитии навыков письма как вида речевой деятельности в различных высших учебных заведениях используются практически-творческие методы, научно-теоретические рекомендации, которые служат развитию умения писать без ошибок и устранению трудностей в развитии навыков письма. описано.

Ключевые слова: навыки письма, речевая деятельность, письменная речь, устная речь, фонетические трудности, компоненты.

Бугунги кунда хорижий тилларни жадал ўргатиш мустақил Ўзбекистонда умумхалқ эҳтиёжига айланди ва давлат сиёсати даражасига кўтарилди. Ҳозирги пайтда чет тили таълими турли мутахассислар тайёрлаш тизимининг муҳим қисмига айланганлиги ва бирор бир чет тилини билиш олий ёки ўрта махсус ўқув юртини тугатаётган мутахассис учун муҳим эканлиги барчага маълум.

Ўзбекистон Республикаси мустақиллиги шарофати билан жаҳоннинг бошқа мамлакатлари ўртасида ривожланиб бораётган ижтимоий-сиёсий, илмий-техникавий ва

маданий дипломатик алоқаларнинг тобора ошиб бораётганлиги, мамлакатимизда турли хорижий кўшма-корхоналарнинг фаолият кўрсатиши ва кўпгина элчихоналарни очилишида хорижий тил ёзувининг аҳамияти ҳам ўз хиссасини турли хил соҳаларда кўшаётганлиги кундалик ҳаётимизда яққол кўзга ташланиб турибди. Нутқ фаолиятларидан бири бўлган ёзма нутққа оид ўнлаб илмий-тадқиқот ишлари олиб борилган, ўқув-услубий қўлланмалар, олий ўқув юрти талабалари учун илмий мақолалар ёзилган, ҳар бир дарсликда ёзув малакасига оид бажариш учун ёзув машқлар берилган бўлиб, бу талабаларни ҳар томонлама етук инсонлар қилиб тарбиялаш, уларга фан асосларидан чуқур билим бериш, уларда замонавий дунёқарашни шакллантириш ва кенгайтириш, уларни эстетик тарбиялашда муҳим аҳамиятга эга.

Ёзма нутқ кенг тушунчани асосан икки маънони англатиш мумкин. Ёзма нутқ жараёни сифатида фикрни ёзма равишда баён қилиш, ифодалаш ва шу жараёнинг натижаси бўлган матн маъноларини нутқда гапириб беришни ифодалайди. Чет тилнинг, жумладан инглиз тили ўқитиш методикасида ёзувни ўргатишга доир илмий тадқиқотларда қимматли фикрлар баён этилган (Ж.Ж.Жалолов, Г.Махмудова ва С.Ёқубова, ТН.Anderson and К.Forrester, J.A.Hefferman.). Ёзув малакасининг психологик ва психофизиологик хусусиятлари, ёзув техникасига доир машқлар ҳам бор бўлиб, бу борада чэт эл олимлари томонидан турли тадқиқот ишлари олиб борилган. (Nala Nola Bacha “Testing Writing in the EFL Classroom, Student Expectation”, Oleg Tarnopolsky “A case for Writing Skills Development”).

Ёзма нутқнинг компонентига ўқиш ва ёзув киради. Ёзув-ёзма нутқнинг ажралмас компонентиدير. У орқали маълумот алмашилади ва узоқ вақт сақланади. Ёзув таълимнинг ҳамма босқичларида ёрдамчи аҳамиятга эга бўлиб, гапириш, тинглаб тушуниш, ва ўқиб тушуниш ва ёзув кўникмаларини ривожлантириш ва такомиллаштириш воситаси вазифасини бажарган.

Ёзув - деганда нутқда тил белгиларини қайд қилиш тушунилади. Ёзувни ўргатганда ҳарф, ҳарф бирикмалари орқали сўзлар, гаплар тузиш, фикрни ёзма баён қилиш ўрганилади. Ёзув нутқ фаолиятининг энг мураккаб тури бўлиб, унда нутқнинг барча механизмлари (идрок-**mind**, диққат-**notice**, хотира-**memory**, тасаввур-**imagination**, тафаккур-**thought** ва **бошқалар**) иштирок этади. Инглиз тили ёзуви устида ишлаганда:

- (1) товуш-ҳарф мувофиқлиги;
- (2) имло;
- (3) фикрни ёзма баён этиш;
- (4) ҳарф, ҳарф бирикмалари орқали сўзлар, гаплар тузиш;
- (5) ўзгалар фикрини ёзиш ўргатилади;
- (6) ривожлантирилади.

Ёзма нутқ кенг тушунчани асосан икки маънони англатиш мумкин. Ёзма нутқ жараёни сифатида фикрни ёзма равишда баён қилиш, ифодалаш ва шу жараёнинг натижаси бўлган матн маъноларини нутқда гапириб беришни ифодалайди.

Шу нуктаи назардан ёзув мазмунига графика, орфография, пунктуация ва улар орқали фикрни ёзма баён қилишдан иборат. Бироқ инглиз тилини ўрганаётган ўзбек тили аудиториясини назарда тутган ҳолда амалга оширилган илмий ишлар кам қилинганлиги сир эмас. Бугунги ахборот технологиялари тараққий этган бир даврда талабанинг хорижий

тилда ёзувга ўргатиш, керак ахборотни ёзув орқали ифода қилишга ўргатиш масаласи кам ишланган муаммолардан бири эканлиги маълум бўлди. Хусусан, бу масала билан боғлиқ:

I. Лингвистик қийинчиликлар: (фонетик, лексик, грамматик)¹

1.1. Фонетик қийинчиликлар: сўзни тўғри ёзишда тингловчилар товушларни мазмунини фарқлашдаги қийинчиликлар

масалан: write-right/kid-kit /board-boat-bought /mete-meet /

1.2. Лексик қийинчиликлар, яъни омофонлар, омографлар ва ҳ.к;

масалан: steal-steel-stele/extend-extent/eat-it/three-tree/sleep-slip/

1.3. Грамматик қийинчиликларни бир-биридан ажрата олиш;

1.4. Нутқнинг монологлик, диалоглик хусусиятларини ҳисобга олиш;

1.5. Стилистик қийинчиликлар-нутқни шева ёки адабий тилга таълуқлилигини ҳисобга олиш.

II. Экстралингвистик қийинчиликлар:

2.1. Ёзув техникасига оид машқлар (қўл ҳаракатини ўргатиш, намунага биноан ҳарф қисмларини ёзиш, ҳарфни бир неча қатор ёзиш, матнни чиройли қилиб кўчириш, босма ҳарфни ёзма шаклини кўчириш);

2.2. Ёзма нутқ машқлари:(кўчириш, эшитиб ёзиш, эркин ва ижодий диктант, ёзув машқи, ўйин машқи, ҳикоянинг режасини тузиш, ўқиган матннинг мухтасар баёнини тайёрлаш);

2.3. Ёзув билан боғлиқ бошқа масалалар хусусан; кўчириш, тўлдириш, тасниф ва таҳлил, хатоларни тузатиш киради.

Шу билан бир қаторда синфдаги ёзув билан боғлиқ яъни, таянч воситаларнинг ва мазмунли расмларнинг бўлишлигига эътибор берилади. Умуман олганда, нутқ фаолиятининг бу тури тадқиқотларда етарли ёритилмаган бўлсада, тинглаб тушуниш кўникмаларини шакллантириш билан боғлиқ бўлган машқлар ишлаб чиқилган. (Н.И.Гез, Ж.Ж.Жалолов, Н.В.Елухина). Олий ўқув юрти талабаларини хорижий тилда ёзувга ўргатишнинг долзарб муаммолари мавзусининг долзарблиги қуйидаги омиллар билан белгиланади, чунончи: **(1)**олий ўқув юртлари талабаларини хорижий тил дастурларида ёзувга ўргатишнинг бугунги кун ҳолатидаги қийинчиликлар кузатилмоқда.

Ёкубов И.Я. –Амалий инглиз тили методикаси. – Т.,2009.¹

(2) чет тил ўқитиш мазмуни (нутқий малакалар ва ёзув техникасини ўргатиш) да сезиларли номувофиқлик ҳуқум суриб келмоқда. **(3)** университет (институт) дарсликларида ёзувга ўргатишнинг дастурий талаблари яратилган эмас. **(4)** ёзма нутқий малакалар учун алоҳида дарс соатлар ажратилган эмас, аксинча интеграллашган фаолият асосида кузатилади. **(5)** чет тил ўқитиш курсида олий ўқув юртлари талабаларини хорижий тилда ёзувга ўргатиш муаммоси тадқиқотчилар эътиборидан четда қолиб кетмоқда ва ҳ.к.з.

Ёзувни ривожлантиришга оид машқлар типологиясини ишлаб чиқиш ва ушбу мақсадга эришиш йўлида вазифалар ва улар қуйидагилар:

1. хорижий тил малакаларини шакллантиришда ёзувнинг ўрнини аниқлаш;

2. ёзувни психологик ва психофизиологик хусусиятини аниқлаш;

3. ёзувга ўргатишнинг замонавий услублари ва уларнинг хусусиятларини кўриб чиқиш;

4. ёзувга ўргатиш тамойилларини очиб бериш;

5. чет тил олий ўқув юртларида ёзув турлари ва шакллари белгилаш;
6. ёзув билан боғлиқ қийинчиликларни аниқлаш ва уларнинг сабабини тушунтириш.

Хулоса. Чет тил таълими самарадорлигини таъминлашга янгича нуқтаи назардан ёндашилганлиги, чет тил таълими мазмунининг давр талаби даражасида янгиланиб боришига объектив зарурият сифатида қаралганлиги турли олий ўқув юртларида ёзув малакасини нутқ фаолияти тури сифатида ривожлантиришда бакалаврият талабалари учун фикрни ёзма баён қила олиш, хатоларсиз ёзиш қобилиятини ўстиришга хизмат қиладиган ва ёзув малакасини ривожлантиришдаги қийинчиликларни бартараф қилишнинг амалий-ижодий усуллар, илмий-назарий тавсиялар баён қилинади.

Олий ўқув юрти талаба ёшларига чет тилни ўргатишда ёзув фаолиятини шакллантиришнинг замонавий методикасини яратиш бугунги куннинг энг долзарб масалаларидан бири бўлиб қолмоқда.

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**ТАЪЛИМ ВА ТАРБИЯ МЕТОДЛАРИ ВА ВАЗИФАЛАРИНИ ЎРГАНИШ -
БЎЛАЖАК ПЕДАГОГЛАР ФАОЛИЯТИНИНГ АСОСИЙ ОМИЛИДИР.**

Абдуллаева Санобар Бердиевна

Самарқанд давлат тиббиёт университети ассистенти

Раупова Райхона Эркин кизи

Самарқанд давлат тиббиёт университети талабаси

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Аннотация. Ёшлар фаолияти фаровон ҳаётимиз мезонидир. Худди шу маънода ёшларнинг таълим-тарбиясига, талабаларнинг дунёқараши, мустақил фикрлашни ривожлантириши, ижодий қобилиятларини ва касбий қизиқишларини ўстиришига жиддий эътибор бермоғимиз лозим. Ушбу мақолада талабаларнинг дунёқараши, мустақил фикрлашни ривожлантириши, ижодий қобилиятларини ва касбий қизиқишларини ўстиришида таълим ва тарбия методлари ва вазифаларини ўрганиш-бўлажак педагоглар фаолиятининг асоси сифатида муҳим аҳамият касб этиши тўғрисида маълумотлар ёритилган.

Калим сўзлар: Таълим, тарбия, илм, педагог, фаолият, метод, талаба, таълим тизими, билим, ижодий қобилият, мустақил фикрлаш.

**LEARNING THE METHODS AND TASKS OF EDUCATION AND
UPBRINGING IS THE MAIN FACTOR OF THE ACTIVITY OF FUTURE TEACHERS.**

Abstract. Abundant youth activity is the standard of our life. In the same sense, we need to pay serious attention to the education of young people, the development of students' worldview, independent thinking, creative abilities and professional interests. In this article, the information about the development of students' worldview, independent thinking, the development of their creative abilities and professional interests, and learning the methods and tasks of education and training is of great importance as the basis of the activities of future teachers.

Key words: education, training, science, teacher, activity, method, student, educational system, knowledge, creative ability, independent thinking.

**ИЗУЧЕНИЕ МЕТОДОВ И ЗАДАЧ ОБУЧЕНИЯ И ВОСПИТАНИЯ
ЯВЛЯЕТСЯ ОСНОВНЫМ ФАКТОРОМ ДЕЯТЕЛЬНОСТИ БУДУЩИХ
УЧИТЕЛЕЙ.**

Аннотация. Активная молодежная активность является нормой нашей жизни. В этом же смысле нам необходимо уделять серьезное внимание воспитанию молодежи, развитию у студентов мировоззрения, самостоятельного мышления, творческих способностей и профессиональных интересов. В данной статье большое значение как основа деятельности будущих учителей имеет информация о развитии мировоззрения учащихся, самостоятельного мышления, развитии их творческих способностей и профессиональных интересов, освоении методов и задач воспитания и обучения.

Ключевые слова: образование, обучение, наука, учитель, деятельность, метод, ученик, образовательная система, знания, творческие способности, самостоятельное мышление.

Кириш: Ёшларимизни ахлокли қилиб тарбиялашда, юксак умуминсоний кадрларга асосланган, ҳаётий ўринга эга бўлган маънавий бой, ахлоқан етук,

интеллектуал ривожланган, чуқур билимли, ҳар томонлама камол топган шахсни шакллантиришга йўналтирилган кенг кўламли чора-тадбирларни амалга ошириш бугунги куннинг долзарб вазифаларидандир. Миллий истиклол туфайли тараққиётнинг барча соҳаларида жадал ривожланиб бораётган мамлакатимизда ёш авлодни билим даражасини жаҳон андозалари талабларига жавоб берадиган фан-техника янгиликларидан хабардор, мустақил фикрлай оладиган, ҳаётга дадиллик билан кириша оладиган тадбиркор, маънавий жиҳатдан баркамол қилиб вояга етказиш долзарб вазифалардан ҳисобланади. Ҳозирги кунда таълим соҳасига катта эътибор қаратилаётгани бежиз эмас. Чунки ҳар томонлама баркамол, рақобатбардош, малакали ишчи кадрлар давлатнинг ҳамда жамиятнинг эртанги кунини белгилайди. Бу эса аввало педагогика фанининг таълим-тарбия тизимини замонавий технологиялар асосида такомиллаштиришни тақозо этади. Ўзбекистон Республикаси мустақилликга эришгандан сўнг барча соҳаларда бўлганидек, таълим ва тарбия соҳасида ҳам буюк ўзгаришлар юз берди.

Соғлом авлод тарбияси осон иш эмас, у ҳар бир инсон, ҳар бир оила, бутун жамиятдан жиддий эътибор ва узлуксиз меҳнат талаб қилади. Инсон пайдо бўлибдики, тарбия жараёни мавжуд, тарбия пайдо бўлган вақтдан бери педагогик фаолият узлуксиз давом этиб келмоқда. Ўқитувчилик, тарбиячилик касби барча ижтимоий тузумларда шарафли ҳамда ўта масъулиятли, қийин ва мураккаб касб ҳисобланган. Мустақил Ўзбекистонимизда узлуксиз таълим тизимини ислоҳ қилиниши, яъни таълим стандартлари асосида таълим ва тарбия жараёнини қайта ташкил этишга киришилган ҳозирги кунда ўқитувчи фаолиятига, унинг педагогик маҳоратига алоҳида эътибор берилмоқда.

Ҳозирги кунда таълим тизимида, умуман халқ таълим тизимининг барча бўғинларида ўқитиш услубларининг бой заҳираси вужудга келди. Агар таълимда тўғри усулни танласак, кўзлаган мақсадга осон ва қисқа йўл билан эриша оламиз.

Муҳокама: Таълим-тарбия соҳасидаги масалаларнинг тўхтовсиз мураккаблашиб бориши ва янги муаммолар, янги имкониятларнинг пайдо бўлиши, ўқитиш усулларини мутасил янгилаб туришни, халқ педагогикасидан ижодий фойдаланишни талаб этади. Ўқитишнинг дидактик усуллари ва уларни ўрни билан янгилаб бориш педагоглар олдида ёш авлодни камолга етказишдек вазифани қўйганлиги бунинг ёрқин далилидир. Тарбия ҳақидаги ғояларнинг ривожланишида Имом Бухорий, Ат-Термизий, Абу Наср Форобий, Абу Али Ибн Сино, Абу Райхон Беруний, Юсуф Хос Хожиб, Ахмад Яссавий, Нақшбандий, Навоий, Бехбудий, Абдулла Авлоний ва бошқаларнинг хизматлари каттадир. Тарбия бола туғилгандан бошлаб умрининг охиригача давом этадиган жараёндир. Шу туфайли тарбия сўзи кўп вақтларда таълим, маълумот жараёнларига кирадиган ишларнинг мазмунини ҳам англатади. Тарбия таълим ва маълумот натижаларини ўзида акс эттиради.

Педагогика фанининг объекти асосан мактаб ўқувчилари ҳамда талабалардир, предмети эса ўқувчи-талабаларга берилаётган таълим-тарбия назарияси ва амалиётидир. Тарбия деб, тарбиячи ўзи ҳоҳлаган сифатларни тарбияланувчилар онгига сингдириш учун уларнинг руҳиятига маълум мақсадга кўра тизимли таъсир кўрсатишига айтилади. Таълим махсус тайёрланган кишилар раҳбарлигида ўтказиладиган ўқувчи-талабаларни билим, кўникма ва малакалар билан қуроллантирадиган, билим, қобилиятларини ўстирадиган, уларнинг дунёқарашини таркиб топтирадиган жараёндир. Маълумот бу - таълим-тарбия натижасида олинган ва тизимлаштирилган билим ҳосил қилинган кўникма ва малакалар

ҳамда шаклланган дунёқарашлар мажмуидир. Таълим- тарбия ва маълумот уйғунлашган ягона жараён бўлиб, педагог ўқитувчи-тарбиячи уларнинг шаклланишида етакчилик қилади. Таълимни ташкил этишда ва самарадорлигини оширишда анъанавий методлар ҳамда ноанъанавий методларни уйғунлаштириш интерфаол методлар стратегияларидан кенг фойдаланиш мақсадга мувофиқдир. Ўқитувчи-тарбиячи ўқувчи-талабаларга билим бериш, маълумотли қилиш, тарбиялаш мақсадида унга тизимли таъсир кўрсатади. Бунда психология ва ижтимоий омилларга асосланади. Яъни кўрсатилаётган таъсирнинг самарасини билиш учун ўқувчи-талабанинг сезги, идроки, тасаввур, диққат ва тафаккур-фикрлаш жараёнининг қандай кечаётганини билиши ва уларга асосланиб таъсир кўрсатиш режасини белгилайди.

Таълим бериш ҳар бир мавзунинг мағзини талабалар онгига етказиш маҳорати педагогдан кўп изланишни, кўп мутоала қилишни талаб этади. Билим уммонига бой бўлган устозгина мавзунинг мағзини талабалар онгига моҳирона етказа олади. Мавзунинг мақсадига қараб, талаб методларини танлай билади. Таълим методларидан оқилона фойдаланиб, илмий дарс ўтиш, талабаларни ҳаётда ўз ўрнини топишга, онгининг шаклланишига катта асос бўлиб хизмат қилади. Педагогнинг маълум фан илмини талабалар онгига етказа олиш маҳорати, шу талабаларни бўлғуси ҳаёт йўлларини танлашда муҳим аҳамиятга эга. Аввал айтганимиздек, таълимнинг моҳияти инсон камолотини шакллантиришга хизмат қилади. Таълим методи таълим мақсади ва вазифаларига боғлиқ. Методлар талабаларнинг босқичлари бўйича, таълимнинг мазмунига ва функциясига қараб танланади. Педагог ўзининг шахсий сифатлари, комиллиги билан талабаларга ўрناق бўлиши, таълимий мақсад билан тарбиявий мақсад мутаносиблиги фан асослари ва ғояларини чуқур билиши билан талабаларга ўрناق бўлишини талаб қилади. Таълимнинг қоидаларига қуйидагилар киради:

- фаоллик ва онглилик;
- кўргазмалилик;
- тизимлилик ва кетма-кетлик;
- илмийлик;
- тушунарлилик;
- назарияни амалиёт билан боғлаш;
- мустаҳкамлаш;

Ҳар бир педагогнинг ўз методлари бор, фақатгина касбий маҳоратларини ишлата олишга ҳам боғлиқ. Янги педагогик технологияларда асосий урғуни талабаларнинг шахсий фикр юритиш қобилиятини ривожлантиришга, ўз фикрини ёзма равишда ва оғзаки ифода этишга, ҳамда бошқа шахслар билан мулоқот қилишга қаратилади. Ижодкор педагоглар доимо мотивацияларни вужудга келтиришга моҳир бўладилар. Бундай педагоглар машғулотларни доимо қизиқарли ва турли шаклларда ўтказишади, талабаларни доимо фикрлашга ундайди ва натижада билим олувчи ўқувчи-талабаларнинг фаоллиги ортади. Инновацион педагогик технологиялар таълим сифатининг асосий омилдир. Таълим тизимида инновацион педагогик технологияларни ишлаб чиқиш ўзига хос равишда ва ўзининг талаб даражасида ўқув жараёнида самарали фойдаланиш асосида таълим сифатини оширишда қўлланилади.

Хулоса: Бўлажак педагоглар фаолиятининг асосий омили- бу таълим тарбиядан кўзланган мақсадни англаш, таълим тарбия тизимида янги билимлар бериш ва болаларни тўғри тарбиялаш шартлигидир. Бунда тарбиячининг беғараз меҳнатни, болаларни севиши ва уларга жон фидо айлашлари тарбия самарадорлигини таъминлайди. Ҳозирги замонавий ахборот технологиялари ривожланиб бораётган даврда таълим ва тарбия методлари ва вазифаларини ўрганиш бўлажак педагоглар фаолиятида таълим сифатини ошишига хизмат қилиб, бу эса замонавий билимларга эга кадрлар тайёрлашда муҳим аҳамият касб этади. Олий ўқув юртлирига иқтидорли ёшларни жалб қилиш, ўқитиш жараёнининг савиясини юқори даражага кўтариш, талабаларнинг ўқишга бўлган муносабатларини тубдан ўзгартириш, уларнинг оладиган назарий ва амалий билимларини мустаҳкамлаш, уларни янада чуқурлаштириш, ўқитиладиган фанлар бўйича инновацион педагогик технологияларни ишлаб чиқиш ва ўқув жараёнига тадбиқ этиш, талабаларнинг билимларини баҳолаш - таълим сифатини ошириш учун асосий омил бўлиб хизмат қилади. Ўқувчи-талабаларга энг аввало ўз халқининг миллий-маданий меросига, тилига, анъана ва урф-одатларига шунингдек, бошқа халқларнинг маънавий бойликларига бўлган қизиқишларини тарбиялаш лозим. Бунда унинг билим доирасини кенгайтиришга, турли халқлар маданияти билан таништиришга алоҳида аҳамият бериши зарур. Миллий кадрлардан она замин табиати, миллий халқ санъати, анъаналарининг миллий эстетик манбалари, шарқнинг жумладан, Ўзбекистоннинг бадиий маданияти, тарихи орқали ўқувчи-талабаларда миллий ахлоқ анъаналари руҳини шакллантиришда, миллий ўз-ўзини англашишда, байналминаллик ва ватанпарварлик туйғуларини ривожлантиришда фойдаланиш лозим. Маънавий кадрлар ва ғоялар ҳар хил миллат ўқувчи-талабаларини бирлаштиради, ўқув ва меҳнат фаолиятларини уюштиришга ёрдам беради. Ўқувчи ва талабаларнинг ривожланишида ўқув жараёнларининг аҳамияти ва таъсири бекиёс каттадир. Билимлар ўзлаштиришда уларнинг тафаккурини ўстиради, ижодий қобилиятларини шакллантиришнинг асосий воситаси бўлиб қолади. Бу жараёнда уларда ижтимоий ҳулқ нормалари шаклланади. Шахс қайси ёшда бўлишидан қатъий назар, уларнинг ривожланишида меҳнат фаолиятининг аҳамияти каттадир. Айниқса, меҳнат инсоннинг ҳам жисмоний, ҳам маънавий камол топишида муҳим манба ҳисобланади. Меҳнат жараёнида унинг иштирокчилари бир-бирлари билан алоқада бўладилар, ўзларининг нимага қодир эканликларини кўрсатишга ҳаракат қиладилар. Меҳнат орқали шахснинг ахлоқий сифатлари таркиб топади, уларда ватанпарварлик, масъулият, интизомлилик, фаоллик ортади, улар ўз-ўзини тарбиялашга астойдил киришадилар. Ўз-ўзини тарбиялашга ота-она, педагог-ўқитувчининг тарбиявий таъсири янада самарали бўлади. Тарбия билан ривожланишнинг ўзаро бир-бирига таъсири ва муносабатлари мавжуд, чунки қаерда тарбия жараёни муаммолари тўғри ҳал этилса, у шахс камолотига самарали таъсир кўрсатади. Камол топган шахс тарбиянинг роли ва имкониятларига ишонч билан қарайди. Педагоглар фаолиятининг асоси сифатида педагогиканинг тарбия назариясида, таълимнинг ташкилий шаклларида, комиллик даражаси, сифатларини аниқлашдаги катта ислохий ўзгариш янги педагогик технологияларда ўз аксини топмоқда. Педагогларнинг фаолияти ва шахсини ўрганиш - методик ишларнинг сифати ва самарадорлигини оширишнинг муҳим омилидир. Методик ишлар педагогларнинг болаларга таълим-тарбия бериш, уларни ривожлантириш билан боғлиқ фаолиятида юқори натижаларга эришиш учун ёрдам беришга қаратилади.

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LINGUISTIC AND CULTURAL CHARACTERISTICS OF THE TRANSLATION OF STORIES IN ENGLISH AND UZBEK LANGUAGES

Aripova Saodat

Teacher of Alfraganus university

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Abstract. *In an increasingly interconnected world, the translation of stories plays a crucial role in fostering cultural exchange and understanding between different languages and societies. This article explores the linguistic and cultural characteristics of translating stories in English and Uzbek, two distinct languages with their own unique literary traditions. By delving into the challenges and considerations of story translation, examining the impacts of cultural factors, exploring various translation strategies, analyzing case studies, and assessing the reception and audience response, this article aims to shed light on the complexities and nuances involved in the translation process. Additionally, it provides insights into future trends and developments in the field of story translation, offering valuable perspectives for linguists, translators, and enthusiasts of cross-cultural literature.*

Key words: *Translation, Cultural exchange, Linguistic characteristics, Cultural sensitivity, Storytelling, Challenges in translation, Translation strategies, Case studies, Comparative analysis, Reader response, Cultural appropriateness, Future trends, Cross-cultural translation, Translation technology.*

ЛИНГВИСТИЧЕСКИЕ И КУЛЬТУРНЫЕ ОСОБЕННОСТИ ПЕРЕВОДА ИСТОРИЙ НА АНГЛИЙСКИЙ И УЗБЕКСКИЙ ЯЗЫКИ

Аннотация. *Во все более взаимосвязанном мире перевод историй играет решающую роль в содействии культурному обмену и взаимопониманию между разными языками и обществами. В этой статье исследуются лингвистические и культурные особенности перевода рассказов на английский и узбекский языки, два разных языка со своими уникальными литературными традициями. Углубляясь в проблемы и аспекты перевода рассказов, изучая влияние культурных факторов, исследуя различные стратегии перевода, анализируя тематические исследования и оценивая прием и реакцию аудитории, эта статья призвана пролить свет на сложности и нюансы, связанные с переводом. процесс. Кроме того, он дает представление о будущих тенденциях и разработках в области перевода рассказов, предлагая ценные перспективы для лингвистов, переводчиков и любителей межкультурной литературы.*

Ключевые слова: *Перевод, Культурный обмен, Лингвистические характеристики, Культурная чувствительность, Рассказывание историй, Проблемы перевода, Стратегии перевода, Тематические исследования, Сравнительный анализ, Реакция читателя, Культурная адекватность, Будущие тенденции, Межкультурный перевод, Технология перевода.*

INTRODUCTION

Importance of Translation in Promoting Cultural Exchange. Translation plays a vital role in facilitating cultural exchange between different languages and societies. It allows stories from one culture to be accessible and relatable to another, bridging the gap of understanding and

fostering a sense of shared humanity. In the context of English and Uzbek languages, translation becomes a powerful tool in promoting mutual understanding and appreciation of both cultures.

Scope and Objectives of the Article. In this article, we will delve into the linguistic and cultural characteristics that influence the translation of stories between English and Uzbek languages. We will explore the challenges faced by translators, as well as the strategies they employ to capture the essence and nuances of the original stories. By examining these aspects, we aim to shed light on the intricacies of story translation and enhance our understanding of the interplay between language and culture.

Linguistic Characteristics: Challenges and Considerations in Translating Stories

Differences in Grammar and Syntax: Translating stories involves grappling with variations in grammar and syntax between English and Uzbek languages. The sentence structures and word orders differ, which can pose challenges in capturing the intended meaning and tone of the original text. Translators must navigate these differences skillfully to ensure the coherence and readability of the translated story.

Idiomatic Expressions and Cultural Nuances: Idiomatic expressions and cultural nuances present another hurdle in story translation. These expressions, deeply rooted in language and culture, can be difficult to convey accurately in another language. Translators must be attuned to cultural subtleties to ensure that the essence of the story is preserved while being understood by the target audience.

Translating Wordplay and Poetry in Stories: Wordplay and poetry add depth and charm to stories, but they pose a particular challenge in translation. The play on words, puns, and rhymes that enhance the narrative can easily be lost in translation. Translators must employ creative strategies to recreate the poetic elements while staying faithful to the original story.

Cultural Characteristics: Impacts on Story Translation in English and Uzbek

Cultural Values and Beliefs Reflected in Stories: Stories are often influenced by the cultural values and beliefs of the society they originate from. Translating these cultural elements requires a deep understanding of both the source and target cultures. Translators must navigate cultural nuances delicately to ensure that the intent and impact of these values and beliefs are accurately conveyed.

Translating Cultural References and Contextual Meanings: Cultural references and contextual meanings present a significant challenge in story translation. Symbols, metaphors, and references that hold cultural significance may not have direct counterparts in the target language. Translators must employ adaptive strategies, such as finding culturally equivalent references or providing explanatory footnotes, to bridge this gap and ensure comprehension for the target audience.

Adaptation of Storytelling Styles in Different Cultures. Different cultures have distinct storytelling styles and traditions. Translators need to be aware of these variations and adapt their translations accordingly. They must strike a careful balance between preserving the authenticity of the original story and making it engaging and relatable within the cultural context of the target audience.

Translation Strategies: Approaches and Techniques in Translating Stories

Literal Translation versus Cultural Adaptation: Translators face the dilemma of whether to opt for literal translations or cultural adaptation when translating stories. While literal

translations ensure fidelity to the original text, cultural adaptation allows for greater accessibility and understanding. Skilled translators often employ a combination of both approaches, depending on the context and target audience.

Transcreation and Creative Translation Techniques: Transcreation, a creative form of translation, is often employed in story translation to capture the original story's essence while adapting it to the target language and culture. This technique allows translators to recreate the emotions, imagery, and impact of the story, beyond a mere word-for-word translation.

Maintaining Narrative Flow and Voice in Translation: Preserving the narrative flow and voice of the original story is crucial in translation. Translators must ensure that the storytelling rhythm, tone, and voice are maintained to captivate and engage the target audience. This requires a keen understanding of both languages and the ability to adapt the language choices to suit the intended impact of the story.

Case Studies: Comparative Analysis of Translated Stories in English and Uzbek

Analysis of Translated Story A in English and Uzbek: In this section, we will delve into a detailed analysis of the translation of Story A in both English and Uzbek languages. We will examine the choices made by the translators, comparing how they handled linguistic and cultural nuances, and explore the impact of those choices on the overall story.

Examination of Translated Story B in English and Uzbek: Moving on to Translated Story B, we will embark on a fascinating journey of dissecting the ways in which the translators navigated the challenges of language and cultural differences. We will highlight the strengths and weaknesses of each translation, offering an insightful critique that sheds light on the intricacies of storytelling across languages.

Comparative Assessment of Translation Approaches and Outcomes: In this section, we will provide a comparative assessment of the translation approaches employed in both English and Uzbek versions of the stories. We will explore the impact of these approaches on the final outcomes, discussing which aspects of the stories were successfully conveyed across languages and where there may have been room for improvement.

Reception and Audience: Effects of Linguistic and Cultural Adaptations on Readership

Reader Response to Translated Stories in English and Uzbek: Readers play a crucial role in the success of translated stories. In this section, we will examine the response of readers to the English and Uzbek translations, exploring their reactions and engagement.

Impact of Language and Cultural Familiarity on Engagement: Language and cultural familiarity often influence how readers engage with a story. Here, we will discuss the impact of these factors on the reception of translated stories in English and Uzbek. Did readers find it easier to connect with the story in their native language? How did cultural references affect their understanding and enjoyment? These questions will be answered with wit and insight.

Cultural Appropriateness and Acceptance of Translations: Cultural appropriateness is a crucial consideration in the translation of stories. In this section, we will explore how well the translations resonated with the respective cultural contexts of English and Uzbek readers. Did the translations adhere to cultural norms and values? Were there any instances of cultural misunderstandings or misrepresentations? We will delve into these aspects with a touch of humor and a keen eye for detail.

Future Perspectives: Trends and Developments in the Translation of Stories

Advancements in Translation Technology and Tools: As technology continues to advance, so do the tools available to translators. In this section, we will explore the latest trends and developments in translation technology and how they impact the translation of stories. From machine translation to CAT tools, we will dissect the pros and cons and consider their potential implications for the future of storytelling across languages.

Emerging Practices in Cross-cultural Story Translation: Cross-cultural story translation is an ever-evolving field. Here, we will highlight emerging practices that are shaping the way stories are translated between English and Uzbek. From the use of translation teams to collaborative translation platforms, we will discover innovative approaches that bridge linguistic and cultural gaps in the most creative and effective ways. Expect some witticism along the way!

CONCLUSION

Through a comprehensive exploration of the linguistic and cultural characteristics of translating stories in English and Uzbek languages, this article has shed light on the intricacies and challenges involved in this process. The analysis of case studies and examination of translation strategies have highlighted the importance of striking a balance between linguistic accuracy and cultural adaptation. Moreover, understanding the impact of cultural nuances on audience reception has underscored the significance of considering the target readership in the translation process. As the field of story translation continues to evolve, it is crucial for translators and practitioners to stay updated on emerging trends and developments, harnessing the potential of technology while preserving the essence and authenticity of the original stories. By doing so, we can continue to bridge linguistic and cultural gaps, fostering a richer and more diverse literary landscape.

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TEKSTIL SOHASIDA PAYPOQ TO'QISHNI PEDAGOGIK TEXNOLOGIK YECHIMLARI

Bakiyeva Surayyo

Andijon tumani 1-son kasb hunar maktabi maxsus fan o'qituvchisi.

Ataqulova Zulfiyaxon

Andijon tumani 1-son kasb hunar maktabi maxsus fan o'qituvchisi.

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Annotatsiya. Ushbu maqolada, tekstil sohasida paypoq to'qishni pedagogik texnologik yechimlari haqida fikr va mulohazalar yuritiladi. To'qimachilik sanoati hech-rivojlanayotgan manzara, an'anaviy hunarmandchilik zamonaviy texnologiyalar javob qaerda, to'quv paypoq san'at ajoyib o'zgarishlarni ko'rgan. To'qimachilik sohasida o'quv va ishlab chiqarish jarayonlarini takomillashtirishda pedagogik texnologik yechimlar hal qiluvchi rol o'ynadi. Texnologik yutuqlarni o'rganishdan oldin, paypoq to'qishning boy tarixini qadrlash juda muhimdir.

Kalit so'zlar: tekstil sohasi, paypoq to'qish, pedagogik texnologiyalar, hunarmandchilik, zamonaviy texnologiyalar, ishlab chiqarish, talabalar, to'qimachilik.

PEDAGOGICAL TECHNOLOGICAL SOLUTIONS OF KNITTING SOCKS IN THE TEXTILE FIELD

Abstract. In this article, there are thoughts and opinions about the pedagogical technological solutions of knitting socks in the field of textiles. The ever-evolving landscape of the textile industry, where traditional crafts meet modern technologies, has seen remarkable changes in the art of woven socks. Pedagogical technological solutions played a decisive role in improving educational and production processes in the textile industry. Before delving into the technological advances, it is important to appreciate the rich history of hosiery.

Key words: textile industry, hosiery, pedagogical technologies, crafts, modern technologies, production, students, textiles.

ПЕДАГОГИЧЕСКИЕ ТЕХНОЛОГИЧЕСКИЕ РЕШЕНИЯ ВЯЗАНИЯ НОСКОВ В ТЕКСТИЛЬНОЙ ОБЛАСТИ

Аннотация. В данной статье изложены мысли и мнения о педагогических технологических решениях вязания носков в области текстиля. Постоянно развивающаяся текстильная промышленность, где традиционные ремесла сочетаются с современными технологиями, претерпела значительные изменения в искусстве плетения носков. Педагогические технологические решения сыграли решающую роль в совершенствовании учебно-производственного процесса в текстильной промышленности. Прежде чем углубляться в технологические достижения, важно оценить богатую историю чулочно-носочных изделий.

Ключевые слова: текстильная промышленность, чулочно-носочные изделия, педагогические технологии, ремесла, современные технологии, производство, студенты, текстиль.

Kirish. Asrlar davomida mohir hunarmandlar igna va ip kabi asosiy asboblardan foydalangan holda paypoqlarni qo'lda yasashgan. Ushbu an'anaviy yondashuv o'zining jozibasiga

ega bo'lsa-da, bugungi to'qimachilik sanoatida samaradorlik va aniqlikka bo'lgan talab texnologiyani paypoq to'qish san'atiga integratsiyalashishga undadi.

Texnologiyaning to'qimachilik sohasiga ta'sir qilishining asosiy usullaridan biri bu raqamli ta'lim platformalari. Ushbu platformalar paypoq to'qish bo'yicha keng qamrovli kurslarni taklif etadi, yangi boshlanuvchilar uchun ham, tajribali mutaxassislar uchun ham ovqatlanish. Onlayn darsliklar, video namoyishlar va interaktiv modullar dinamik o'rganish tajribasini ta'minlaydi, bu esa odamlarga paypoq to'qishning nuanslarini o'z tezligida tushunishga imkon beradi.

Tadqiqot metodologiyasi. Dumaloq to'qish tamoyillari ipni etkazib berish yoki kreel yon tomonda yoki tepada bo'ladimi, bir xil. Trikotaj elementlari yuqoridan oziqlangan iplar kremdan yo'riqnomalar orqali mashina ustidagi to'xtash harakatini boshqarish uchun harakatlanadi, so'ngra kuchlanish nazorati va ipni oziqlantirish moslamalari orqali trikotaj elementlariga qaytadi. Yuqori sifatli mahsulotlar faqat to'xtash harakati va ipni oziqlantirish funktsiyalari to'g'ri o'rnatilganda ishlab chiqarilishi mumkin. Trikotajning murakkab harakati-bu erda ignalar ilmoq hosil qiladi-mashinaning o'rtasida, olish va ipni oziqlantirish mexanizmi o'rtasida sodir bo'ladi. Dumaloq to'quv trikotajida ignalar ketma-ket birin-ketin to'qiladi va ilmoqlar silindr atrofida igna to'qish orqali gorizontaal ravishda hosil bo'lib, naycha hosil qiladi.

Paypoq to'qish mashinalari-bu ularda ishlab chiqarilgan mahsulotlarga xos bo'lgan yuqori ixtisoslashgan dumaloq to'qish mashinalari. Ushbu mashinalar shakli, o'lchami va ishlash mezonlari bo'yicha paypoq va paypoq ishlab chiqarish uchun har qanday ip yoki toladan foydalanishi mumkin.

1. Mashina komponentlari;
2. Trikotaj silindr;
3. Trikotaj igna aylanishi;
4. Mashina turlari.

Bitta silindrli mashinada silindr vertikal ignalari bilan paypoq ishlab chiqarish uchun zarur bo'lgan barcha tikuvlarni yasashi mumkin. Mashinaning tarkibiy qismlari silindr, ignalar, sinkerlar va uzatish bitlari bilan terish. Paypoq matolari bir nechta ignalar to'plamida tayyorlanishi mumkin. Ikkita naqshli matolar ikkita igna to'plamidan ishlab chiqariladi.

Adabiyotlar tahlili. Ba'zi paypoq mashinalarida ikkita tsilindr bor, biri ikkinchisining ustida joylashgan bo'lib, havolalar-havolalar kabi konstruksiyalarni ishlab chiqaradi. Boshqa mashinalar mustahkamlash, shakllangan cho'ntaklar, paypoqning ichki qismidagi teri yuzasi va boshqa yangiliklarni qo'shishga ixtisoslashgan. Ideal cho'zilgan mato gorizontaal va vertikal yo'nalishda cho'zilib ketadi. Bu oyoq barmoqlaringiz uchun juda ko'p joy beradi.

Craftsy va Skillshare kabi platformalar soha mutaxassislari tomonidan o'qitiladigan paypoq to'qish kurslarining keng doirasini taklif etadi. Ushbu kurslar nafaqat paypoq qurilishi asoslarini qamrab oladi, balki o'quvchilarga san'atni aniqlik bilan o'zlashtirishga imkon beradigan ilg'or texnikani ham o'rganadi. Ushbu platformalarning mavjudligi paypoq trikotajchilariga o'z uylarida qulay sharoitda sifatli ta'lim olishlarini ta'minlaydi.

Texnologiya taraqqiyoti bilan aqlli trikotaj mashinalari to'qimachilik sanoatida o'yinni o'zgartiruvchiga aylandi. Ushbu mashinalar avtomatlashtirishni murakkab dizayn qobiliyatlarini bilan birlashtirib, murakkab paypoq naqshlarini mislsiz aniqlik bilan ishlab chiqarishga imkon beradi. Aqlli trikotaj mashinalari datchiklar va dasturlashtiriladigan funktsiyalar bilan jihozlangan bo'lib, ularni har xil ip turlari va tikuv naqshlariga moslashtiradi.

Pedagogik kontekstda ushbu mashinalar paypoq to'qish texnikasini o'rgatish uchun bebaho vosita bo'lib xizmat qiladi. Muayyan naqshlarni dasturlash va mashinaning harakatini kuzatish orqali o'quvchilar turli xil tikuvlarning yakuniy mahsulotga qanday hissa qo'shishini chuqurroq tushunadilar. Aqlli trikotaj mashinalarining vizual mulohazalari o'quv tajribasini yaxshilaydi, talabalarga paypoq dizayni va ishlab chiqarishning nozik tomonlarini tushunishga imkon beradi.

Natijalar. O'zaro bog'liq texnologiya dunyosida hamkorlikdagi platformalar paypoq dizaynerlari orasida jamoatchilik tuyg'usini rivojlantirishda muhim rol o'ynadi. Platformalar dizaynerlarga o'z naqshlari bilan bo'lishish, fikr almashish va loyihalarda hamkorlik qilish uchun joy beradi. Ushbu platformalar global paypoq to'qish hamjamiyati uchun virtual markaz bo'lib, dizaynerlarga bir-biridan o'rganish va ilhom olish imkoniyatini beradi.

Bundan tashqari, hamkorlikdagi platformalar dizaynerlar uchun paypoq naqshlarini sotish uchun bozorlarni taklif qiladi va monetizatsiya uchun imkoniyatlar yaratadi. Bu nafaqat alohida hunarmandlarni qo'llab-quvvatlaydi, balki paypoq to'qish sohasida diversifikatsiya va innovatsiyalarga ham hissa qo'shadi. Ushbu platformalar orqali dizaynerlar paypoq ixlosmandlarining keng auditoriyasini jalb qilib, o'zlarining noyob uslublari va uslublarni namoyish etishlari mumkin.

Xulosa. Pedagogik texnologik yechimlarning paypoq to'qish dunyosiga qo'shilishi, shubhasiz, to'qimachilik sohasini o'zgartirdi. Raqamli ta'lim platformalari va virtual haqiqat ilovalaridan tortib aqlli trikotaj mashinalari va sun'iy intellektgacha bu yangiliklar hunarmandchilikni yangi cho'qqilarga ko'tardi. An'ana va texnologiya o'rtasidagi sinergiyani qabul qilganimizda, paypoq to'qishning kelajagi ijodkorlik, samaradorlik va aniqlikning mukammal aralashmasi bilan istiqbolli ko'rinadi. Ko'p asrlik texnikaga asoslangan to'qimachilik sanoati pedagogika va texnologiyaning uzluksiz integratsiyasi bilan rivojlanishda davom etmoqda.

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МИЛЛИЙ ҒОЯ АСОСИДА БАРКАМОЛ АВЛОДГА МАЪНАВИЙ-АХЛОКИЙ
ТАРБИЯНИ ШАКЛЛАНТИРИШНИНГ НАЗАРИЙ АСОСЛАРИ

Salixodjayev Rashid Akbarovich

O'rtachirchiq tumani m.m.t.b ga qarashli maktab

tarix fani o'qituvchisi

rashid@mail.ru

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Annotatsiya. Bugungi kunga kelib uz natijasini berayotgan mazkur isloxotlarning yanada samarali bulishini ta'minlash uchun, Uzbekistonning uziga xos taraqqiyot yulining xamda amalga oshirilayotgan isloxotlarning mazmun va moxiyatini yoshlarning ongiga yetkazish barcha ta'lim muassaeaparining oldidagi dolzarb vazifalardan biridir.

Mamlakatimiz istiqlolga erishib, uz mustakilligini mustakkamlash, yoshlarning iqtisodiy imkoniyatlarini kengaytirish, bandligini ta'minlash, ular uchun munosib mehnat sharoitlarini yaratishda muammolar saqlanib qolmoqda bir davrda, vatanga fidoyi, soglom avlodni tarbiyalash vazifasi uz dolzarbligini yana bir marta namoyon etmovda. Iqtisodiy rivojlangan davlatlar safidan urin olishga xarakat qilayotgan Uzbekiston uchun bugungi kunda iqtidorli va istedodli yoshlarni izlab topish, ularning qobiliyatlarini rivojlantirish xamda ilm-fanga yunaltirish va maqsadli tayyorlash dolzarb vazifalardan biridir. Chunki xar bir davlatning taraqqiyotini ta'minlovchi asosiy omil - uning intellektual saloxiyatidir. Uzbekiston jaxon xamjamiyati orasidan uzining munosib urnini egallash, mamlakatni ijtimoiy-iktisodiy rivojlantirish, Ushbu faoliyatlarning natijasi sifatida juda kup ishlar amalga oshirilayotgani barchaga ma'lum.

Kalit so'zlar: Barkamol avlodga ma'naviy-axlokiy tarbiya shakllantirishning nazariy asoslari va mukammal bilim ko'nikma hosil qilish.

THEORETICAL PRINCIPLES OF FORMING THE SPIRITUAL AND
ETHICAL EDUCATION OF THE MATURE GENERATION ON THE BASIS OF THE
NATIONAL IDEA

Abstract. In order to ensure that these reforms, which are bearing fruit today, are more effective, it is one of the urgent tasks before all educational institutions to convey to the minds of young people the content and essence of the specific development path of Uzbekistan, as well as the reforms being implemented.

At a time when our country has achieved independence, strengthening its independence, expanding the economic opportunities of young people, ensuring their employment, and creating decent working conditions for them, the task of raising a healthy generation devoted to the motherland is once again showing its urgency. For Uzbekistan, which is trying to join the ranks of economically developed countries, today, finding talented and talented young people, developing their abilities, directing them to science and targeted training is one of the urgent tasks. Because the main factor ensuring the development of any country is its intellectual competence. It is known to everyone that a lot of work is being done as a result of these activities, to take Uzbekistan's rightful place among the world community, to develop the country socially and economically.

Keywords: *The theoretical foundations of the formation of spiritual and moral education for the mature generation and the formation of excellent knowledge and skills.*

ТЕОРЕТИЧЕСКИЕ ПРИНЦИПЫ ФОРМИРОВАНИЯ ДУХОВНО-ЭТИЧЕСКОГО ВОСПИТАНИЯ ЗРЕЛОГО ПОКОЛЕНИЯ НА ОСНОВЕ НАЦИОНАЛЬНОЙ ИДЕЙ

Аннотация. *Для того, чтобы эти реформы, приносящие сегодня плоды, были более эффективными, одной из актуальных задач перед всеми образовательными учреждениями является донесение до сознания молодежи содержания и сути конкретного пути развития Узбекистана, а также проводимые реформы.*

В условиях, когда наша страна добилась независимости, укрепляя свою независимость, расширяя экономические возможности молодежи, обеспечивая ее трудоустройство, создавая для нее достойные условия труда, задача воспитания здорового поколения, преданного Родине, еще раз демонстрирует свою острая необходимость. Для Узбекистана, стремящегося пополнить ряды экономически развитых стран, сегодня поиск талантливой и талантливой молодежи, развитие ее способностей, направление в науку и целевое обучение является одной из актуальных задач. Потому что главным фактором, обеспечивающим развитие любой страны, является ее интеллектуальная компетентность. Всем известно, что в результате этой деятельности проводится большая работа по занятию достойного места Узбекистана среди мирового сообщества, по развитию страны в социальном и экономическом плане.

Ключевые слова: *Теоретические основы формирования духовно-нравственного воспитания зрелого поколения и формирования отличных знаний и умений.*

Mamlakatimizda yoshlarni rivojlantirishimizda keng ko‘lamli ishlar amalga oshirilmoqda. O‘tgan vaqt ichida yoshlarni har tomonlama qo‘llab-quvvatlash, ularning huquq va qonuniy manfaatlarini himoya qilish, mamlakatimiz istiqboli uchun mas‘uliyatni o‘z zimmasiga olishga qodir, tashabbuskor, shijoatli yoshlarni tarbiyalash borasida alohida tizim yaratildi.

Yurtimizda tashkil etilayotgan yangi davlat va nodavlat maktabgacha ta‘lim tashkilotlari, umumta‘lim maktablari, oliy o‘quv yurtlari, nufuzli xorijiy universitetlarning filiallari, zamonaviy IT-parklar, madaniyat muassasalari va sport inshootlari, mutlaqo yangi namunadagi ta‘lim maskanlari — “Prezident maktablari”, “Temurbeklar maktabi”, “Ijod maktablari” bugungi globallashuv sharoitida raqobatga qodir bo‘lgan yetuk kadrlarning yangi avlodini tarbiyalashga xizmat qilmoqda.

Milliy goyaning mustakillikni mustaxkamlashda namoyon bulish jarayoni uzining bir kator xususiyatlariga xam ega. Ular kuyidagilardan iborat: • Bugungi kunda odamzod ma‘lum bir davlatlar va siyosiy kuchlarning manfaatlarigagina xizmat kiladigan, olis-yakin manbalardan tarkaladigan, turli ma‘no-mazmundagi mafkuraviy kuchlarning ta‘sirini doimiy ravishda sezib yashashi. Axborot asri, elektronika asri deb atalayotgan XXI asrning bugungi kunida bu ta‘sirlardan xoli bulish deyarli imkonsizdir. Milliy goya - millat tafakkuri va onginging maxsuli, Lekin ayni vaktida siyosiy ong darajasi xar bir millatning rivojini belgilaydigan omil xamdir.

Demak, ongni, tafakkurni uzgartirmasdan turib esa, xech bir jamiyat uzining oliy maqsadiga erisha olmaydi. Biz xam kishilar ongi va tafakkurini uzgartirmasdan turib ozod va obod jamiyatni barpo etolmaymiz. Milliy ong, milliy goyani yosh avlod ongiga singdirish va

shakllantirish zaminida iqtisodiyot yotady. Biz milliy goyani yoshlar ongiga singdirish jarayonida, ma'naviyatni yuksaltirishda iqtisodiyotimizni rivojlantirish jabxalari bilan integrallashtirishni nazardan chetda koldirimasligimiz muhim vazifalarimizdan biridir. Yana bir muhim vazifa uzluksiz ta'lim-tarbiya tizimini takomillashtirishni amalga oshirish choralari - bu ta'lim tizimini demokratik va insonparvarlik yunalishlarida kayta kurish bilan xam boglik.

Chunki insonparvarlik goyalari va tamoyillari milliy goya bilan chambarchas boglik bulib, insonning moddiy va ma'naviy farovonligini, erkin, mustaqil, ijodiy faoliyatini, kishilarning uzaro xamkorligi, dustligi, xamjixatligi, birdamligi va bir-biriga xamxurligi kabi eng yuksak, ilgor insoniy fazilatlarni uzida mujassam etadi. Odillik, xalollik, pokpik, tugrilik, mexnatsevarlik, vatanparvarlik, baynalmilalchilik, odoblilik, vijdonlilik, imon-e'tik;odlilik, mexmondustlik, kamtarlik, or-nomusni, sharm-xayo va iffatni e'zozlash, tinchliksevarlik, olijanoblik, el-yurt manfaatini uz manfaatidan ustun kuyish kabi yuksak insoniy fazilatlar xam insonparvarlikning namoyon bulishidir. «Uzluksiz ta'lim - malakali raqobatbardosh kadrlar tayyorlashning asosi bulib, ta'limning barcha turlarini, davlat ta'lim standartlarini, kadrlar tayyorlash tizimi tuzilmasi va uning faoliyat kursatish muxitini uz ichiga oladi.

Insoniyat xayotida tarixning tarbiyalovchi ibrat rolini isbotlay olish;

Yoshlar siyosatini baholash O'zbekiston Respublikasida yoshlar bilan ishlash samaradorligini baholash bo'yicha yagona ko'rsatkichlar tizimi hisoblanib, mamlakat yoshlarining davlat va jamiyat hayotidagi ijtimoiy-siyosiy mavqeyi, farovonligi, barkamollik darajasi hamda istiqboldagi o'rnini ko'rsatadi.

Bunda baholash mamlakatning yoshlar siyosati bo'yicha sifat ko'rsatkichlari sohadagi xalqaro indeksarga mos ravishda o'sishini ta'minlashga yo'naltiriladi hamda sohada amalga oshirilayotgan ishlar davlat va xo'jalik boshqaruvi hamda mahalliy hokimiyat organlari kesimida quyidagi ustuvor yo'nalishlar asosida baholanadi:

1. Yoshlarning ijtimoiy-iqtisodiy holati.
2. Yoshlarning ijtimoiy faolligi.
3. Yoshlarga oid davlat siyosatining asosiy yo'nalishlarini amalga oshirishda ishtirok etuvchi davlat organlari va tashkilotlari faoliyati.
4. Yoshlarga oid davlat siyosati va uning infratuzilmasi.
5. Axborot-kommunikatsiya texnologiyalari va yoshlar.

Ayni paytda davlatimiz raxbariyati olib borayotgan ijobiy ishlar va mavjud muammolarni bartaraf etish uchun olib borilayotgan sa'y-xarakatlari va erishilayotgan amaliy natijalar xususida targibot-tashvikot ishlarini olib borishga yoshlarni ruxlantirish, uning jamiyatimiz, davlatimiz, mustakilligimtgaga bulgan ishonche'tikodini mustaxkamlash olimlarimiz, peshkadam ziyolilarimiz, ma'ruzachilarimiz, mafkuraviy ishlar bilan shugullanuvchi barcha targibot-tashvikotchilarning birinchi darajali vazifasi xisoblanadi.

Tarbiyaning mazmuni - barkamol avlodning shaxs sifatida shakllanishini va intellektual rivojlanishini davr talabiga, ularni jamiyat va davlat manfaatlariga yunaldirish, milliy goya ruxida ma'naviy-axlokiy tarbiyalash, fidoyilik, sadoqatlilik, yurt iftixori, mexr-okibat tuygularini shakllantirish va rivojlantirishdir

Tarbiya shakllari va metodlarining samaradorlik mezonlari, tarbiyaning samaradorligi - barkamol avlodni uzluksiz tarbiyalash bilan boglikdir. Yoshlarning ma'naviy-axloqiy va

intellektual rivojlanishini tavsiflovchi: -bilim; -kunikma; -malaka va bopqa intellektual sifatning shakllanganlik kursatkichlari mezon sifatida ishtirok etishi mumkin.

Ukituvchining vazifasi - agar avvallari uqituvchining vazifasi ijtimoiy tajribani translyatsiya qilishdan iborat bulsa, xozirgi zamonaviy ta'lim muassasasida xar bir shaxsning individual intellektual rivojlanish jarayonini loyixalashtirish funksiyasini amalga oshirishi kerak.

Bunda ukuv-pedagogik diagnostika, individual maslakatlar berish, x;ar xil rivojpaniShdagi ukuvchilarga tarbiya berishning individual jarayonini ishlab chikish faoliyat asosiy vazifaga aylanadi, Tarbiya jarayoniga zamon talabi darajasida yangi pedagogik texnologiyalarni tadbik kilish xar bir shaxsni, barkamol avlodni tarbiyalashda - tarbiya jarayonini loyixalashtirish, yunaltirish, lozim bulganda jarayonga uzgartiripshar kiritish imkonini beradigan tizimni shakllanishiga olib keladi. Individual tarbiya jarayonini boshkarish - individual-shaxeiy xarakterdagi tarbiya jarayonini tashkil qilishda jarayonning uzini avvaldan loyixalashtirish yulidan borish kerak. Tarbiya jarayoniga ta'sir qiluvchi xar bir xarakat, xar bir xarakatni loyixalashtirishda g'oya kiritish imkoniyati saqlanib kolishi kerak. Bu esa yoshlarning tarbiyalanish jarayonini boshqarish imkonini beradi va bu jarayonning samarali natijaga erishishini ta'minlaydi.

Ma'naviyatni yuksaltirishda milliy goyaning axamiyati juda kattadir. Milliy goya xalkning kunglidagi orzu-umidlarni, maksad va intilishlarni nazariy tarzda ifoda etadi. Milliy g'oya mavzusi balandparvoz mavxum orzular emas. U xar bir inson, jamiyat oldida turgan mqsadlardir. Millatning tub manfaatlari, uning uz utmishiga bergan baxosi va kelajakka ishonchi milliy goyada uz aksini topadi. Yuksak ma'naviyatga, pokiza axlokka, demokratiya tamoyillariga tayangan milliy goyalar jamiyatni rivojlanishga yetaklaydi.

Yoshlarning tibbiy madaniyati oshiriladi, sog'lom turmush tarzi, shaxsiy gigiyena, qoidalari to'g'ri va ratsional ovqatlanishga rioya etish ko'rsatkichlari oshishi.

Umumta'lim maktablarida o'quvchilarining kasblar kesimida qiziqishini aniqlash, 8-9-sinf o'quvchilarini zamonaviy va istiqbolli kasblar bilan tanishtirib borish, 10-sinfdan o'quvchilarni davlat va nodavlat o'quv markazlari yordamida kasbga yunaltirish o'rgatish va ularning xarajatlarini mexanizmi yaratilishi.

Yoshlarni oliy ta'limga o'qishga qabul qilishda abituriyentning intellektual salohiyati, shaxsiy ko'nikmalari, mantiqiy va ijodiy fikrlash qobiliyati va volontyorlik faoliyatlari asosida saralash tizimi bosqichma-bosqich joriy etilishi,

Oila, xususan, yoshlarda boy milliy tarbiyaviy merosimiz to'g'risida bilimlar oshirilib, ularni o'rganish, saqlash, targ'ib qilish, o'rgatish orqali milliy qadriyatlarning mavqeyi mustahkamlanadi.

Xulosa

Insonlardagi noyob insoniy fazilatlarini asrab-avaylash va yanada takomillashtirish dolzarb masala. Farzandlarimizni Uzbekistonning munosib ug'il-qizlari etib tarbiyalash masalasi ma'naviyat soxasidagi ishlarimizning asosiy negizini tashkil etishi lozim. Respublikamiz taraqqiyotining xozirgi tarixan yangi bosqichida yosh avlod tarbiyasi bilan shug'ullanuvchi barcha muassasalarda uqituvchilarning eng muhim va birinchi navbatdagi vazifalaridan biri ukuvchilarga ta'lim berish bilan bir katorda ularning ma'naviy saviyasi, dunyokarashini davr talabi darajasida bulishi uchun bor imkoniyatlarni ishga solish-dan iborat bulmog'i lozim.

Shuning uchun bu borada yetarli tajriba va uqitishda uziga xos usul, vositalar bugungi kunda to'liq shakllangan. Isloxot talablari xam fanlarni uzlashtirishga yangicha yondashuvni talab etmokda

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RAQAMLI IQTISODIYOTDA KIBERXAVFSIZLIKNING TUTGAN O'RNI

Raxmonqulova Nafisa Olimjon qizi

Osiyo xalqaro universiteti o'qituvchisi

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Annotatsiya. Ushbu maqola raqamli iqtisodiyotda kiberxavfsizlikning o'rni, hisoblangan kiberxavfsizlikni ta'minlash masalalariga O'zbekistonda amalga oshirilayotgan ishlar ko'rib chiqilgan. Shuningdek mamlakatimizning kiberxavfsizlik bo'yicha xalqaro global reytingdagi o'rni va 2018-2019 yillarda internet milliy segmentida ro'y bergan intsidentlar tahlil qilingan.

Kalit so'zlar: raqamli ma'lumotlar, axborot xavfsizligi, internet milliy segmenti, intsident, tahdid, elektron xukumat, axborot tizimlari va resurslari.

THE ROLE OF CYBER SECURITY IN THE DIGITAL ECONOMY

Abstract. This article examines the role of cyber security in the digital economy, the issues of ensuring cyber security, which are being implemented in Uzbekistan. Also, the place of our country in the international global ranking of cyber security and the incidents that occurred in the national segment of the Internet in 2018-2019 were analyzed.

Key words: digital data, information security, national segment of the Internet, incident, threat, electronic government, information systems and resources.

РОЛЬ КИБЕРБЕЗОПАСНОСТИ В ЦИФРОВОЙ ЭКОНОМИКЕ

Аннотация. В данной статье рассматривается роль кибербезопасности в цифровой экономике, вопросы обеспечения кибербезопасности, которые реализуются в Узбекистане. Также проанализировано место нашей страны в международном глобальном рейтинге кибербезопасности и инциденты, произошедшие в национальном сегменте сети Интернет в 2018-2019 годах.

Ключевые слова: цифровые данные, информационная безопасность, национальный сегмент Интернета, инцидент, угроза, электронное правительство, информационные системы и ресурсы.

KIRISH

Bugungi kunda raqamli iqtisodiyotni rivojlantirish maqsadida dvlatimiz rahbari Shavkat Mirziyoyev tomonidan 2020 yilni "Ilm, ma'rifat va raqamli iqtisodiyotni rivojlantirish yili" deb e'lon qildi. 2020 yil 2 martda esa Prezidentimizning "2017–2021 yillarda O'zbekiston Respublikasini rivojlantirishning beshta ustuvor yo'nalishi bo'yicha Harakatlar strategiyasini "Ilm, ma'rifat va raqamli iqtisodiyotni rivojlantirish yili"da amalga oshirishga oid davlat dasturi to'g'risida"gi Farmoni bilan "Ilm, ma'rifat va raqamli iqtisodiyotni rivojlantirish yili" Davlat dasturi qabul qilindi. Davlat dasturi beshta asosiy yo'nalishlardan iborat bo'lib, dasturning beshinchi yo'nalishida 2020-2023 yillarga mo'ljallangan Kiberxavfsizlikka doir milliy strategiya hamda "Kiberxavfsizlik to'g'risida"gi qonun loyihasini ishlab chiqish belgilanib qo'yilgan.

ADABIYOTLAR TAHLILI VA METODOLOGIYASI

Prezidentimizning 2018 yil 19 fevraldagi "Axborot texnologiyalari va kommunikatsiyalari sohasini yanada takomillashtirish chora-tadbirlari to'g'risida"gi Farmoni Hukumatimiz tomonidan raqamli iqtisodiyotni rivojlantirish bo'yicha muhim chora-tadbirlar ishlab chiqilishiga va hayotga tatbiq etilishiga asos bo'ldi. Raqamli ma'lumotlarni boshqarishda axborot xavfsizligini ta'minlash muhim omil sanaladi. Bunda asosiy e'tibor raqamli ma'lumotlarga ruxsatsiz kirish, ularni axborot

vositachilaridan himoya qilgan holda xavfsizligini ta'minlash va axborotlar uzatishning soddaligini ta'minlashga qaratilishi lozim.

Mazkur maqolani yozishda O'zbekiston Respublikasi Prezidentining "2017-2021-yillarda O'zbekiston Respublikasini rivojlantirishning beshta ustuvor yo'nalishini "Ilm-ma'rifat va raqamli iqtisodiyotni rivojlantirish yilida" amalga oshirishga oid Davlat dasturi to'g'risida"gi va "Axborot texnologiyalari va kommunikatsiyalari sohasini yanada takomillashtirish chora-tadbirlari to'g'risida"gi, shuningdek, Prezidentimizning "Axborot texnologiyalari va kommunikatsiyalarini nazorat qilish va himoya qilish tizimini takomillashtirish chora-tadbirlari to'g'risida"gi qarori hamda "Raqamli O'zbekiston – 2030" strategiyasi asos bo'lib xizmat qildi.

MUHOKAMA VA NATIJALAR

Iqtisodiyotning barcha sohalarida avtomatlashtirish axborot tizimlaridan foydalanilganda, axborot xavfsizligi masalasiga alohida e'tibor qaratish lozim. Ko'plab ma'lumotlar raqamlashtirilgan, elektron shaklda saqlanganida axborot va kiberxavfsizlik masalasi dolzarb bo'lib qoladi. Davlatimiz rahbari axborot xavfsizligi sohasi mutaxassislariga shunday iltimos bilan chiqdiki, ular nafaqat bu borada sodir bo'lgan noxush hodisalarni o'rganib, bartaraf etishlari, balki bunday holatni oldindan ko'ra bilishlari, ya'ni, oldini olishlari muhim deb ta'kidladilar.

Raqamlashtirish va kiberxavfsizlik tushunchalari doimo yonma-yon ketadi. Chunki barcha tizim va jarayonlarni raqamlashtirish bilan birga ularning texnik jihatdan mukammal va xatosiz ishlashi va xavfsizligini ta'minlash muhim ahamiyatga ega. Mamlakatimizda raqamli iqtisodiyotni rivojlantirishga qanchalik e'tibor qaratilayotgan bo'lsa, kiberxavfsizlikni ta'minlashga ham shunchalik ahamiyat berilmoqda. Xalqaro elektraloqa ittifoqi tomonidan har yili e'lon qilinadigan kiberxavfsizlik bo'yicha xalqaro global reytingda mamlakatimiz yuqori o'rinlarda borayotgani bunga yaqqol misoldir.

Kiberxavfsizlik bo'yicha xalqaro global reyting ABI Research va HEI (Xalqaro telekommunikatsiyalar ittifoqi) qo'shma loyihasi bo'lib, indeks mamlakatlarning kiberxavfsizlik sohasidagi ishtiroki darajasini baholash imkonini beradi. Majburiyat darajasi beshta yo'nalish bo'yicha baholanadi: huquqiy chora-tadbirlar, texnik chora-tadbirlar, tashkiliy chora-tadbirlar, salohiyatni rivojlantirish va xalqaro hamkorlik. 2019-yilda kiberxavfsizlik bo'yicha jahon reytingi sarhisobiga ko'ra, O'zbekiston Milliy kiberxavfsizlik indeksida 90-o'rin, Global kiberxavfsizlik indeksida 52-o'rin va AKT rivojlanishi indeksida 95-o'rinni egalladi.

O'zbekiston global kiberxavfsizlik indeksida o'z o'rnini mustahkamlamoqda. 2017-yilda mamlakatimiz ushbu reytingda 93-o'rinni egallagan bo'lsa, 2019-yilda 52-o'ringa ko'tarildi.

Kiberxavfsizlik - bu keng ma'noda axborot texnologiyalari, ya'ni qurilmalar, dasturlar, axborot tizimlari va ma'lumotlarni himoya qilishga qaratilgan chora-tadbirlar majmuidir. Bu ma'lumotlarning maxfiyligini saqlash, ularning yaxlitligini himoya qilish, dasturlar va axborot tizimlarining uzilishsiz to'liq ishlashini ta'minlashni anglatadi. Bu ishlab chiqarish samaradorligini oshirishga xizmat qiladi.

"Kiberxavfsizlik markazi" DUK(Davlat unitar korxonasi) tahlillariga ko'ra, 2019 yilda internetning milliy segmenti veb-saytlarida 268 ta kiberxavfsizlik intsidenti aniqlangan. Bu raqamli olamdagi huquqbuzarliklar soni oldingi yilga qaraganda 44 foizga kamaygan deganidir. Shulardan 222 tasi kontentni ruxsatsiz yuklash, 45 tasi defeys (veb-sayt sahifasi boshqa, masalan, reklama joylashtirilgan sahifaga almashtirilishini anglatuvchi xakerlik hujumi) va bittasi yashirin mayning (kriptovalyuta platformasidagi yashirin faoliyat) ulushiga to'g'ri keladi. 2018 yil bilan

solishtirganda, internet milliy segmentida ruy bergan intsidentlar soni 2019 yilda ancha kamaygan, bu esa kiberxavfsizlik sohasida amalga oshirilgan ishlar ijobiy samara berganligini ko'rsatadi.

Intsidentlarning 69 foizi O'zbekistondagi xosting-provayderlarida joylashgan veb-saytlarda aniqlangan, qolgan 31 foizi xorijiy davlatlardagi xosting-provayderlaridagi saytlarga tegishli. 80 ta holatga nisbatan tekshirish ishlari olib borilib, aniqlangan zaifliklarni bartaraf etish bo'yicha amaliy tavsiyalar berilgan, qolgan 188 ta holat veb-sayt egalari tomonidan mustaqil ravishda bartaraf etilgan.

XULOSA

Kiberxavfsizlikka doir me'yorlarning huquqiy jihatdan mustahkamlanishi nihoyatda zarur.

Raqamli olam hali-hamon huquqiy jihatdan o'z maqomini aniq belgilay olgani yo'q. Kun sayin tahdidlarning yangi tur va shakllari paydo bo'layotganligi, ularni qonunchilikda aks ettirish zarurligi talab etadi. Kiberxavfsizlikka doir milliy strategiyani ishlab chiqish milliy kibermakonda jinoyatchilikka qarshi qurashish sohasidagi faoliyatni tartibga soladi. Zero, virtual olamdagi jinoyatchilikning zarar va xavfi real olamdagidan kam emas. 2020–2023 yillarga mo'ljallangan kiberxavfsizlikka doir milliy strategiyaga ko'ra kiberxavfsizlikning yagona tizimi va muhim hisoblangan infratuzilmani kiberhujumlardan himoya qilish sohasidagi huquqiy baza shakllantiriladi.

“Kiberxavfsizlik to'g'risida”gi qonunda esa axborot kommunikatsiya va texnologiyalari tizimini zamonaviy kibertahdidlardan himoya qilish, turli darajadagi tizimlar uchun kiberxavfsizlik bo'yicha zamonaviy mexanizmlarni joriy etish, mazkur sohada davlat organlari, korxonalar va tashkilotlarning huquqlari va majburiyatlarini belgilash, ularning faoliyatini muvofiqlashtirish kabilar aks etishi kutilmoqda. Yurtimizda olib borilayotgan barcha islohotlar zamirida xalqimizga qulayliklar yaratish maqsadi yotibdi. Kiberxavfsizlikni ta'minlashga alohida e'tibor qaratilishi raqamli imkoniyatlardan ishonchli va xavfsiz tarzda foydalanishga zamin bo'lib kelmoqda.

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ОСНОВНЫЕ НАПРАВЛЕНИЯ ОБЕСПЕЧЕНИЯ СЕКТОРА БИЗНЕСА КВАЛИФИЦИРОВАННЫМИ КАДРАМИ

Содикова Нигора Тураевна

Преподаватель кафедры «Экономика»,
Азиатский международный университет.

nigorasadykova667@gmail.com

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Аннотация. В данной статье представлена информация об основных направлениях обеспечения предпринимательского сектора квалифицированными кадрами.

Ключевые слова: проблема обеспечения бизнес сектора, быстрое развитие технологий, дефицит кадров.

MAIN DIRECTIONS OF PROVIDING THE BUSINESS SECTOR WITH QUALIFIED PERSONNEL

Abstract. This article provides information on the main directions of providing the business sector with qualified personnel.

Key words: problem of supplying the business sector, rapid development of technology, shortage of personnel.

Проблема обеспечения бизнес сектора квалифицированными кадрами является актуальной и важной в настоящее время. Существует несколько причин, почему эта проблема остается актуальной:

Быстрое развитие технологий: Современный бизнес требует не только традиционных навыков и знаний, но и новых, связанных с быстро развивающимися технологиями. Сотрудники, которые не обладают необходимыми компетенциями, не смогут эффективно работать в современных условиях.

Низкий уровень подготовки выпускников: Многие выпускники вузов и профессиональных учебных заведений не имеют достаточного уровня компетенций и навыков, необходимых для работы в сфере бизнеса.

Дефицит кадров: Некоторые сектора бизнеса, такие как информационные технологии, сталкиваются с нехваткой квалифицированных кадров, что приводит к высоким затратам на поиск, обучение и удержание кадров.

Необходимость адаптации к изменяющимся условиям: Современный бизнес постоянно меняется и требует от компаний быстрой адаптации к новым условиям. Для этого необходимо иметь квалифицированных сотрудников, которые могут быстро адаптироваться и реагировать на изменения.

В целом, обеспечение сектора бизнеса квалифицированными кадрами является актуальной проблемой, которая требует внимания и решения со стороны бизнеса, образовательных учреждений и государственных органов власти.

Повышение уровня компетентности кадров в сфере бизнеса имеет несколько важных причин:

Увеличение производительности: Квалифицированные сотрудники обладают необходимыми навыками и знаниями для выполнения своих задач на высоком уровне, что повышает производительность компании.

Улучшение качества продукции/услуг: При наличии квалифицированных сотрудников компания способна производить более качественную продукцию и/или предоставлять более качественные услуги.

Снижение затрат на обучение новых сотрудников: Компании, которые инвестируют в обучение и развитие своих сотрудников, могут снизить затраты на обучение новых сотрудников, так как уже имеют готовую команду с необходимыми навыками.

Улучшение репутации компании: Компании, которые проявляют заботу о развитии своих сотрудников, улучшают свою репутацию как работодателя и привлекают лучших кандидатов на вакансии.

Увеличение конкурентоспособности: В современном рыночном экономическом секторе конкурентоспособность играет важную роль. Повышение уровня компетентности кадров позволяет компании быть более конкурентоспособной на рынке, что может привести к увеличению прибыли и росту бизнеса.

Таким образом, повышение уровня компетентности кадров в сфере бизнеса имеет множество практических преимуществ для компании, поэтому оно является важным фактором успеха в бизнесе.

Основные направления обеспечения сектора бизнеса квалифицированными кадрами включают:

Развитие квалификации существующих сотрудников: компании могут проводить обучение и повышение квалификации своих сотрудников, оценивать потребности в обучении и использовать онлайн-курсы и другие ресурсы для повышения квалификации.

Привлечение новых квалифицированных кадров: компании могут искать кандидатов с нестандартным опытом, устанавливать партнерства с учебными заведениями, организовывать стажировки и программы mentoring.

Социальный пакет и условия работы: компании могут предоставлять гибкие рабочие графики и возможность удаленной работы, предоставлять страховку и другие льготы, а также развивать культуру внутри компании и уважение к сотрудникам.

Сотрудничество с государственными и некоммерческими организациями: компании могут поддерживать программы, направленные на развитие квалификации рабочей силы, сотрудничать с местными и национальными учреждениями, предоставляющими бесплатное обучение, а также участвовать в проектах, связанных с образованием и развитием рабочей силы.

Каждое из этих направлений важно для обеспечения сектора бизнеса квалифицированными кадрами, и компании могут использовать комбинацию этих направлений, чтобы достичь наилучших результатов.

Международный опыт в обеспечении сектора бизнеса квалифицированными кадрами включает различные подходы и методы, которые могут быть применены в разных странах и контекстах. Некоторые из них:

Обучение на рабочем месте - это один из способов повышения квалификации и подготовки кадров для сектора бизнеса. Оно предполагает организацию обучения непосредственно на месте работы сотрудников. Этот подход широко используется в некоторых странах, таких как Германия и Швейцария, где он является общепринятой практикой.

Преимущества обучения на рабочем месте заключаются в том, что оно позволяет сотрудникам получать необходимые навыки и знания, которые они могут непосредственно применять на работе. Это повышает эффективность работы и способствует развитию компании в целом. Кроме того, обучение на рабочем месте может быть более экономически выгодным, чем отправка сотрудников на внешние курсы.

В Германии и Швейцарии компании обычно предоставляют своим сотрудникам возможность обучения на рабочем месте, чтобы повысить квалификацию и развить необходимые навыки. В рамках этого обучения сотрудники могут получать различные сертификаты и дипломы, которые признаются на рынке труда. Они также могут обучаться на практике, работая непосредственно с профессионалами в своей отрасли.

Таким образом, обучение на рабочем месте является важным инструментом, который помогает компаниям обеспечивать свою кадровую базу квалифицированными специалистами. Оно позволяет сотрудникам улучшить свои навыки и знания, а также повысить эффективность своей работы.

Государственное финансирование обучения - это один из способов обеспечения сектора бизнеса квалифицированными кадрами. Во многих странах правительства финансируют обучение для студентов и взрослых, чтобы повысить уровень образования и подготовки кадров для бизнеса.

Преимущества государственного финансирования обучения заключаются в том, что оно позволяет обеспечить доступ к образованию и подготовке кадров для всех граждан, вне зависимости от их материального положения. Это повышает уровень квалификации населения и увеличивает шансы на трудоустройство. Кроме того, государственное финансирование обучения может привести к увеличению числа квалифицированных кадров, что в свою очередь стимулирует экономический рост.

В разных странах могут быть различные формы государственного финансирования обучения. Например, в некоторых странах правительства предоставляют стипендии и гранты на обучение для студентов и молодых специалистов. В других странах существуют программы поддержки для взрослых, которые хотят повысить свою квалификацию. Такие программы могут включать в себя финансирование частичной или полной стоимости обучения, а также возможности получения сертификатов и дипломов.

Примером страны, где государственное финансирование обучения широко используется, может служить Финляндия. В этой стране все образовательные программы являются бесплатными, включая высшее образование. Кроме того, правительство предоставляет стипендии для студентов и поддерживает программы обучения для взрослых.

Таким образом, государственное финансирование обучения является важным инструментом, который помогает обеспечивать сектор бизнеса квалифицированными кадрами. Оно повышает уровень образования населения и увеличивает шансы на трудоустройство, что в свою очередь способствует экономическому росту.

Партнерство между бизнесом и учебными заведениями включает в себя сотрудничество между компаниями и учебными заведениями для создания образовательных программ, которые направлены на удовлетворение потребностей бизнеса в квалифицированных кадрах. Этот подход позволяет университетам и колледжам работать

с представителями бизнеса, чтобы разработать программы обучения, которые учитывают требования и потребности рынка труда.

В США и Великобритании такие партнерства являются распространенными и широко применяются в образовательной сфере. Компании, учебные заведения и промышленные объединения работают вместе, чтобы создавать программы обучения, которые включают практические задания и проекты, а также практику и стажировки в компаниях. Это позволяет студентам получить реальный опыт работы и узнать, какие навыки и знания нужны для успешной карьеры в соответствующей отрасли.

В результате, компании получают доступ к талантливым и хорошо подготовленным кадрам, а учебные заведения могут предоставить своим студентам более практически ориентированные программы обучения. Также это помогает развитию исследовательской деятельности и сотрудничеству между учебными заведениями и бизнесом.

Международный обмен студентами – это программа обмена, которая предоставляет студентам возможность учиться в других странах и университетах. Обычно, эта программа включает в себя определенный период времени, обычно семестр или год, когда студент живет и учится в другой стране. В рамках программы студенты учатся на курсах, которые зачисляются в их дипломную работу.

Международный обмен студентами позволяет студентам получить опыт работы и образования в другой стране, изучить иностранные языки, адаптироваться к другой культуре, а также улучшить свои межкультурные навыки. Это также может помочь студентам развивать свою личность, повышать их самоуверенность и уверенность в себе.

Для бизнеса, международный обмен студентами может быть полезным, потому что это дает им возможность находить и нанимать международно ориентированных сотрудников, которые могут помочь компании расширить свой бизнес за пределы своей страны. Кроме того, студенты, которые получили опыт международного обмена, могут иметь более широкий кругозор и понимание культурных различий, что может помочь компаниям лучше понимать своих международных клиентов и партнеров.

Участие в профессиональных организациях - это один из важных способов повышения уровня компетентности кадров в сфере бизнеса. Профессиональные организации - это организации, объединяющие профессионалов в определенной области, которые могут обмениваться знаниями, опытом и идеями.

Членство в профессиональных организациях дает доступ к обучающим программам, которые позволяют участникам развивать свои навыки и знания, узнавать о последних тенденциях и инновациях в отрасли, а также получать сертификацию и аккредитацию. Эти программы могут быть организованы самими профессиональными организациями или совместно с университетами и другими образовательными учреждениями.

Профессиональные организации также организуют мероприятия, такие как конференции, семинары и вебинары, на которых участники могут общаться с другими профессионалами, обмениваться идеями и узнавать о лучших практиках в своей области. Это также может быть отличным способом расширения своей профессиональной сети.

Участие в профессиональных организациях может быть особенно полезно для тех, кто только начинает свою карьеру в определенной области. Они могут получить поддержку

от более опытных коллег и наставников, а также узнать о возможностях для дальнейшего развития своей карьеры.

Многие страны активно работают над решением проблемы обеспечения сектора бизнеса квалифицированными кадрами, используя различные подходы и методы, которые позволяют им развивать свой бизнес и экономику.

В современном мире, где конкуренция на рынке труда все больше растет, обеспечение сектора бизнеса квалифицированными кадрами является ключевой задачей для многих государств и компаний. Существует несколько направлений, которые используются для решения этой проблемы, такие как обучение на рабочем месте, государственное финансирование обучения, партнерство между бизнесом и учебными заведениями, международный обмен студентами, участие в профессиональных организациях и другие. Международный опыт показывает, что использование этих направлений может помочь увеличить уровень компетентности кадров сферы бизнеса и обеспечить их эффективную работу в условиях быстро меняющегося рынка. Таким образом, обеспечение квалифицированными кадрами является необходимым условием для развития бизнеса и экономики в целом.

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TADBIRKORLIK SOHASINI MALAKALI KADRLAR BILAN TA'MINLASHNING ASOSIY YO'NALISHLARI

Sodiqova Nigora To'rayevna

“Iqtisodiyot” kafedrasini o'qituvchisi Osiyo xalqaro universiteti

nigorasadykova667@gmail.com

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Annotatsiya. Ushbu maqolada mamlakatimizda kichik va o'rta biznesning rivojlanishiga to'sqinlik qilayotgan sabablardan biri tadbirkorlarning o'z kasbiy mahoratining yetarli emasligidir, bu esa mazkur faoliyat sohasi uchun kadrlar tayyorlash muammosini tahlil qilingan. Kichik va o'rta biznes uchun kadrlar tayyorlash muammolarini o'rganish ilmiy abstraksiya, qiyosiy va mantiqiy tahlil va sintez, strukturaviy-darajaviy yondashuv kabi umumiy ilmiy uslub va usullardan foydalangan holda amalga oshiriladi.

Kalit so'zlar: Biznes, kadrlar, kichik tadbirkorlik, tadqiqot, korxonalar, ichki yalpi mahsulot, inqiroz, biznes aloqa, strategiya, kadr, menejment, marketing innavatsion biznes, infratuzilma, mintaqaviy daraja, reklama, konsalting xizmati, integratsiya, investitsiya loyihalari.

THE MAIN DIRECTIONS OF PROVIDING THE BUSINESS SECTOR WITH QUALIFIED PERSONNEL

Abstract. In this article, one of the reasons that hinders the development of small and medium-sized businesses in our country is the lack of professional skills of entrepreneurs, which analyzed the problem of personnel training for this field of activity. The problems of personnel training for small and medium-sized businesses are analyzed. Learning is carried out using general scientific methods and methods, such as scientific abstraction, comparative and logical analysis and synthesis, structural-level approach.

Keywords: Business, personnel, small business, research, enterprise, gross domestic product, crisis, business communication, strategy, personnel, management, marketing, innovative business, infrastructure, regional level, advertising, consulting service, integration, investment projects.

ОСНОВНЫЕ НАПРАВЛЕНИЯ ОБЕСПЕЧЕНИЯ ПРЕДПРИНИМАТЕЛЬСКОГО СЕКТОРА КВАЛИФИЦИРОВАННЫМИ КАДРАМИ

Аннотация. В данной статье раскрывается развитие малого и среднего бизнеса в нашей стране, является недостаточная профессиональная квалификация предпринимателей, что делает более актуальной проблему подготовки кадров для данной сферы деятельности. Изучение проблем подготовки кадров для малого и среднего бизнеса осуществляется с использованием общенаучных методов и методов, таких как научная абстракция, сравнительно-логический анализ и синтез, структурно-уровневый подход.

Ключевые слова: Бизнес, персонал, малый бизнес, исследования, предприятие, валовой внутренний продукт, кризис, деловое общение, стратегия, персонал, менеджмент, маркетинг, инновационный бизнес, инфраструктура, региональный уровень, реклама, консалтинговые услуги, интеграция, инвестиционные проекты.

Kichik va o'rta biznesning pandemiya tufayli yuzaga kelgan inqirozdan chiqishi tadbirkorlardan o'z ahvoli va rivojlanish imkoniyatlarini qayta ko'rib chiqishni talab qiladi.

Hozirgi vaqtda olimlar va amaliyotchilar kichik va o'rta biznes uchun inqirozni bartaraf etish bo'yicha juda ko'p sonli tavsiyalarni ishlab chiqdilar. Bularga moliyaviy holatni baholash, xarajatlarni nazorat qilish, biznes-jarayonlarni tekshirish, qo'shimcha daromad izlash, biznes aloqalarini qayta ko'rib chiqish va boshqalar kiradi. Bu tavsiyalarni amalga oshirish tadbirkorlardan ma'lum bilim, ko'nikma va malakalarga ega bo'lishni talab qiladi. Sotsiologik so'rovlarga ko'ra, O'zbekistondagi tadbirkorlarning aksariyati (54%) texnik ma'lumotga ega, bu ularga biznesning dolzarb muammolari va vazifalarini muvaffaqiyatli hal qilish imkonini beradi.

Biroq, bu ta'lim korxonangizning rivojlanish strategiyasini to'g'ri aniqlash uchun etarli emas: tashqi va ichki muhitning barcha omillarini, kuchli va zaif tomonlarini, imkoniyatlar va tahdidlarni hisobga olish.

Bundan tashqari, kichik va o'rta biznesni kadrlar bilan ta'minlashda ham muammolar mavjud. Butun jamoat tomonidan kichik va o'rta biznes rahbarlari o'rtasida o'tkazilgan so'rov natijalariga ko'ra, ularning atigi 30% ga yaqini kadrlarni tanlash va yollash bilan bog'liq muammolarga duch kelmaydi. Mutaxassislarning hisob-kitoblariga ko'ra, har yili 600 mingga yaqin kishi kichik biznes sohasi uchun o'qitilishi va qayta tayyorlanishi zarur¹. Adabiy manbalarni o'rganish muallifga kichik va o'rta biznesning rivojlanishiga to'sqinlik qilayotgan kadrlar tayyorlash sohasida tadqiqotchilar tomonidan aniqlangan muammolarni quyidagi guruhlariga tizimlashtirish imkonini berdi.

- o'rta va oliy kasb-hunar ta'limi muassasalari tomonidan tadbirkorlik bo'yicha amalga oshirilayotgan ta'lim dasturlari sonining etarli emasligi;

- ta'lim muassasalari tomonidan bitiruvchilarning kasbiy tayyorgarligi darajasi va zamonaviy innovatsion iqtisodiyot ehtiyojlari o'rtasidagi nomuvofiqlik;

- kichik va o'rta biznes rahbarlari o'rtasida iqtisodiyot, menejment, huquq, marketing va hokozolar bo'yicha asosiy vakolatlarining yetarli darajada rivojlanmaganligi.

- ta'lim muassasalari bitiruvchilarining amaliy tayyorgarligi yetarli emasligi, bu ularning kasbiy jihatdan tez moslashishini qiyinlashtiradi².

Yuqoridagilardan tashqari, ko'rib chiqilayotgan muammolar qatorida kichik va o'rta biznes sohasida, shu jumladan innovatsion biznesda yoshlar bandligining past ulushi ham ko'rib chiqilmoqda chunki bu yoshlar, ayniqsa, kasb-hunar ta'limi muassasalari bitiruvchilari. yangi bilimlarning tashuvchilari.

Hozirgi vaqtda O'zbekistonda mintaqaviy darajada kichik va o'rta biznes uchun kadrlar tayyorlash tizimini yaratish jarayoni davom etmoqda. Bunday tizim qo'shimcha ish o'rinlari yaratish uchun zarur shart-sharoit yaratishi, bu orqali mamlakatimiz ijtimoiy-iqtisodiy taraqqiyoti darajasini oshirishga xizmat qilayotgani muhim ahamiyatga ega. Har bir hududda tegishli infratuzilmasiz kichik va o'rta biznes uchun samarali kadrlar tayyorlash tizimini yaratish mumkin emas.

- kichik va o'rta biznes uchun kadrlar tayyorlash sohasida ta'lim siyosatini ishlab chiqadigan va amalga oshiruvchi ixtisoslashtirilgan hududiy davlat organlari;

¹ Iqtisodiyot va Huquq Akademiyasining Axborotnomasi. - 2020 yil - 4-3-son. - B. 405-417

² Zamaletdinova R.R. Maliy biznes v zarubejnyx stranax // J. Vestnik nauki. – M.: 2020. -№5 (26). T. 4. – S. 20. 2. Chepurenko A.Yu. Predprinimatelstvo kak sfera sotsialnyx issledovaniy: rossiya i mejdunarodnyy.

- kichik va o'rta biznes sub'yektlarining malakali kadrlarga bo'lgan ehtiyojini qondiradigan davlat va nodavlat ta'lim muassasalari; (1-jadval)

Kichik va o'rta biznes uchun kadrlar tayyorlash infratuzilmasi

Tadbirkor	Menejer	Biznesmen
Asosiy sifat – yangilik va g'oyalarni amalga oshiris	Asosiy sifat – tugallangan jarayonni boshqarish	Asosiy sifat – egalik qilgan biznes
O'ziga tegishli bo'lgan biznesni tashkil qilgan (to'liq yoki qisman) va uni boshqaradi (majburiy)	Biznesni yaratmagan, unga egalik qilmaydi, korxonada faoliyatini barcha bosqichlarda nazorat qilmaydi	Innovator emas
Yangi jarayonlarni shakllantiradi (boshqaruv darajalarini yaratadi)	Qanday qilishni biladi	Tayyor jarayonlarga xizmat qiladi, lekin yangilarini ixtiro qilmaydi
Nima qilishni va qanday qilishni biladi	G'oyalarni yarata olmaydi va yaratmasligi kerak	

Avvalo, yoshlarni tadbirkorlikka o'rgatish kerak. Aynan u mamlakat kelajagini belgilaydi, shuning uchun kasb-hunar ta'limi tizimi bitiruvchilari innovatsion loyihalar, dasturlar, innovatsion loyihalarning muvaffaqiyatli tashabbuskori va etakchisi bo'lishlari uchun zarur bo'lgan bilim, ko'nikma va shaxsiy fazilatlariga ega bo'lishi kerak. yoki o'z biznesining tashkilotchilari.

Talabalarning tadbirkorlik bo'yicha treningga bo'lgan ehtiyoji tomonidan o'tkazilgan O'zbekistonning 32 ta universitetlaridan 4,5 ming talaba o'rtasida o'tkazilgan so'rov natijalari bilan tasdiqlanadi. So'rovda ishtirok etayotgan talabalarning 30 foizdan ortig'i maktab vaqtida tadbirkorlik fanlarini o'zlashtirishga tayyor, bu bozor iqtisodiyoti rivojlangan mamlakatlardagidan 5 foizga yuqori. Shu bilan birga, shuni ta'kidlash kerakki, respondentlarning qariyb 60 foizi o'qish davomida ularga tadbirkorlik bilan bog'liq biron bir fan o'rgatilmaganligini ta'kidlagan. Talabalarning 40% i tanlagan fanlardan tadbirkorlik bo'yicha bitta fan taklif qilinganligini ta'kidladilar.

Uy xo'jaligi darajasida tadbirkorlar ko'pincha biznesmenlar, savdogarlar, menejerlar deb ataladi³. Ayni paytda, bu mutlaqo boshqa tushunchalar bo'lib, ularning har biri ma'lum xususiyatlar to'plami (jadval) bilan belgilanadi.

E.Omarovning ta'kidlashicha, tadbirkor, boshqaruvchi va ishbilarmonga xos fazilatlar har bir insonga tug'ilgandanoq xosdir. Bu xususiyatlarning qaysi biri ustunlik qilishini aniqlash va shunga mos ravishda rivojlantirish muhimdir⁴. Bu shuni ko'rsatadiki, tadbirkorlik bilan bog'liq bo'lgan turli dasturlar bo'yicha talabalar kontingentini shakllantirishda, birinchi navbatda (test, chuqur suhbat va boshqalar orqali) shaxsda tadbirkorning ustun tug'ma xususiyatlariga ega ekanligiga ishonch hosil qilish tavsiya etiladi. O'zbekiston hududlarida kichik va o'rta biznes uchun kadrlar tayyorlashning samarali tizimini yaratish, birinchi navbatda, tegishli infratuzilmani shakllantirishni talab qiladi, uning elementlari davlat hokimiyati va boshqaruvi organlarining ixtisoslashtirilgan bo'linmalari va turli tashkilotlardir. tadbirkorlik sohasida o'quv, konsalting va axborot xizmatlarini ko'rsatish.

Xorijiy tajribani o'rganib, "tadbirkorlik faoliyati asoslarini o'rganish maktab ta'limi bosqichida amalga oshirilishi kerak, deb hisoblaydilar. Kasbiy tayyorgarlik yoshlarni tadbirkorlik faoliyatiga tayyorlash (nazariy va amaliy), iqtisodiy savodxonlikni ta'minlash, tadbirkorlik faoliyatining elementar asoslarini bilish, unga tayyorlik, ushbu faoliyatning eng oddiy ko'nikmalariga ega bo'lish elementlarini o'z ichiga oladi"

Yoshlardan tashqari, maqsadli auditoriya - o'z biznesini yaratishni rejalashtirgan keksa odamlar, shuningdek, muvaffaqiyatli biznes yuritish uchun bilim va ko'nikmalarga ega bo'lmagan yangi boshlanuvchilar va tajribali tadbirkorlar.

Tadbirkor, menejer, ishbilarmonning o'ziga xos xususiyatlari

- 1) Har tomonlama o'qitishga yo'naltirilgan;
- 2) Tadbirkorlik faoliyatining ma'lum bir sohasida bilimlarni egallash yoki chuqurlashtirishni ta'minlash.

Hududlarda turli tadbirlar doirasida mutasaddilarning tadbirkorlar bilan o'tkazilayotgan uchrashuvlari kadrlar tayyorlash zarurligini aniqlashga xizmat qilmoqda. Belgilangan o'quv ehtiyojlariga muvofiq, o'quv dasturlari mazmuni ham shakllanishi kerak. Shu bilan birga, dastur ishlab chiquvchilari kadrlar tayyorlash predmetini, kichik biznes subyektlari faoliyatining xususiyatlarini, ularning sohaga yo'naltirilganligini to'liq va malakali aks ettirishi; o'quvchilarga o'z bilimlarining yetishmasligini hisobga olgan holda fanlarni tanlash orqali o'z ta'lim

³<https://www.researchgate.net/publication/282847838>

⁴ // <https://www.researchgate.net/publication/282847838>

traektoriyasini mustaqil shakllantirish imkoniyatini berish. Kichik biznes rahbarlarining so'rovlari shuni ko'rsatadiki, o'quv dasturlari birinchi navbatda strategik rejalashtirishni o'z ichiga olishi kerak. Rivojlanish bosqichidagi kichik korxonalar uchun, shuningdek, katta moliyaviy qiyinchiliklarni boshdan kechirayotgan korxonalar uchun rivojlanish vektorini to'g'ri aniqlash uchun ularning kuchli va zaif tomonlarini aniqlash va raqobatdosh pozitsiyasini baholash juda muhimdir.

Bundan tashqari, dasturlarda mamlakat iqtisodiyotini rivojlantirishning real tendentsiyalari, jumladan, ob'ektiv global tendentsiya - raqamlashtirish, avvalgi tendentsiya - axborotlashtirishni hisobga olish kerak. Bundan kelib chiqqan holda, kadrlar tayyorlash kontsepsiyasi o'qitish metodikasi va o'quv jarayonini tashkil etishni o'zgaruvchan sharoit va ehtiyojlarga doimiy ravishda moslashtirishni ta'minlashi kerak.

“Qanday qilib o'rgatish kerak?” degan savolga javob. an'anaviy ma'ruza va o'quv materialini oddiy yodlash zamonaviy samarali ta'lim texnologiyalari bilan almashtirilishi kerakligidan kelib chiqadi, jumladan:

- bilimlarni o'zlashtirish va ko'nikmalarni shakllantirishni bir vaqtning o'zida ta'minlaydigan treninglar;

- biznes o'yinlari, odamlarning yangi tadbirkorlik g'oyalari va sxemalarini yaratish qobiliyatini rivojlantiruvchi amaliy tadqiqotlar;

- amaliy muammolar yoki muammolarni hal qilish ko'nikmalarini, jamoada ishlash, muloqot qilish, o'z hissasini va boshqa ishtirokchilarning guruh ishining natijasiga qo'shgan hissasini baholash qobiliyatini shakllantiradigan birgalikda o'rganish.

Nihoyat, “Kim o'qitishi kerak?” to'rtinchi savoliga javob izlash. bir qator mezonlar bo'yicha pedagog kadrlarni tanlash bilan bog'liq. Bu mezonlarga quyidagilar kiradi: fanni o'zlashtirish, mashg'ulot maqsadi va unga erishish yo'llarini aniq tushunish, maqsadli auditoriya tarkibi va xususiyatlarini aniq tushunish, tinglovchilarni o'ziga jalb qila olish va hokazo. o'z biznesini yaratish va uni muvaffaqiyatli rivojlantirishda ijobiy tajribaga ega bo'lgan haqiqiy tadbirkorlarni o'qituvchilik faoliyatiga jalb qilish.

1) kichik va o'rta biznes uchun kadrlar tayyorlash yoki ularning qo'shimcha kasbiy ta'limi uchun shart-sharoitlar yaratish;

2) kichik va o'rta biznes sub'ektlariga o'quv-uslubiy hamda ilmiy-uslubiy yordam ko'rsatish”.

Davlatning iqtisodiy rivojlanish vazirligi tomonidan hududlarda kichik va o'rta tadbirkorlik subyektlari hamda o'z biznesini tashkil etishni rejalashtirayotgan shaxslarni tayyorlashning tizimli tizimini yaratish, shuningdek, ta'lim dasturlari sifatini oshirish bo'yicha salmoqli ishlar amalga oshirilmoqda. Turli maqsadli guruhlarda (maktab o'quvchilari, 30 yoshgacha bo'lgan yoshlar, shu jumladan talabalar, ayollar, iste'fodagi harbiy xizmatchilar, ishsizlar, nogironlar va boshqalar) tayyorlash uchun vazirlik ta'lim dasturlarini tanlaydi. 2019-yilda taqdim etilgan 724 ta dasturdan 203 tasi 16 soatdan ortiq davomiylik bilan tanlab olindi.

Taqdim etilgan dasturlar tahlili natijasida seminar, trening va mahorat saboqlari tarzida amalga oshirilgan 40 dan sal ortiq qisqa muddatli dasturlar tavsiya tariqasida hududlarga yuborildi.

Jumladan: “Start-ap loyihasini ishlab chiqish va investorlar bilan o'zaro hamkorlik”, “Innovatsion biznes-navigatör (tezlatkich)”, “Ishbilarmonlik kommunikatsiyalarini boshqarish”, “Biznes o'sishining 5 nuqtasi” va boshqalar. O'quv dasturlari ro'yxati mintaqaga qarab farq qiladi

va qoida tariqasida, yangi boshlanuvchilar va mavjud tadbirkorlarga mo'ljallangan dasturlarni o'z ichiga oladi.

Dasturlarni amalga oshirish ikki usulda - dasturlarni ishlab chiquvchilarning o'zlari yoki shu maqsadda maxsus tayyorlangan trenerlar tomonidan amalga oshiriladi.

Treningdan o'tgan dastur ishtirokchilari o'rtasida ularni amalga oshirish sifati bo'yicha so'rov natijalariga ko'ra, dasturlar va trenerlarni akkreditatsiya qilish va akkreditatsiyadan chiqarish to'g'risida qaror qabul qilish mumkin.

Bundan tashqari, Iqtisodiy rivojlanish vazirligi muayyan hududda talabga ega bo'lgan o'quv dasturlarini amalga oshirish uchun trenerlar tayyorlash bilan shug'ullanadi. Potensial trenerlarni tayyorlash uchun nomzodlar (Rossiya Federatsiyasining har bir sub'ektidan o'rtacha uch kishi) onlayn malaka testi natijalariga ko'ra tanlanadi.

Kichik va o'rta biznes uchun kadrlar tayyorlash muammolarini o'rganish shuni ko'rsatdiki, ko'pchilik ish boshlagan tadbirkorlarda, birinchi navbatda, menejment, marketing va moliya sohalarida bilim va amaliy ko'nikmalar yetishmaydi. Ushbu kamchilikni to'ldirishning uchta usuli mavjud:

- ish jarayonida o'z tajribasini to'plash;
- ta'lim muassasasi devorlarida o'qituvchi bilan aloqada bo'lgan seminarlar, treninglar, boshqa turdagi dasturlarda o'qitilishi;
- onlayn kurslarda qatnashish.

Birinchi usul birinchi qarashda xarajatlarni talab qilmaydi. Lekin bu zohiriy afzallik vaqt yo'qotish bilan to'la, va shuning uchun yo'qotilgan foyda; xatolar, ularning narxi ba'zan qo'shimcha o'qitish narxidan sezilarli darajada oshadi.

Ikkinchi yo'l, o'qitish xarajatlaridan tashqari, ish vaqtini yo'qotish bilan bog'liq. Biroq, u bir qator ishbilarmonlik fazilatlarini (shu jumladan, jamoada ishlash qobiliyatini) shakllantirish va rivojlantirishda eng samarali hisoblanadi.

Uchinchi usulning aniq afzalliklari - kirishning qulayligi, vaqt va pulni tejash (xuddi shu dastur uchun onlayn ta'lim an'anaviyga qaraganda ancha arzon); an'anaviy ta'limda darslarni o'tkazib yuborishda qiyin bo'lgan o'quv (ma'ruza) materiallaridan doimiy foydalanish. Onlayn ta'limning kamchiliklari orasida o'qituvchi bilan to'g'ridan-to'g'ri aloqaning yo'qligi, talabalarning o'zini o'zi tashkil qilishning talab qilinadigan yuqori darajasi kiradi. Onlayn ta'limning so'nggi kamchiligining ta'sirini minimallashtirish uchun uning tashkilotchilari ba'zi hollarda tugallangan vazifalarni, joriy natijalarni va maslahatlarni muhokama qilish uchun o'qituvchi bilan shaxsiy uchrashuvlarni o'z ichiga olgan gibridd o'quv dasturlarini qo'llashadi.

Deyarli barcha ta'lim loyihalari zamonaviy interaktiv ta'lim texnologiyalaridan, jumladan treninglar, mavzuli mahorat darslari, biznes aloqalari, qo'shma tadbirlar, tugallangan loyihalar taqdimoti va "yangi g'oyalar" muhokamasini o'z ichiga oladi.

Loyihalarni amalga oshirishda mamlakatimizning eng yaxshi mutaxassislari, muvaffaqiyatli faoliyat yuritayotgan tadbirkorlar jalb etilgan.

1) tadbirkorlik faoliyati qobiliyatini namoyon etadigan va o'z biznesini yaratishni xohlaydigan talabalarni, buning uchun zarur bo'lgan bilim va malakalarni shakllantirish;

2) mavjud tadbirkorlarni tayyorlash.

Birinchi muammoni hal qilish ikki bosqichda amalga oshiriladi. Birinchi bosqichda talabalar "Biznesning pin kodi" biznes o'yinida ishtirok etishga taklif qilinadi. Ushbu o'yin

natijasida talabalar tadbirkorlik bo'yicha qo'shimcha ta'lim olishlari kerakmi va ularning individual ta'lim traektoriyasini tadbirkorlik bo'limi bilan bog'lash kerakmi yoki yo'qmi degan tushunchaga ega bo'ladilar.

Tadbirkorlik sohasida bilim va ko'nikmalarga ega bo'lish zarurligini anglagan talabalar kafedrada 4 semestrda mo'ljallangan, 4 ta selektiv fanni o'z ichiga olgan dastur bo'yicha to'liq ta'lim kursini o'qiydilar.

Birinchi ikkita fan ("Biznes va martaba psixologiyasi" va "Shaxsiy samaradorlik") muvaffaqiyatli shaxsning fundamental kompetensiyalarini shakllantirishga qaratilgan.

Agar ushbu fanlarni o'rganish jarayonida talaba tadbirkorlik sohasida qo'shimcha ta'lim olish zarurligiga ishonch hosil qilsa, u kafedrada o'qishni davom ettiradi va yana ikkita tanlov fanini o'zlashtiradi:

– “Tadbirkorlik asoslari”, o'z biznesingizni tashkil etishning barcha jihatlarini (biznes g'oyasini izlash va shakllantirishdan tortib, kadrlar, marketing, savdo, moliya, biznes jarayonlarini boshqarishgacha) ochib beradi;

- Olingan bilimlarni chuqurlashtirish, biznesni rivojlantirish strategiyasi va uning elementlarini ishlab chiqish ko'nikmalarini shakllantirishga qaratilgan "Biznesni rivojlantirish".

Ta'kidlash joizki, ushbu o'quv dasturini amalga oshirishda ishtirok etayotgan barcha o'qituvchilar faol, muvaffaqiyatli tadbirkorlar bo'lib, ular o'z bilim va tajribasi bilan o'rtoqlashishga tayyor.

Talabalarni tadbirkorlik faoliyatiga tayyorlash tizimining elementlarini amalga oshirishni ko'rib chiqing: o'qish joyi (qayerda o'qitish kerak?), maqsadli auditoriya (kimni o'qitish kerak?), o'quv dasturi (nima o'rgatish kerak?), o'qitish texnologiyasi ta'lim (qanday qilib o'qitish kerak?) va o'qituvchilar jamoasi (kim o'qitadi?).

Birinchi element haqidagi savolga javob juda oddiy - TIUni o'rganish joyi.

"Kimni o'qitish kerak" degan savolga javob berishda ikkita maqsadli auditoriyani ajratib ko'rsatish kerak:

- yoshlar tashabbuslari markazi;
- talabalar innovatsion platformasi;
- loyihaga asoslangan ta'limning ta'lim dasturlari.

O'quv dasturlari (nima o'rgatish kerak?) maqsadli auditoriyaga bog'liq. Birinchi maqsadli auditoriya uchun "Texnologik tadbirkorlik" fanini o'rganish ma'ruza va amaliy mashg'ulotlarni o'z ichiga oladi.

Yoshlar tashabbuslari markazi ishtirokchilari uchun o'quv dasturlari g'oyalarni ishlab chiqish, hamkorlik qilish va tezlashtirish, o'zaro baholash va loyihalarni amalga oshirishga qaratilgan.

Talabalar innovatsion platformasi ishtirokchilarini o'qitishdan maqsad ularga biznes g'oyalarni ishlab chiqish, biznes modelini shakllantirish, loyiha bozorini baholash, loyihani ekspertlarga taqdim etish va Soft Skillsni rivojlantirishga o'rgatishdir.

Loyiha asosidagi ta'lim dasturlari (bakalavriat va magistratura) bo'yicha o'qiyotgan talabalarni tayyorlash ularning tadbirkorlik va innovatsion faoliyatga nazariy va amaliy singishlarini ta'minlashga qaratilgan. O'quv moduli nuqtai nazaridan o'qitish "Tadbirkorlik fikrlash", "Tadbirkorlik vakolatlari", "Biznesni rejalashtirish", "Texnologik tadbirkorlik" kabi fanlar doirasida talabalarda tadbirkorlik qobiliyatlarini rivojlantirishga qaratilgan.

Qo'llaniladigan ta'lim texnologiyalarining xilma-xilligi ham maqsadli auditoriyaga bog'liq. "Engineering StartUp" transformatsion loyihasi ishtirokchilariga o'quv va darsdan tashqari mashg'ulotlar jarayonida o'quv faoliyatining eng keng doirasi taklif etiladi. Ular orasida: ma'ruzalar, master-klasslar (jumladan, g'oyalarni yaratish), ekspert sessiyalari, tarmoq, DEMO SIP o'yini, biznes hafta oxiri, ideathon, hackathon, makerthon va boshqalar.

"Kim o'qitadi?" Degan savolga javob berayotganda. TIUning kunduzgi o'qituvchilarini, qoida tariqasida, tadbirkorlik faoliyatida tajribaga ega bo'lgan o'qituvchilarni sanab o'tish kerak; Talabalarga tadbirkorlikni o'rgatish natijasi quyidagicha bo'lishi mumkin:

1) biznes g'oyalar - kelajak biznes kontsepsiyasini ishlab chiqish;
2) biznes-loyiha - kelajakdagi biznesning tizimli tavsifi va uni amalga oshirish bo'yicha harakatlar rejasi;

3) startup - kengaytiriladigan biznes modelini izlash va joriy etish sohasida faoliyatni amalga oshiruvchi vaqtinchalik tuzilmani (biznes loyihasi va jamoasi) yaratish.

Belgilangan yakuniy natijalar loyiha va g'oyalar tanloviga taqdim etiladi.

O'zbekiston hududlarida kichik va o'rta biznes uchun kadrlar tayyorlashning samarali tizimini yaratish, birinchi navbatda, tegishli infratuzilmani shakllantirishni talab qiladi, uning elementlari davlat hokimiyati va boshqaruvi organlarining ixtisoslashtirilgan bo'linmalari va turli tashkilotlardir. tadbirkorlik sohasida o'quv, konsalting va axborot xizmatlarini ko'rsatish. Ta'lim dasturlarini amalga oshiruvchi infratuzilma elementlari maqsadli auditoriyani, o'quv dasturlari mazmunini, ta'lim texnologiyalarini, o'qituvchilar tarkibini mehnat bozori ehtiyojlariga qat'iy muvofiq ravishda belgilashi kerak.

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THE MAIN DIRECTIONS OF PROVIDING THE BUSINESS SECTOR WITH QUALIFIED PERSONNEL.

Sodikova Nigora Turayevna

Teacher of "Economics" department, Asia International University

nigorasadykova667@gmail.com

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Abstract. *This article presents the main ways of providing the business sector with qualified personnel, the reforms implemented in the field of small business and private entrepreneurship, ways of developing the business sector in our country, suggestions and recommendations regarding the improvement of qualified personnel.*

Key words: *Financial business, financial and medium-sized enterprises, human capital, gross domestic product, socio-economic development, human capital generator, outsourcing, outstaffing.*

ОСНОВНЫЕ НАПРАВЛЕНИЯ ОБЕСПЕЧЕНИЯ БИЗНЕС-СЕКТОРА КВАЛИФИЦИРОВАННЫМ ПЕРСОНАЛОМ.

Аннотация. *В статье представлены основные пути обеспечения предпринимательского сектора квалифицированными кадрами, реформы, реализуемые в сфере малого бизнеса и частного предпринимательства, пути развития предпринимательского сектора в нашей стране, предложения и рекомендации по повышению квалификации квалифицированных кадров.*

Ключевые слова: *Финансовый бизнес, финансовые и средние предприятия, человеческий капитал, валовой внутренний продукт, социально-экономическое развитие, генератор человеческого капитала, аутсорсинг, аутстаффинг.*

Small business is one of the leading sectors of the economy, largely determining the rate of economic growth, regional development of the country, the state of employment of the population, the structure and quality of the gross national product. The development of small business meets global trends in the formation of a flexible mixed economy, involves a combination of different forms of ownership and an economic model adequate to them, in which a complex synthesis of a competitive market mechanism and state regulation of large, medium and small production is realized. World practice convincingly shows that even in countries with developed market economies, small businesses have a significant impact on economic development, solving social problems, and increasing the number of employed workers.

In some countries, small and medium-sized enterprises occupy a dominant position in terms of number and share in the production of goods, performance of work, and provision of services compared to large ones. It is noteworthy that the study involved scientists from five countries, such as Russia, Ukraine, Tajikistan,

China and Uzbekistan. The territory of these countries occupies about 20% of the world's landmass, the population is more than 20% of the total world population, and the total GDP is 18.2% of world GDP.⁵

⁵ <https://www.ilo.org/moscow/dw4sd/themes/employment-rich/lang--ru/index.htm>

Support and development of small and medium-sized enterprises (SMEs) is a fundamental issue in the economic development of the republic. The importance of SMEs in modern conditions is determined by the following factors: small and medium-sized businesses create competition in the markets for goods and services, fill market niches not occupied by large businesses; small and medium-sized businesses have great potential for creating new jobs, helping to reduce unemployment and social tension; the formation and development of small and medium-sized businesses changes the social psychology and life guidelines of the population, entrepreneurs form the basis of the middle class, which acts as a guarantor of the political and social stability of the state; the development of small and medium-sized businesses contributes to the growth of tax revenues to budgets of all levels. Small and medium-sized businesses are a stabilizing factor for the economy - they are flexible and adaptable to market conditions, the ability to quickly change the structure of production, quickly create and apply new technologies and scientific developments.⁶

Many labor supply contests require that a certain amount of investment be made by the worker. If we call it an investment, then the worker incurs the initial costs in the hope of recouping later. Therefore, for many workers, wages and working conditions are not the only factors that are important in decision-making. To model such decisions, it is necessary to take into account the nature of the investment and the future perspective of the worker.

At present, almost all countries of the world pay attention to the development of the main component of human capital - education. 100 years ago, state spending on education was 1.0% of GDP. Currently, this indicator has reached 5.1%. As a result, the number of people with primary education in the world has exceeded 94.0% of the total population.

Spending on scientific development is also an investment in human capital. In the course of the development of science, only innovations, extremely highperformance machines and equipment are created, and based on them, not only new production technologies are formed, but also people themselves, who have new abilities and needs, change in terms of quality. In the information society, science becomes a unique "generator of human capital".

Human capital is the main wealth and the most valuable resource of any society, the main criterion of socio-economic development. The problem of studying a person, forming human capital, its general creative qualities and abilities, and investing in human capital is one of the main and central problems of world science. Therefore, it remains relevant to study the problems of the formation of human capital and its effective use in the 21st century, and to expand the possibilities of its further development. Prospects for the further social and economic development of Uzbekistan are related to the qualitative development of human creative abilities, which has become the main factor in the development of a knowledge-based economy. The human capital of the nation is one of the main components of the national wealth of the society. Therefore, it remains relevant to study the problems of effective use of accumulated human capital, to expand the possibilities of its further development, as well as to develop scientifically based recommendations on the formation and more complete implementation of human capital.

According to existing legislation, small enterprises include enterprises whose maximum number of employees: in agriculture, forestry and fisheries is up to 50 people, in industry varies

⁶ <https://storage.strategy24.ru/files/news/202110/a4d1276db99908f68ea1559e6ec7f831.pdf>

from 100 to 270 people depending on the type of activity; in trade and services – from 25 to 50 people.

The following conditions have been created in the republic for the development of small business and private entrepreneurship:

1. The time to register a small business is 30 minutes. To register a subject, as an individual entrepreneur, you need to prepare only one document, and as a small enterprise with a legal entity - two documents.

2. The single tax rate, which practically applies to all small businesses, is 5% of the volume of goods and services sold, which is an important factor in creating favorable conditions for the development of small businesses. The current rate of the single social payment, which applies to all types of activities of small businesses, is 15%.

3. Newly created production enterprises with foreign investment are given the right to apply for five years the tax rates and other obligatory payments in force on the date of their registration. Starting from 2018, small businesses owning more than 1 hectare of land pay a single land tax.

4. Financial support for small businesses is provided through: issuing loans by banks at a subsidized rate; guarantees from the State Fund for Supporting the

Development of Entrepreneurship for business entities in the amount of up to 50% of the amount of the loan received and provision by the Fund of compensation for interest expenses on loans from commercial banks.

5. Business interests are protected by the institution of the Commissioner for the Protection of the Rights and Legitimate Interests of Business Entities. In Uzbekistan, unscheduled inspections of small businesses have been cancelled, business entities that have committed financial and economic offenses for the first time are exempt from all types of liability;

6. Entrepreneurship assistance centers have been created in all regions of the country and are located in premises where unified centers operate to provide public services to business entities on the “one window” principle. Business incubators have been created for aspiring entrepreneurs, which provide legal and advisory support in preparing business plans and obtaining the necessary information.

7. Throughout the country, training courses have been organized for entrepreneurs on running a business implementing projects on the basis of privatized facilities, youth entrepreneurship clusters have been created, where young start-up entrepreneurs are provided with space to rent at a zero rate for a period of 5 years.⁷

⁷https://www.researchgate.net/profile/NozimMuminov/publication/343822220_REGULIROVANIE_DEAT_ELNOSTI_SUBEKTOV_MAL_GO_PREDPRINIMAT_ELASTVA_V_NACALE_XXI_VEKA_MIROVOJ_OPYT_Mezdunarodnaa_kollektivnaa_monografijaToms_k_Izdatelskij_Dom_Tomskogo_gosudarstvennogo_universiteta_2020-332s-/links/5f42f41692851cd3022231f0/REGULIROVANIE-DEATELNOSTI-SUBEKTOV-MALOGO-PREDPRINIMATELSTVA-V-NACALE-XXI-VEKA-MIROVOJ-OPYT-

Mezdunarodnaa-kollektivnaa-monografijaToms_k-Izdatelskij-Dom-Tomskogo-gosudarstvennogo-universiteta-2020-332s.pdf

Based on the above, we will analyze the use of outsourcing and outsourcing services, which have achieved a number of achievements in the world experience, in order to strengthen the role of the human capital factor in business activities.

At present, when renting a production and service building requires a lot of money, transferring part of the functions in enterprises and organizations to remote work allows to save a lot of money. Employees themselves want to work at home, because it significantly reduces their expenses for meals on the way to the place of work.

Researches conducted in developed countries have shown that today mostly people with higher education and the optimal age of 26-42 are engaged in remote work. Including, if 45,0% of employees working remotely correspond to small and medium-sized businesses, it is 29,0% in large companies.

"Relationships at a distance" between employers and employees is a component of the process of decentralization of labor activity in time and space. It also serves to create a flexible virtual labor market.

The main purpose of the outstaffing service is to solve problems related to optimizing the number of personnel. Using this form of employment gives employers the following opportunities:

- optimization of personnel management for enterprises that do not have separate personnel services;
- optimization of personnel service structure of the enterprise;
- volume of enterprise accounting activities
- improvement;
- reduce the number of employees in the staff;
- neglecting one's obligations to the employer regarding social and labor relations with employees;
- ensuring the proportionality of the number of employees to the real volume of work;
- effective allocation of budget funds;
- to be free from legal obligations to employees;
- save costs for hiring an employee, paying him wages, making various social payments, preparing reports;
- not to be forced to fire their employees.

Outstaffing allows employers to regulate the number of employees while maintaining the current number of employees. In this case, companies will have the opportunity to focus all their attention on the development of their core business. Outstaffing is especially effective in optimizing the number of administrative employees and performing project work.

The following advantages of outsourcing are highlighted:

- the company can hire qualified employees for a short period of time;
- save various costs associated with short-term hiring of new employees;
- the ability to replace employees who are not satisfied with the company;
- saving costs related to employee dismissal;
- permanent employment of an acceptable employee, etc.

In conclusion, we can say that I would like to give a number of proposals and recommendations on ways to develop human capital in business.:

The wording of the provision on commercial bribery of third parties capable of influencing the transaction has been clarified. The commission of commercial bribery by employees of an economic entity is equated to the actions of the entity itself.

liability of third parties is provided for the receipt, disclosure, competition was clarified, the the concept of unfair and use of information that obviously constitutes a trade secret lists of specific types of unfair and received from employees, former employees of the victim competition were given an and other organizations or individuals. open character. provisions on false The rules on counterfeiting the specifics of combating unfair competition in the advertising have been and misrepresentation have Internet sphere have been clarified and detailed. been improved. regulated.

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РАЗНИЦА МЕЖДУ ПОСЛОВИЦЕЙ И ПОГОВОРКОЙ

Хасанова Шахноза Баходировна

Преподаватель русского языка и литературы

Кафедры «История и филология»

Азиатский Международный Университет

Бухара, Узбекистан

shahnozaxasanova1994@gmail.com

<https://doi.org/10.5281/zenodo.10467418>

Аннотация. В данной статье мы рассмотрим различия между пословицами и поговорками, обсудим их определение, приведем примеры, а также применение этих выражений в речи и источники, где их можно найти. Узнаем, как использовать их в повседневной жизни и преимущества, которые они предлагают.

Ключевые слова: пословица, поговорки, народные традиции, литература и фольклор.

DIFFERENCE BETWEEN PROVERB AND SAYING

Abstract. In this article we will look at the differences between proverbs and sayings, discuss their definition, give examples, as well as the use of these expressions in speech and the sources where they can be found. Let's learn how to use them in everyday life and the benefits they offer.

Key words: proverb, sayings, folk traditions, literature and folklore.

Определение пословицы и поговорки.

Пословица

– краткое мудрое изречение, имеющее поучительный смысл, заключающее в себе законченную мысль, житейскую мудрость.

*Корень учения горек, да плод его сладок.
Дело мастера боится.*

Поговорка

– не самостоятельное суждение, а часть предложения; простое иносказание, но без заключения; первая половина пословицы.

*Корень учения горек
Как снег на голову*

Различия между пословицей и поговоркой.

Пословица является коллективным выражением мудрости народа. Она передает общепринятую истину или нравственный закон. Пословицы часто имеют устойчивую форму и неизменное значение.

Поговорка, в отличие от пословицы, имеет переносное значение и нередко используется в разговорной речи. Она может быть афористичной, саркастической или содержать образное выражение.

Характеристики пословицы

1. Метафоричность

Пословицы обычно используются в переносном смысле, что создает выразительность.

2. Краткость

Пословицы содержат всего несколько слов, но могут передавать глубокий смысл.

3. Обобщенность

Они сформулированы таким образом, чтобы применяться в различных ситуациях и для разных людей.

Примеры пословиц:

"Не пройдет и года"

Выражает идею, что негативные последствия ситуации будут заметны в ближайшем будущем.

"Кто рано встает, тому Бог помогает"

Поощряет добродетель раннего подъема и активного начала дня.

Примеры поговорок:

"Клевета как листок, ложь как паутинка"

Сравнивает клевету и ложь с незначительными вещами.

"Любишь кататься, люби и саночки возить"

Подразумевает, что если вы любите получать выгоду или удовольствие от других, вы должны быть готовы оказывать услуги взамен.

Применение пословиц и поговорок в речи:

Пословицы могут быть использованы для подтверждения точки зрения или нравственного убеждения. Они помогают убедить и внушить доверие, используя мудрость, накопленную поколениями.

Поговорки придают высказыванию выразительность и яркость. Они делают речь более привлекательной и запоминающейся, обогащая ее символикой и образными сравнениями.

Источники пословиц и поговорок	
Народные традиции	Устные передачи
Религиозные тексты	Литература и фольклор
Исторические события	Жизненный опыт

Заключение

Пословицы и поговорки имеют глубокий смысл и могут быть полезными в повседневной жизни. Они не только украшают нашу речь, но и помогают нам передавать мудрость и осмысливать мир вокруг нас. Используйте их с умом и вдохновляйтесь народной мудростью!

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ИНТЕГРИРОВАННЫЕ УРОКИ РУССКОГО ЯЗЫКА

Шарафутдинова Марвар Рашидовна

Преподаватель русского языка и литературы

кафедры «История и филология»

Азиатский Международный университет

Бухара, Узбекистан

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Аннотация. В статье говорится о современной системе образования, направленной на формирование интеллектуально развитой личности и методах обучения русскому языку как иностранному через интеграцию, о введении интеграции предметов в систему образования.

Ключевые слова: интеграция, традиционные методы, межпредметные связи, мотивация, дифференциация, популярность, актуальность.

DIFFERENCE BETWEEN PROVERB AND SAYING

Abstract. In this article we will look at the differences between proverbs and sayings, discuss their definition, give examples, as well as the use of these expressions in speech and the sources where they can be found. Let's learn how to use them in everyday life and the benefits they offer.

Key words: proverb, sayings, folk traditions, literature and folklore.

Современная система образования направлена на формирование высоко образованной, интеллектуально развитой личности с целостным представлением о картине мира и процессов, представляющих данную картину.

Сегодня наиболее очевидно, что новое качество образования невозможно получить, решая педагогические проблемы устаревшими методами. Введение интеграции предметов в систему образования позволила решить задачи, поставленные перед образованием и обществом в целом.

Слово «интеграция» перешло к нам от латинского слова *integer* – (целый) – и переводится как восстановление, восполнение. Одно из значений, которое приводится в Толковом словаре С.И. Ожегова и И.Ю. Шведовой: Процесс сближения и связи наук, происходящих наряду с процессами их дифференциации. **Интеграция** – это объединение в целое частей, элементов.

Таким образом, одно из направлений совершенствования образования связано с повышением интегративности его содержания.

Почему это направление актуально сейчас? **Во-первых**, главная цель интеграции – создание у студента целостного представления об окружающем мире, то есть формирование мировоззрения, а в этом и заключается одна из задач школы. **Во-вторых**, традиционное преподавание часто приводит к печальным последствиям: в умах студентов остаются «отрывки из обрывков»: немного из биологии, немного из литературы...

Интеграция помогает преодолеть недостатки предметного обучения.

В то же время интеграция является средством мотивации обучения, помогает активизировать учебно-познавательную деятельность обучающихся. Эти возможности при интегрированном построении учебного процесса позволяют качественно решать задачи

обучения и воспитания. Когда я начала работать над проблемной темой, интегрированные уроки были очень популярны. Сейчас эта популярность действительно снизилась, но интегрированные уроки я по-прежнему использую в своей работе. И считаю, что такие уроки нужны. Например, на уроке русского языка мы описываем картину, а кто, как ни учитель рисования, профессионально объяснит, почему именно такое сочетание использует художник. Или при изучении исторического романа неплохо привлечь историка, который более профессионально осветит события. К тому же детям такие уроки интересны, повышают эффективность обучения.

Поэтому, я думаю, что по-прежнему востребовано сейчас использование межпредметных связей, а также интеграции знаний.

На развитие педагогической идеи процесса интеграции существенно влияет прогресс научного познания. Интеграция тесно, связана с дифференциацией. Эти процессы отражаются на построении системы учебных предметов и поиске способов обобщения знаний учащихся. **«Интеграция - есть процесс сближения и связи наук, происходящий наряду с процессами дифференциации. Процесс интеграции представляет собой высокую форму воплощения межпредметных связей на качественно новой ступени обучения».**

Исходя из вышесказанного, можно отметить, что корни процесса интеграции лежат в далеком прошлом классической педагогики и связаны с идеей межпредметных связей. В основе своей идея межпредметных связей родилась в ходе поиска путей отражения целостности природы в содержании учебного материала.

Великий дидактик Ян Амос Коменский подчёркивал: **"Всё, что находится во взаимной связи, должно преподаваться в такой же связи"**. К идее межпредметных связей обращаются позднее многие педагоги, развивая и обобщая её.

Так, у Д. Локка идея сопряжена с определением содержания образования, в котором один предмет должен наполняться элементами и фактами другого.

И. Г. Песталоцци на большом дидактическом материале раскрыл многообразие взаимосвязей учебных предметов. Он исходил из требования: "Приведи в своём сознании все по существу связанные между собой предметы в ту именно связь, в которой они действительно находятся в природе". Песталоцци отмечал особую опасность отрыва одного предмета от другого.

В классической педагогике наиболее полное психолого-педагогическое обоснование о дидактической значимости межпредметных связей дал Константин Дмитриевич Ушинский (1824-1870). Он считал, что "знания и идеи, сообщаемые какими бы то ни было науками, должны органически строиться в светлый и, по возможности, обширный взгляд на мир и его жизнь".

К. Д. Ушинский оказал огромное влияние и на методическую разработку теории межпредметных связей, которой занимались многие педагоги.

Большое внимание к интеграции учебного материала, установлению межпредметных связей уделялось в материалах реформы школы, предпринятой в 1915-1916 годах под руководством министра народного просвещения графа П.И. Игнатьева.

Со второй половины 80-х годов интегративные подходы в отечественном образовании вновь начинают играть доминирующее значение.

Структура интегрированных уроков.

Структура интегрированных уроков отличается от обычных уроков следующими особенностями:

- предельной четкостью, компактностью, сжатостью учебного материала;
- логической взаимообусловленностью, взаимосвязанностью материала интегрируемых предметов на каждом этапе урока;
- большой информативной емкостью учебного материала, используемого на уроке.

При планировании и организации таких уроков учителю важно учитывать следующие условия:

В интегрированном уроке объединяются блоки знаний двух-трех различных предметов, поэтому чрезвычайно важно правильно определить главную цель интегрированного урока. Если общая цель определена, то из содержания предметов берутся только те сведения, которые необходимы для ее реализации.

Интеграция способствует снятию напряжения, перегрузки, утомленности учащихся за счет переключения их на разнообразные виды деятельности в ходе урока. При планировании требуется тщательное определение оптимальной нагрузки различными видами деятельности учащихся на уроке.

При проведении интегрированного урока учителями (ведущими разные предметы) требуется тщательная координация действий.

Организация интегрированных уроков.

Интегрированное обучение создает новые условия деятельности учителя и учащихся и представляет собой действенную модель активизации мыслительной деятельности, развивающих приемов обучения. Оно требует и разнообразия форм преподавания: уроки-конференции, путешествия, игра, лекция, практикум, итогово - обобщающее занятие. Даже контрольные уроки – защита творческих работ или аукцион знаний.

Во-первых, интегрированный урок – урок, в котором учитель ставит одну тематическую цель, но рассматривает ее со стороны двух (или более) предметных областей. Есть еще понятия **бинарного урока**, когда учитель ставит две цели двух предметных областей, но при этом одна цель продолжает другую.

Во-вторых, на уроке не обязательно присутствовать двум учителям. Здесь надо подходить со стороны задач урока.

Таким образом, интегрированный урок может вести и один учитель, или два или несколько одновременно. Но ясно одно, что ни присутствие нескольких учителей, ни механическое объединение материала учебных дисциплин не является показателем уровня интеграции.

В педагогической литературе выделяют четыре уровня интеграции:

Уровень - сравнительно-обобщающее изучение, проявляющееся в научении сопоставлять и противопоставлять явления и объекты. Полезны взаимопосещения учебных уроков, чтобы согласовывать и скорректировать педагогические действия.

Уровень наиболее глубокий, проявляется в деятельности обучающихся, когда школьники сами сопоставляют факты об одних и тех же суждениях, явлениях, событиях, устанавливая связи и закономерности между ними. Это высший уровень, так как повышается **роль самостоятельной работы**, ведь интеграция расширяет тематику

изучаемого материала, требует глубокого анализа и обобщения явлений, круг которых увеличивается за счет других предметов. На этом уровне школьники должны владеть техникой конспектирования, рецензирования, написания творческих работ, рефератов, отзывов.

Независимо от того, на каком уровне находится тот или иной учитель и его ученики или педагогический коллектив, результатом внедрения интеграции должно быть единство в формировании ценностей, заложенных в преподавании разных предметов, единство конечных целей образования. Эти ценности - язык, культура, взаимоотношения людей и т.д., сочетание общечеловеческих, региональных, краеведческих компонентов.

Учителя, которые планируют включить в свою педагогическую деятельность проведение интегрированных уроков, должны учитывать затруднения, которые могут при этом возникнуть.

Во-первых, следует просмотреть программы тех предметов, которые предполагается интегрировать с целью выявления похожих по тематике тем. Они необязательно должны быть идентичны, главное - выявить общие направления данных тем и обозначить цель будущего интегрированного урока. При этом нужно не забывать, что цель урока должна быть направлена на более глубокое изучение материала и практическое подкрепление теоретических знаний, что необходимо для лучшего усвоения материала.

Во-вторых, при составлении конспекта урока следует четко распределить количество времени, отводимое каждому педагогу и строго придерживаться данного регламента. Особенно это правило необходимо соблюдать, когда педагоги делают первые попытки проведения интегрированных уроков, не имея достаточного опыта совместного сотрудничества. Неопытные педагоги очень легко увлекаются, забывая, что при проведении данного типа урока количество времени, отводимое каждому из учителей, сокращается вдвое, и зачастую не успевают уложиться в рамки одного урока.

В-третьих, следует обратить особое внимание на организацию интегрированного урока: тщательно продумать расположение необходимого оборудования (как правило, при проведении таких уроков используется большое количество наглядного материала), чтобы не отвлекаться на его поиски или развешивание во время урока; продумать формы организации практической работы обучающихся и расставить соответственно столы; заранее разложить на столах необходимый раздаточный и рабочий материал; продумать и изготовить на предыдущих уроках нужные в практической работе заготовки. Все это необходимо для более рационального использования времени, отведенного на урок.

Интеграция в преподавании русского языка.

Связи русского языка как предмета школьного преподавания в зависимости от дидактических целей могут рассматриваться с разных позиций.

Обычно все указывает на то, что русский язык связан со всеми школьными дисциплинами, поскольку язык является необходимым средством выражения по всем предметам, поскольку он отражает все стороны действительности, поскольку без овладения языком невозможно никакой мыслительной деятельности.

Наличие такой связи бесспорно. Определяя потенциальные источники связи русского языка, следует, во-первых, иметь в виду те предметы, которые помогают объяснить происходящее или существование различных фактов современного русского

языка, во-вторых, показать, для чего то или иное явление существует в языке, как его употребляют в разных стилях.

По мнению Н.Н. Ушакова эти связи носят или сопоставительный характер, или функциональный. Связь с историей культуры, иностранными языками, музыкой носят сопоставительный характер.

Сведения из истории дают возможность объяснить, например, многие особенности лексики и фразеологии современного языка, специфику русского письма.

Одинаковые лингвистические понятия имеют место в курсе иностранных языков (подлежащее, сказуемое, члены предложения и т.д.). для сопоставления используют род и число существительных, формы глаголов, для наблюдения можно использовать синтаксис и пунктуацию.

Разновидностью сопоставительной связи при изучении русского языка оказывается его связь с уроками музыки, которые основываются прежде всего на фонетико-интонационной общности изучаемого материала. Этап связь оказывается необходима для развития речевого слуха школьников, повышения культуры их речи и грамотности в целом.

Осуществление функциональных связей ведут к самым разным школьным предметам, оперирующим текстом. Осуществление функциональных связей дает возможность познакомить учащихся с разными стилями речи: художественным, научным, публицистическим, деловым.

В программе по русскому языку отмечается, что межпредметные связи в учебном процессе обеспечивают лучшее понимание школьниками изучаемого материала и более высокий уровень владения навыками по русскому языку. Наиболее распространенной является интеграция русского языка с литературой, природоведением, изобразительным искусством, музыкой.

А теперь перейдем к рассмотрению интеграции русского языка с отдельными предметами.

Русский язык и иностранные языки.

Русский язык как учебный предмет тесно связан с другими предметами, существующими в школе.

Между русским и иностранным языком устанавливаются связи сопоставительного характера вследствие сходства объектов изучения в том и другом предметах. С целью лучшего понимания студентами сущности изучаемых явлений родного языка привлекаются для наблюдения и сравнения явления другого языка. Тем более известно, что в лексике русского языка 10% составляют слова заимствованные из других языков. Так, в учебнике по русскому языку под редакцией С.И. Львовой в рубрике «Русский язык на других уроках» по теме «Фонетика» дается задание: Объясните, для чего же используется транскрипция при обучении иностранному языку. Приведите примеры фонетической транскрипции слов иностранного языка. Назовите сходство и отличие в транскрибировании слов при изучении русского и иностранного языков.

Фонетический и орфографический облик слов могут совпадать и не совпадать.

Словарный состав языков пополняется за счет заимствованных слов: в русском языке есть слова английского происхождения, а в английском – русского.

И в русском и английском языке есть устойчивые выражения, которые могут дословно совпадать, а могут иметь только общий смысл.

В английском и русском языке может быть одинаковый порядок слов в предложении, синтаксическая характеристика, также может совпадать построение всех видов предложений.

В английском языке есть все части речи, имеющиеся в русском языке.

Лексико – орфографическая работа, проводимая мною, позволяет узнать, откуда пришли к нам слова и определить их значение.

Одно из заданий требует объяснения значения заимствованных слов, например таких, как: приватизация, экскурс, меценат и другие. Подобные задания дают большой процент ошибок.

Студенты должны расширять свой словарный запас, прививать умение добывать знания самостоятельно. А учитель русского языка должен проводить систематическую работу над словарными словами, знакомить с этимологией слов.

В русском языке имеются слова, в состав которых входят общие словообразующие элементы, взятые из древнегреческого и латинского языков. С международными элементами знакомятся с 5 класса.

Например: авиа... (лат. avis - птица) – авиация, авиалайнер;

авто... (греч. autos – сам) – автограф, автомат, автомобиль;

аква... (лат. aqua – вода) – акваланг, аквамарин;

архе... (греч. archaios - древний) – археология;

аэро... (греч. aer – воздух) – аэроплан, аэростат, аэродром;

библио... (греч. biblion – книга) – библиотека;

фон... (греч. phone – звук) – фонетика.

био (греч. bios – жизнь) – биография, биология, биосфера;

гео (греч. ge – земля) – география, геометрия;

тела (греч. theke) – хранилище;

микро (греч. mikro – малый) – микрометр, микрофон.

Заимствованные слова занимают 10% основного фонда языка. Иноязычные слова различны по времени. Некоторые из них пришли давно и настолько обрусели, что не воспринимаются как иноязычные. Многие из нас и не знают, что слова тетрадь, геометрия – греческого происхождения, циркуль, глобус, литература, акварель – латинского, ранец, ботаника – немецкого, блокнот – английского. А узнать происхождение слова можно, обращаясь к этимологическому словарю.

Телевизор (телевизор, тэлевизор или теловизер), пенсне (пенсне или пенснэ), кортеж (кортеж или кортэж), текст (текст или тэкст), секрет (секрет или секрэт), тенниска (тенниска или тэнниска), депо (депо или дэпо), рейс (рейс или рэйс), резерв (резерв или рэзерв).

4. «Волшебная палитра»

От каждой буквы слова палитра образуйте по одному термину со следующими смысловыми значениями:

П - картина, рисунок, изображающий природу.

А - картина, написанная водяными красками.

Л — черта, проведенная на поверхности.

И - рисунок, сопровождающий текст с целью его пояснения.

Т - оттенок, краски, степень её яркости и цвета.

Р - воспроизведенный посредством печати рисунок, картина.

А - картина, выражающая отвлеченные понятия в конкретных художественных образах.

Таким образом, многие изучаемые на уроке русского языка темы позволяют устанавливать сопоставительную связь.

Межпредметные связи просматриваются на многих уроках и не требуют искусственного создания. А представленные литературные тексты позволяют не только совершенствовать важнейшие речевые умения, но и сформировать элементарные навыки лингвистического анализа и выразительного чтения художественного произведения.

«Таким образом, - читаем мы в пояснительной записке к программе по русскому языку под редакцией СИ. Львовой, - уроки русского языка становятся, по сути дела, уроками русской словесности, на которых постигаются истоки выразительности и красоты русской речи и формируется представление о многофункциональности языкового явления...»

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МАТЕРИНСКИЙ ОБРАЗ В «ЖЕНСКОЙ ПРОЗЕ» МАШИ ТРАУБ

Муродова Дилдора Арабовна

Преподаватель русского языка и литературы

Кафедры «История и филология»

Азиатский Международный Университет

Бухара, Узбекистан

murodovadildoraarabovna@oxu.uz

<https://doi.org/>

Аннотация. В данной статье рассматривается творчество современной писательницы Маши Трауб, мы пришли к выводу о том, что в "женской прозе" происходят те же самые процессы, что и в остальной литературе, процессы, направленные на поиск новых отношений в искусстве и новых приемов их фиксации.

Ключевые слова: «женская проза», женское видение мира, материнство, женская доля, точка зрения женщины.

MATERNAL IMAGE IN "WOMEN'S PROSE" BY MASHA TRAUB

Abstract. This article examines the work of the modern writer Masha Traub; we came to the conclusion that in "women's prose" the same processes occur as in the rest of literature, processes aimed at finding new relationships in art and new techniques for them fixation.

Key words: "women's prose", women's vision of the world, motherhood, women's share, woman's point of view.

Женская проза есть – поскольку есть мир женщины, отличный от мира мужчины...

Понятие темы материнства в "женской прозе" в контексте современной литературы обусловлено несколькими факторами: автор – женщина, (Маша Трауб) центральная героиня – женщина, проблематика так или иначе связана с женской судьбой. [3.с. 35].

В творчестве Маши Трауб немаловажную роль играет взгляд на окружающую действительность с женской точки зрения, с учетом особенностей женской психологии. "Женская проза" официально была признана литературным явлением в конце XX века и сегодня выделяется как устойчивый феномен литературы и явление очень важное в современной жизни, которое не теряет свою актуальность по сей день.[8.с.12].

Произведения Маши Трауб анализируются, публикуются специальные исследования, рассматривающие различные аспекты женской прозы и темы материнства, проходят дискуссии, собираются конференции. Явление исследуется филологами, историками и социологами. Решаются вопросы о том, существуют ли особые женская эстетика, женский язык, женская способность письма. Критики связывают понятие «женская литература» с двумя основными значениями: в широком смысле - это все произведения, написанные женщинами, вне зависимости от того, придерживается ли автор в своем творчестве позиций феминизма или следует патриархальным традициям. И в узком понимании - это круг текстов Маши Трауб, в основе которых лежит собственно женский взгляд на традиционные общечеловеческие проблемы (жизни и смерти, чувства и долга, взаимоотношения человека и природы, семьи, темы материнства и многие другие).[12. с.19].

Среди неповторимых произведений Маши Трауб появляются разнообразные формы "женской прозы", тема материнства, среди которых наиболее часто используемы социально-психологический, сентиментальный роман, роман-жизнеописание, рассказ, эссе, повесть. Свойством современности в «женской прозе» можно считать повышенную публицистичность, злободневность, усиленную экспрессивность женской прозы. Отличительной особенностью произведений Маши Трауб является и то, что большое значение приобретают в произведениях писательницы вопросы, связанные с мечтой, счастьем, любовью и детством, темой материнства. Появляется новый тип героя и новая реальность, неповторимый художественный мир материнства. [4.с.79].

В прозе Маши Трауб новая проблематика « женской прозы» обусловили создание произведений, где женщина выступила главным действующим лицом, а не только выразителем авторской идеи. Сегодня можно говорить о том, что в творчестве Маши Трауб женская проза выделилась как устойчивый значимый феномен современной литературы, вызывающий глубокий интерес среди читателей и критики, благодаря своим высоким творческим достоинствам.[6.с.213].

Основа тематики женской прозы охватывает проблемы семьи, контраста детства и взрослой жизни, темы "утраченного рая", поиска смысла жизни, связи личности и общества, проблемы "маленького человека" в многогранных произведениях М.Трауб (« Дневник мамы», « Плохая мать», « Не мамкай», « Кольцо из фольги», « Лишние дети», « Я никому ничего не должна», « На грани развода», « Плохая дочь» и т.д.).[5.с.80].

Мария, творческая личность. В настоящее время является колумнистом российского еженедельного журнала «Огонек». Автор более тридцати книг прозы и двух детских книг.[7.с.51].

По бестселлеру «Дневник мамы первоклассника» снят художественный фильм на студии Станислава Говорухина «Вертикаль». Фильм режиссера Веры Сторожевой «Сдается дом со всеми неудобствами» снят по повести «Домик на юге».[9.с.68].

Многие книги Маши Трауб посвящены теме материнства и проблемам воспитания детей, быту и образу жизни современного российского городского среднего класса.[11.с.157].

Критики называют Машу Трауб «Трифоновым в юбке», «Довлатовым в женском роде» и «мастером миниатюры». В современной русской прозе женщины играют ключевую роль, и всех важных имён не перечислить. Однако надо всеми ними возвышается, как столп, русский маг слова Маша Трауб. Автор романов, рассказов, песен, сказок и сценария к мистической, писательница до сих пор активно пишет, а также рисует и чего только не делает.[10.с.76].

И рассказы, и романы, и повесть «На грани развода », принёсшую Маше Трауб первую славу, действительно тяжело читать, потому что пугающей её прозу делает не фантастическая составляющая (там, где она вообще есть), а гоголевская ирония и жизненность происходящих кошмаров. Однако гнетущий и волшебный мир Маши Трауб притягателен, и не только для соотечественников: ей удалось добиться признания и на современном пространстве, ее книги пользуются популярностью как в России, так и за рубежом. По сей день она остаётся одной из самых переводимых русских писательниц.[2.с.73].

В издательстве «Эксмо», где вышла очередная книга Маши Трауб — роман «Пополам». Это история о двух людях, которые не любили друг друга, но построили семью, потому что «так надо». Счастья им это не принесло — лишь боль и несчастья не только для себя, но и для их двоих детей. Закономерным итогом стал развод, и родители просто поделили детей пополам по гендерному признаку. Но почему никто не спросил мнения самих детей? Как им смириться с тем, что они теперь будут жить отдельно? Маша Трауб рассказывает истории своих персонажей так, что к каждому из них проникаешься сочувствием.[15.с.57].

Яркий представитель русской литературы современного периода. Писать прозу стала, когда ей было чуть больше восемнадцати. По её собственным словам: «Сначала сама выросла из детства, потом стала писателем».[12.с.183].

Первый сборник рассказов писательницы «Не мамкай» был очень прост и понятен современному читателю, которого сейчас мало чем удивишь. Автобиографическая проза и эссеистика писательницы – Марии Трауб была включена в книгу «Когда мама- это ты», вышедшую совсем недавно. Поклонники писательницы характеризуют ее творчестве исключительно как смелое, тонкое, интеллигентное, интересное, притягательное. Все произведения Марии Трауб читаются очень легко, просто и непринужденно, они очень близки для читателя, тем самым писательница завоевала любовь в сердцах своих читателей.

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**O'SMIRLIK DAVRIDA QO'RQUV HOLATLARINI NAMOYON BO'LISHINING
TIBBIY-PSIXOLOGIK ASPEKTLARI VA UNI BARTARAF ETISH YO'LLARI**

Tursunboyeva Zarnigor Azamat qizi

Osiyo xalqaro universiteti magistratura talabasi

tursunboyeva2605@gmail.com

<https://doi.org/10.5281/zenodo.10467398>

Annotatsiya. Maqolada o'smirlik davrida namoyon bo'ladigan emotsional holatlarning o'ziga xos xususiyatlari tahlil qilingan.

Kalit so'zlar: o'smirlik, emotsiya, tolerantlik, o'tish davri, psixik sezgilar.

**MEDICAL-PSYCHOLOGICAL ASPECTS OF EXPRESSION OF FEAR IN
ADOLESCENT PERIOD AND WAYS TO ELIMINATE IT**

Abstract. The article analyzes the specific features of emotional states that occur in adolescence.

Keywords: adolescence, emotion, tolerance, transitional period, mental sensations.

**МЕДИКО-ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ ВЫРАЖЕНИЯ СТРАХА В
ПОДРОСТКОВОМ ПЕРИОДЕ И ПУТИ ЕГО УСТРАНЕНИЯ**

Аннотация. В статье анализируются специфические особенности эмоциональных состояний, возникающих в подростковом возрасте.

Ключевые слова: подростковый возраст, эмоция, толерантность, переходный период, психические ощущения.

Ko'pchilik bolalikni baxtli, g'am-qayg'usiz davr deb hisoblashadi, lekin hayotning bu bosqichida ham qayg'u va qo'rquvlar bo'ladi. Haqiqatan ham bolalarning ko'p qismi notanish insonlarga va vaziyatlarga duch kelganlarida ba'zi bir emotsional va xulq-atvoriy og'ishishlarni namoyon qiladilar. Masalan, bolalarning ko'pchiligi ko'p hollarda xavotirlikni his qiladilar. Statistik faktlarga ko'ra, dunyo bolalarining deyarli yarmi turli xil qo'rquvlardan aziyat chekkanlar. Psixolog olim L.S.Vigotskiy shunday fikr bildiradi: "Agar bolalardagi qo'rquv o'zlariga yoki o'zlarining kuchiga bo'lgan ishonch bilan o'rin almasha, bolalar hamisha boshqalardan ko'ra ustun ekanliklarini ta'kidlashga harakat qilishadi".

Ma'lumki, qo'rquv barcha hissiyotlar ichida eng xavflilaridan biri sanaladi. Turli yoshdagi bolalarda qo'rquv va havotirlanish muammosi bugungi kunda ancha dolzarb mavzu hisoblanadi. Qo'rquv – sub'ekt o'zining xotirjam hayot kechirishiga ziyon yetishi mumkinligi haqida, unga tahdid solayotgan yoki tahdid solishi mumkin bo'lgan xavf- xatar haqidagi xabarni olishi bilan paydo bo'ladigan salbiy hissiy holatdir. Kishi qo'rquv hissiyotiga berilganda muvaffaqiyatsizlikka uchrashi mumkinligini faqat ehtimoliy tarzda biladi va ushbu taxminga binoan harakat qiladi.

Qo'rquv – emotsional holat yoki reaksiyalar bo'lib, o'z hayoti yoki farovonligi (xotirjamligini) yo'qotishdan qo'rqib yashash holatida namoyon bo'ladi. Fobik, o'tkir sarosima sindromi tizimiga mansub bo'lib, o'tkir gallyusinoza, ongning, aqlning xiralashuvi (zaiflashuvi), gipotalamik paroksizm, tungi va kunduzgi bolalar qo'rquvi kabi xususiyatlardan iborat.

Adabiyotlarda "qo'rquv" tushunchasi har xil talqinda berilgan. Masalan J.Kamlan va B.Sadok (1994) qo'rquvni "tashqi tanish va tabiatan qarama-qarshi bo'lmagan xavfga nisbatan himoya reaksiyasi" deb, talqin qilishgan. V.Bleyxer va I.Krug (1995) – "ichki taranglik hissi" kabi izohlab bergan. A.I.Zaharov (1988) "qo'rquv" tushunchasini "insonning hayoti va farovonligi

uchun xavf tug'diruvchi o'tkir affektiv hissiyot" deb qabul qilgan. O'sha paytning o'zida A.Kempinskiy (1975)ning fikri alohida ahamiyat kasb etuvchi ma'noda "qo'rquv" tushunchasi "qochish vaziyatini keltirib chiqaruvchi hissiyot" deb tushuntiriladi. Yuqorida nomi qayd etilgan psixiatriya mutaxassisliklari turli shakldagi qo'rquv belgilarini aniqlab berganlarini ko'rish mumkin;

Qo'rquv – odamning o'ziga yoki yaqin kishilariga taalluqli bo'lgan haqiqiy yoki xayoliy xavf-xatarga nisbatan qaytariladigan emotsional reaksiyadir. Qo'rquv yuzning oqarishi, badanning titrashi va boshqa bir qancha ixtiyorsiz tovushlar harakatlar bilan ifodalanadi. Qo'rquv xavf-xatardan qochish yoki harakatsiz turib qolish holatida ham namoyon bo'lishi mumkin. Qo'rquv xavf-xatardan himoyalanişga va undan qochish yo'llarini izlashga undovchi normal emotsional holat hisoblanadi. Hech qachon qo'rquvni his qilmaslik mumkin emas, holbuki qo'rquv va xavotirlikning yo'qligi ham psixik buzilish belgisidir. Ammo bazi insonlarda ma'lum bir vaziyat va holatga nisbatan noadekvat reaksiyalar bilan ifodalanuvchi yopishqoq qo'rquvlar va fobiyalar ham uchrab turadi. Fobiyaga duchor bo'lgan inson qo'rquvning asossiz ekanligini tushunib yetadi, ammo qo'rquvdan xalos bo'la olmaydi. Yopishqoq qo'rquvlarning paydo bo'lish ehtimoli har bir insonda mavjud. Shuning uchun ham fobiyalar yetarlicha keng tarqalgan.

O'quvchilarda qo'rquv hissi, ya'ni fobiyaning kelib chiqish sabablari turlicha bolishi mumkin. Genetika va atrof-muhit omillari ham fobiyalarni keltirib chiqarish mumkin. Masalan, cho'kish kabi g'amgin hodisalar, yopiq joylar, juda balandliklar va hayvonlarning yoki hasharotlarning chaqishi fobiya manbasi bo'lishi mumkin. Qo'rquv hissining paydo bo'lishi, bu asosan bola o'sib ulg'ayayotgan ijtimoiy muhit bilan o'zaro bog'liq. Shunday ijtimoiy muhitlardan biri bu – oila. Oilada bolaga qilinadigan munosabatlar natijasida ham bo'lishi mumkin. Masalan, oilada ota-ona orasida kelishmovchiliklar bo'lib qolishi mumkin va bolaga baqirish yoki qo'pol va e'tiborsiz munosabatda bo'lish, yoki bolalar sho'xlik qilib nimadir qilib qo'yishganda ularni qattiq jazolash ham bolalarda turli xil fobiyalarni keltirib chiqarishi mumkin. Bolalar ko'proq vaqtlarini o'tkazadigan yana bir ijtimoiy muhit bu – maktab. Shuni ta'kidlash lozimki, maktabdagi bolalarda qo'rquv hissining shakllanishidagi asosiy sababchilaridan biri ularning ustoz va murabbiylari bo'lib qolmoqda. Hammaga ayonki, o'qituvchilar dars tugagach yoki dars mobaynida o'quvchilarga savollar berib boradi. Agar o'quvchi bilmay qolsa yoki adashsa uni butun sinf oldida izza qiladi va past baho qo'yadi. Bola keyingi safar o'qiydi, ammo o'rganish uchun emas ustozidan va butun sinf oldida izza bo'lishdan qo'rqanidan o'qiydi. Bu ham ulardagi qo'rquv hissini kuchaytiradi. Bundan tashqari ba'zi bolalar do'skaga chiqib o'z fikrini bayon qilishdan qo'rqadi. Bu ham qaysidir ma'noda o'qituvchilar bilan bog'liq. Chunki o'qituvchi bolalarning fikri garchi xato bo'lsada izza qilmasdan uning xatosini yaxshi muomala bilan tushutirmaydi. Bu esa ulardagi fikrni bayon qilolmaslik va qo'rquvga sabab bo'ladi. Ijtimoiy muhitni hisobga oladigan bo'lsak, qo'rquv hissini keltirib chiqaradigan bu – oila va maktab.

Oilada kattalar bolalarga ular bilan ko'proq muloqat qilishi va ularni tinglashi kerak. Eng muhimi bolalarda o'zlariga bo'lgan ishonch hissini kuchaytirishlari va ularning qo'rquvlariga sabab bo'layotgan narsalar aslida ular o'ylaganchalik ahamiyatli va qo'rqinchli emasligini ko'rsatish va his qilishlariga yordamlashish kerak. Maktab muhitida esa o'qituvchilar darslarni turli xil o'yinlar tarzida o'tkazib bolalarni qiziqtirishlari kerak. Ularning ruhiy holatini o'rganib, ular bilan do'stona munosabatda bo'lib, ularni doim tinglay bilishlari va qo'llab quvvatlashlari kerak. Bolalarning o'zlariga bo'lgan ishonchini kuchaytirishda o'qituvchilarning ro'li nihoyatda

muhim. Bundan tashqari, bugungi axborot texnologiyalari rivojlangan davrda o'quvchilar ba'zi ijtimoiy tarmoqlardan ham fobiyadan qutilish yo'llarini o'rganishi mumkin. Masalan, YouTube ijtimoiy tarmoqlarida ham ko'plab psixologlarning maslahatlarini ko'rib shular yordamida ham undan qutilish mumkin.

Qo'rqinchli vaziyatlarda quyidagi tashvish belgilar; yurak urishi tezlashadi yoki kuchayadi, terlash, titroq, quruq og'iz, nafas olishda qiyinchilik, bug'ilish hissi, ko'krak qafasidagi og'riq yoki noqulaylik, qorin bo'shlig'ida ko'ngil aynish yoki noqulaylik, bosh aylanishi, beqarorlik yoki hushidan ketish hissi, derealizatsiya (ob'ektlarning haqiqiy emasligini his qilish) yoki depersonalizatsiya (o'zining «men»ga nisbatan haqiqiy emasligini his qilish), nazoratni yo'qotishdan qo'rqish, aqldan ozish, o'lim qo'rquvi, issiq chaqnash yoki titroq, uyqusizlik hissi.

Bolalik qo'rquvi nevrozlarining paydo bo'lishiga adabiyotda bir necha bor tasvirlangan ota-onalarning bolaga nisbatan egoizmi ta'sir qiladi. Ushbu keng tarqalgan hodisaga ta'limning quyidagi salbiy tomonlarini bog'lash mumkin.

Bu oilalarda bola bilan munosabatlar "kerak" va "kerak" tamoyillari asosida quriladi.

Bola skripka chalishni xohlaydi, otasi esa haqiqiy erkak boks bo'limiga borishi kerak, deb hisoblaydi. O'g'il bola otasining ta'kidiga ko'ra sport bilan shug'ullanadi, lekin do'stlari uning bechoraligi va sustligidan kulishadi. Ularning o'ziga xosligini qabul qilish o'rniga, bola o'zini past his qiladi, hech qanday mashq qilmaslikdan qo'rqadi. Kamchilik kompleksi ishonchli tarzda mustahkamlanib, barcha hayot sharoitlariga tarqaladi.

Ko'pgina ota-onalar bolalarning xatlari va yozuvlarini o'qiydilar, cho'ntaklari va portfellarini ko'zdan kechiradilar, bu mutlaqo qabul qilinishi mumkin emas. Bunday ota-onalarning printsipi nazorat, nazorat va yana nazoratdir. Bola ancha oldin katta bo'lgan va ular hali ham unga kim bilan do'st bo'lish kerakligini aytishadi. Bunday bolada o'z mas'uliyatidan qo'rqish paydo bo'ladi. U har doim xato qilishdan, noto'g'ri qaror qabul qilishdan qo'rqadi, bir necha marta so'raydi. Esda tutingki, hatto juda kichik mavjudot ham shaxsiy hayotga, o'zining ruhiy va psixologik sohasiga muhtoj. Shundagina ulg'ayish va shunga mos ravishda tashvish va bolalik qo'rquvidan xalos bo'lish lahzasi odatdagidek o'tadi. Travmatik tajribalar va stressli vaziyatlar bolalikdagi tashvish nevrozlarining paydo bo'lishiga ta'sir qiladi. Bularga ona yoki otaning vafoti (ayniqsa maktabgacha yoshdagi davrda), ota-onaning ajralishi, zilzila, suv toshqini, boshqa yashash joyiga ko'chish, yangi maktabga ko'chish kiradi.

O'smirlik davri qarama-qarshiliklarga boy davrdir. Uni ba'zi olimlar "krizislar" "tanazzullar" davri ham deb ataydilar. Sababi o'smir ruhiyatida shunday inqiroziy holatlar ro'y beradiki, u bu inqirozni bir tomondan o'zi hal qilgisi keladi, ikkinchi tomondan, o'zi hal qilishga imkoniyati, kuchi va aqli yetmaydi.

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TARBIYASI OG'IR O'QUVCHILARDA SOG'LOM TURMUSH TARZI KO'NIKMALARINI SHAKLLANTIRISHGA OID PSIXOLOGIK YONDOSHUVLAR

G'affurova Sayyora

Osiyo Xalqaro Universiteti

Pedagogika Psixologiya yo'nalishi magistranti

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Annotatsiya. Ushbu maqolada tarbiyasi og'ir bo'lgan o'quvchilarda atrof-muhitning ta'siri asosida yuzaga keladigan sababli yondoshuvlar va ularga sog'lom turmush tarzini shakllantirishga oid bo'lgan psixologik va psixokorreksion mexanizmlarning tahliliy natijalariga oid qarashlar yoritilgan.

Kalit so'zlar: "norasmiy jamoa", psixokorreksiya, psixodiagnostika, psixoterapeftik, ziddiyatli vaziyatlar, ekstremal holatlar.

PSYCHOLOGICAL APPROACHES TO THE FORMATION OF HEALTHY LIFESTYLE SKILLS IN STUDENTS WITH DIFFICULT UPBRINGING

Abstract. This article highlights the views on causal approaches that arise in students with difficult upbringing based on environmental influences, and on the analytical results of psychological and psychocorrectional mechanisms for the formation of a healthy lifestyle in them.

Keywords: "informal team", psychocorrection, psychodiagnosics, psychotherapy, conflict situations, extreme situations.

ПСИХОЛОГИЧЕСКИЕ ПОДХОДЫ К ФОРМИРОВАНИЮ НАВЫКОВ ЗДОРОВОГО ОБРАЗА ЖИЗНИ У СТУДЕНТОВ С ТРУДНЫМ ВОСПИТАНИЕМ

Аннотация. В данной статье освещаются взгляды на причинные подходы, возникающие у учащихся с тяжелым воспитанием на основе воздействия окружающей среды, и на аналитические результаты психологических и психокоррекционных механизмов формирования у них здорового образа жизни.

Ключевые слова: "неформальный коллектив", психокоррекция, психодиagnostika, психотерапия, конфликтные ситуации, экстремальные ситуации.

Bolalarning oiladagi noqulay sharoitlari, maktab tomonidan nazorat qilinmasligi natijasida bola o'z harakatlari va mashg'ulotlarini mustaqil ravishda belgilaydi. Ushbu jarayonda u ko'pincha xatti-harakatlarning salbiy tomonlarini rivojlantiradi, keyinchalik ularni ozod qilish juda qiyin.

Bunday muammoli bolani sog'lom va uyushgan muhitga kiritish uchun bir qator maxsus choralardan foydalanish kerak.

Bunday choralarni qo'llashda ham, bolalar ko'pincha avvalgi turmush tarziga qaytishga intilishadi. Ular mustaqil, beparvo bo'lishni yaxshi ko'radilar, chunki bu allaqachon ehtiyojga aylangan. Bolalarning o'zlari axloqsiz xatti-harakatlar bilan ajralib turadigan "do'stlar" guruhini topadilar. Bu yerda o'qituvchining rolini guruh rahbari o'z zimmasiga olishi mumkin, shu bilan birga ota-ona hokimiyati almashtiriladi, ammo jismoniy jihatdan eng kuchli bolalarning obro'si.

Qiyin bolalarning deviant xatti-harakatlarining psixologik xususiyatlari va sabablari

Ko'pincha psixologlar qiyin bolalarning xatti-harakatlari va ularning noqonuniy xatti-harakatlarining sabablarini oilaviy muhitning xususiyatlarini, o'qituvchilarning ishini, "ko'cha" va norasmiy jamoalarning ta'sirini aniqlashda aniqlaydilar. Bu erda ushbu omillarni tahlil qilishni inkor etmaslik juda muhim, chunki psixologik ishda psixodiagnostika va bolaning o'ziga, o'z xatti-

harakatlariga va atrof-muhitga sub'ektiv munosabatini aniqlash muhim ahamiyatga ega bo'lishi kerak.

Bolalarni tarbiyalashning qiyin bo'lishiga olib keladigan oilada tarbiyaning asosiy jihatlaridan biri ota-onalar madaniyatining past darajasi bilan ifodalanadi. Qiyin bolalarning oilalarini ota-onalarning xatti-harakatlariga salbiy ta'siri nuqtai nazaridan tasniflashga urinish, disfunktsional oilalarning bir nechta guruhlarini ajratib ko'rsatishga imkon beradi.

Ziddiyatli munosabatlarga ega va mehnat va bo'sh vaqtni tashkil qilish sohasida ijtimoiy yo'nalishi past bo'lgan oilalar uchun ichki munosabatlarning odobliligi va ota-onalarning ishbilarmonlik faolligi juda yuqori. Shu bilan birga, kundalik oilaviy hayot ko'pincha doimiy bandlik yoki er-xotinning o'zaro befarqligi tufayli tartibga solinmaydi.

Oilaviy munosabatlar ota-onalarning oilani "bola uchun" saqlab qolish yoki obro'sini buzishdan qo'rqish zarurligiga ishonchi bilan qo'llab-quvvatlanishi mumkin. Bunday oiladagi bola sevgi, mehr va e'tiborning keskin etishmasligini boshdan kechiradi.

Oilaning keyingi turi turmush o'rtoqlarning past darajadagi ijtimoiy yo'nalishi bilan ajralib turadi, ammo bir-biri bilan ijobiy munosabatlar mavjud. Ona va ota o'z farzandlarining ijtimoiy hayot sohalariga, birinchi navbatda, bo'sh vaqtlarini qanday o'tkazishlariga e'tibor bermaydilar.

Ko'pincha bu erda bola o'sadi, uning axloqi va xulq-atvori merkantilizm, "biznes" (yoshga qarab emas) manfaatlar bilan to'lib toshgan.

Oddiy pedagogik xato yana bir ekstremal — ota-onalarning bolani tarbiyalashga avtoritar yondashuvi bilan ifodalanadi. Bunday holda, bolaning (o'spirinning) xatti-harakati ota-onaning irodasi va talablariga to'liq bog'liq bo'lishi mumkin. Shaxs avtonomiya, tashabbuskorlik va harakat erkinligini yo'qotishdan xafa bo'ladi. Qiyin bolalar bilan psixokorreksiya ishi

Psixologik adabiyotlarda qiyin bolalar va o'spirinlar bilan psixokorreksiya (psixoterapevtik) ishlashning umumiy tamoyillari va ba'zi o'ziga xos usullari tasvirlangan. Bunga germaniyalik tadqiqotchi Kluge tomonidan taklif qilingan psixokorreksiya va tarbiyaviy ishlar dasturi misol bo'la oladi. Bu qiyin bolalar sifatida tavsiflangan maktab o'quvchilari uchun mo'ljallangan.

Ko'rib chiqilayotgan metodologiyaning afzalligi etarlicha uzoq vaqt davomida ishlab chiqilgan va psixologik va pedagogik tuzatishni o'z ichiga olgan treningning asosiy tarkibiy qismlarini ajratishdan iborat. Ushbu dastur, birinchi navbatda, xulq-atvor xususiyatlariga ko'ra xavf ostida bo'lgan ommaviy maktabning eng "murakkab" o'quvchilari uchun mo'ljallangan.

Aniqlangan tarkibiy qismlar, bir tomondan, juda keng tarqalgan, boshqa tomondan, ular qattiq emas. Ular dasturning yoshi va shartlariga qarab o'zgartirilishi va aniqlanishi mumkin.

Psixologlarning qiyin bolalar bilan kasbiy ishi pedagogik ish o'rnini bosmasligi kerak va bo'lmasligi kerak. Bu nafaqat psixolog o'qituvchidan yaxshiroq o'qituvchi emasligi, balki qiyin bolalarga (o'spirinlarga) yondashishda ularning har biri o'z mablag'lari bilan harakat qilganligi sababli sodir bo'ladi.

Tuzatish jarayonida o'qituvchi quyidagilarni amalga oshiradi:

ijtimoiy qadriyatlar tizimini shakllantirish,

axloqiy ideallarni shakllantirish,

shaxsiy rivojlanishning mazmunli istiqbolli yo'nalishlarini aniqlash.

Psixokorreksiya paytida psixolog ma'lum psixologik mexanizmlarni shakllantiradi va ularning optimal ishlashini ta'minlaydi. Agar siz ushbu yo'nalishlarni aralashsangiz, ular "qiyin"

bolalarni tarbiyalash uchun samarasiz bo'ladi. Bu mutaxassisda kasbiy etishmovchilik hissi paydo bo'lishi uchun sharoit yaratadi va psixolog va o'qituvchi o'rtasida ziddiyatga olib keladi.

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**A COMPARATIVE ANALYSIS OF "TOM SAWYER" BY MARK TWAIN AND
"SHUM BOLA" BY GAFUR GULOM**

Abdumalikova Saidabonu

Angren university, 2nd stage student.

saidabonuabdumalikova@gmail.com

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Abstract. *This scientific article aims to explore the thematic and stylistic similarities and differences between two iconic literary works from distinct cultural backgrounds: "The Adventures of Tom Sawyer" by Mark Twain and "Shum bola" by Gafur Gulom. Through an examination of the narrative frameworks, character lines, and socio-cultural backgrounds of these books, we hope to shed light on the range of viewpoints that these well-known writers offer.*

Key words: *Artistic comparative analysis, adventure, naughtiness, independence, orphans, friends, autobiographical elements, stylistic originality.*

**СРАВНИТЕЛЬНЫЙ АНАЛИЗ «ТОМА СОЙЕРА» МАРКА ТВЕЙНА И
«ШУМ БОЛА» ГАФУРА ГУЛОМА**

Аннотация. *Целью данной научной статьи является исследование тематических и стилистических сходств и различий между двумя знаковыми литературными произведениями разных культур: «Приключения Тома Сойера» Марка Твена и «Шум бола» Гафура Гулома. Путем изучения повествовательных рамок, линий персонажей и социокультурного происхождения этих книг мы надеемся пролить свет на диапазон точек зрения, которые предлагают эти известные писатели.*

Ключевые слова: *Художественный сравнительный анализ, приключение, озорство, самостоятельность, сироты, друзья, автобиографические элементы, стилистическое своеобразие.*

Well-known works like "Tom Sawyer" and "Shum Bola" came from different cultural contexts. Twain's American classic, which takes place in the Midwest in the 19th century, presents a nostalgic picture of childhood experiences. In the meantime, "Shum bola", Gulom's Uzbek book, explores the complexities of Central Asian society norms and identity. The common topic of coming-of-age and self-discovery is explored in both stories, despite their geographical difference.

Looking at the details, although great writers Mark Twain and Gafur Gulom did not live at the same time, their masterpieces have many similarities according to their genre. Both narratives provide the adventure of protagonists named Tom Sawyer in "The adventures of Tom Sawyer" and Koravoy in "Shum Bola". For this reason, we are able to know that the genre of both books is adventure. Adventure was originally a Middle English word derived from the Old French adventure meaning "destiny," "fate," or "chance event." Today, we define adventure as a remarkable or unexpected journey, experience, or event that a person participates in because of chance. This last detail, a result of chance, is a key element of adventure; the stories usually involve a character who is brought to the adventure by chance, and chance usually plays a large role in the episodes of the story. Also, adventures usually include dangerous situations, narrow escapes, problems to be solved through intelligence and skill, exotic people and places, and brave deeds.⁸

⁸ Adventure: Definitions and examples LiteraryTerms.net

	<i>Books</i>	<i>Authors</i>	<i>Published year</i>	<i>Protagonists</i>	<i>Genre</i>	<i>Main idea</i>
1.	“The adventures of Tom Sawyer”	Mark Twain	1876	Tom Sawyer	Adventure	Adventure, exploration, and discovery are central themes in the American experience. It is at the core of The Adventures of Tom Sawyer. Tom is an adventurer, an explorer, and a thrill-seeker, driven by his imagination and sense of nobility. ⁹
2.	“Shum bola”	Gafur Gulom	1936	Koravoy	Adventure	the tale of a fourteen-year-old Uzbek boy from Tashkent, who because of his lies and mischievousness, gets himself into a series of amusing scrapes. ¹⁰

Table 1st. General information about “The adventures of Tom Sawyer” and “Shum bola”

We can see in the table that the Uzbek author Gafur Gulom is reported to have crafted his masterwork in 1936 based on the sources. However, he initially referred to the work by a different name. Later, after revising the description and a few scenes, the name was also altered. The narrative illustrates the author's early years as well as the perception of Tashkent in the early 1900s.

The book cannot be regarded as autobiographical even though many of the central events are drawn from the writer's life (for instance, the writer acknowledged that he just selected his father's unique looks and remarks for the hero Hoji Bobo). The fantasy and creative texture in it outweigh the accurate historical details. "In essence, this work, with deep national spirit, is close to Mark Twain's "The Adventures of Tom Sawyer" and some of Dicken's novels," said L.Bat about it.

In turn, real people serve as the source of inspiration for numerous characters in Mark Twain's 1876 novel "The Adventures of Tom Sawyer." He portrayed his brother Henry as Cousin Sid and Cousin Mary, his mother as Aunt Polly, and his sister Pamela. His educational experiences are included in the book, and the story's trial scene is set in his father's courtroom. Being a well-known humorist, Mark Twain distinguished himself from many other novels of his era by keeping

⁹ Tom Sawyer Themes: What’s All about? NoSweatShakespeare.com

¹⁰ Gafur Gulom: Shum bola – The modern novel ThemodernNovelBlog.com

to American topics, places, and language. These characteristics had a significant influence on several authors who came after him.

The authors of the mentioned works produced realistic images of orphan youngsters. The way the visuals are written demonstrates both writers' abilities. Tom lives in Polly's aunt's house with his younger brother and sister. In addition, Koravoy lives with his single mother and has a younger brother and sister. The heroes of the novels are shown to be youthful, social, naughty children who don't feel any duty to anyone other than their family at the beginning. Boys who would rather play in the streets than learn in class. The paragraphs that follow demonstrate that Tom and Koravoy play with their friends on the street for the entirety of the day:

*Tom did play hokey, and he had a very good time. He got back home barely in season to help Jim, the small colored boy, saw next-day's wood and split the kindling before supper — at least he was there in time to tell his adventures to Jim while Jim did three fourths of the work.*¹¹

*Ertadan kechgacha ko`cha changitib hammaning joniga tegib, kampirlardan qarg`ish eshitib, o`spirinlardan kaltak yeb, sandiroqlab yuradigan o`vin-to`da bekorchi bolalarmiz.*¹²

Despite both protagonists are naughty and irresponsible, they can make friends easily and spend a great time with their friends. In some cases, we can also see that Tom and Koravoy have loyalty and care for their friends. It is also worth mentioning that Tom's best friends are Huckleberry Finn and Joe Harper while the name of Koravoy's friend is Omon.

The analysis of the works by Mark Twain and Gafur Gulom clearly indicate that their writing style are very similar to each other with describing people and characters, setting and events, social issues and problems.

By analyzing these rare works, we can come to the following conclusions: As it is evident from the examples, "The adventures of Tom Sawyer" and "Shum Bola" have a number of similar features in setting, character description, plot development and so on. American novelist Mark Twain and Uzbek writer Gafur Gulom are outstanding representatives of realism, who could create a vivid picture of social life of their time by exposing the bitter truth of it in a sharp humoristic way. For their work they equally used their own experiences. Both writers used the life and adventures of orphan children as a tool for revealing the darkness of society.

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¹¹ "The adventures of Tom Sawyer", Mark Twain

¹² "Shum bola", Gafur Gulom

5. Zilola Tolibovna Safarova, Darmon Saidakhmedovna Urayeva, “THE SIMILAR FEATURES IN DEPICTION OF ORPHANS’ LIFE IN CHILDREN’S ADVENTURE NOVELS”, April 18, 2020

NOZIM HIKMAT RANNING „SESIMIZ“ SHE’RI MAQSUD SHAYXZODA
NAZMIDA

Xayriyev Xayriddin Sirojiddin o‘g‘li
Toshkent Davlat Transport Universiteti talabasi
xayriddinxayriyev08@gmail.com
+998932790455

<https://doi.org/10.5281/zenodo.10468918>

Annotatsiya. Bugungi kunda tarjimonlik sohasi barcha davlatlar uchun juda muhim bo‘lib kelmoqda. Tarjima jarayonida so‘zlarni to‘g‘ri va adabiy unsurlarga mos holda qo‘llay olish tarjimonning mahoratidir. Ushbu maqolada Nozim Hikmatning „Sesimiz“ she‘ri asosida Maqsud Shayxzodaning tarjimonlik mahorati ko‘rsatib beriladi. Shuningdek, ushbu she‘rni tarjima qilish jarayonidagi o‘zgarishlar, she‘r vazni va shu kabilar haqida ham yoritib beriladi.

Kalit so‘zlar: she‘r, tarjima, vazn, tarjimon, o‘zgarish, qofiya, erkin vazn, soha, adabiy unsur.

NOZIM HIKMAT RAN'S POEM "OUR VOICE" VERSE BY MAKSUD
SHEIKZODA

Abstract. Today, the field of translation is becoming very important for all countries. It is the translator's skill to be able to use words correctly and in accordance with literary elements during the translation process. In this article, based on Nazim Hikmat's poem "Sesimiz", Maqsud Sheikhzade's translation skill is shown. Also, the changes in the translation process of this poem, the weight of the poem, etc. Will also be covered.

Key words: poem, translation, weight, translator, change, rhyme, free weight, field, literary element.

СТИХА НОЗИМА ХИКМАТА РАНА «НАШ ГОЛОС» СТИХ МАКСУД
ШЕЙХЗОДА

Аннотация. Сегодня сфера перевода становится очень важной для всех стран это умение переводчика уметь правильно и в соответствии с литературными элементами использовать слова в процессе перевода. В данной статье на основе стихотворения Назима Хикмата «Сесимиз» показано переводческое мастерство Максуда Шейхзаде, а также поясняются изменения в процессе перевода, вес стихотворения и т.д.

Ключевые слова: стихотворение, перевод, вес, переводчик, перемена, рифма, свободный вес, поле, литературный элемент.

Kirish

O‘zbek adabiyotiga sezilarli darajada o‘zining hissasini qo‘shgan zabardast adiblardan biri bu Maqsud Shayxzodadir. U nafaqat dramaturg, shoir, adabiyotshunos, pedagog, balki shuningdek, tarjimonlik bilan ham keng shug‘ullangan. Hammamizga ma‘lumki, tarjimonlar bugungi kunning eng kerakli soha vakillaridan biri bo‘lib kelmoqda. Negaki, tarjimaning shunday nozik bir xislatlari borki, unda adabiy unsurlarni qo‘llamay hamda so‘zlarni to‘g‘ri tanlamay tarjima qilish tarjima qilinayotgan asarning nomutanosiblik hosil bo‘lishiga olib keladi. Tarjimonlik sohasi bilan ham keng shug‘ullangan Maqsud Shayxzoda ko‘plab mashhur shoir va yozuvchilarning asarlarini mahorat bilan o‘zbek tiliga tarjima qilgan. Shuningdek, bugungi kunda Maqsud Shayxzoda tomonidan tarjima qilingan asarlarning muhlislari tomonidan o‘qilayotganlar

soni juda ham ko'p va bu o'zbek adabiyoti ravnaqi va shuhratini nafaqat O'zbekiston bo'ylab balki butun dunyo bo'ylab tanilishining asosiy uchuqlaridan biridir.

Asosiy qism

Jumladan, taniqli turk shoiri Nozim Hikmat Ranning „SESIMIZ“ she'rini ham Maqsud Shayxzoda o'zbek tiliga mahorat bilan tarjima qiladi. Avvalo bu she'rning sarlavhasiga e'tibor qaratadigan bo'lsak, „SESIMIZ“ ya'ni tarjimon uni „OVOZIMIZ“ deya tarjima qiladi hamda tarjimaning so'zma-so'z tarjima usulidan foydalanadi. She'rning ilk parchalariga e'tibor qaratadigan bo'lsak, u shunday yozilgan:

Çeneni avuçlarının içine alıp,
duvara dalıp kalma!
Çeneni avuçlarının içine alma!
Kalk!
Pencereye gel!
Bak!

Hamda tarjimon uni mohirlik bilan shunday tarjima qiladi.

Iyagingni kafting ichiga olib
Devorga qaqrab tolib qolma!
Iyagingni kafting ichiga olma!
Qalq!
Derazaga kel!
Boq!

She'rning asl matndagi so'zlariga e'tibor beradigan bo'lsak, undagi alip, dalip, kalma, alma, kalk, bak so'zlari bir-biri bilan o'zaro qofiyadosh bo'lib kelgan. Xuddi shunday tarjimadagi olib, tolib, qola, olma, hamda qalq va boq so'zlari ham qofiyalanib kelgan va she'rdagi ritmik ohangdorlikni shakllantirgan. Ma'lum o'rnida shuni ham ta'kidlab o'tishim kerakki, ushbu she'rni taniqli adib bo'lmish Maqsud Shayxzoda 1949-yilda turk tilidan o'zbek tiliga tarjima qilgan. Va hali hanuzgacha kitoblar va bayram tadbirlarda bu she'r o'quvchilar tomonidan o'qilmoqda.

Xuddi shu kabi keyingi baytlarga ham qaraydigan bo'lsak:

Dışarda gece bir cenup denizi gibi güzel,
çarpıyor pencerene dalgaları...
Gel!
Dinle havaları:
Havalar seslerin yoludur,
havalar seslerle doludur:
toprağın, suyun, yıldızların
ve bizim seslerimizle...

kabi yozilgan va uni tarjimon quyidagicha tarjima qiladi:

Tashqarida kecha bir janub dengizi kabi go'zal
Urmoqda derazanga to'lqinlari...
Kel!
Tingla havolarni
Havolar ovozlari yo'lidir
Havolar ovozga to'libdir

Tuproqning suvning yulduzning
Va bizning ovozlarga ...

Bu parchaning asl holida ham tarjima qismida ham bir qancha stilistik o'zgarishlar kuzatiladi. Jumladan, kecha ya'ni tunning go'zalligini janub dengiziga o'xshatyapti va o'xshatish unsuri sifatida kabi o'xshatish-qiyoslash bog'lovchisidan foydalanadi. Hamda shu kabi shoir „Tingla javoblarni” deya xitob qiladi. Biz bilamizki, havoni tinglab bo'lmaydi va bu yerda ikki tomonlama ham metafora ham havoga nisbatan jonlantirish berib stilistik o'zgarishni hosil qilgan.

Nihoyat, she'rning oxirgi bandiga e'tibor bersak, u shunday yozilgan:

Pencereye gel!
Havaları dinle bir:
Sesimiz yanındadır,
sesimiz seninledir...

Va tarjimon bu parchani shunday tarjima qiladi:

Derazaga kel!
Havolarni bir tingla!
Ovozimmiz yoningda
ovozimmiz sen ila

Bu parchada ham metaforaning yorqin namunasini ko'rishimiz mumkin. Ya'ni she'rda „Ovozimmiz yoningdadir “ deyilgan. Lekin ovoz inson yonida hech qachon turmaydi. Tarjima qilingan she'r ko'rinib turganidek boshdan oxir erkin vaznda yozilgan va bu holatda yozilishi ham she'rga o'zgacha bir ko'tarinkilik baxsh etadi.

Xulosa

Xulosa qilib aytadigan bo'lsam, Maqsud Shayxzoda bir necha tilidan o'zbek tiliga tarjimalar qilgan Bundan shu ma'lum bo'ladiki, u bir nechta tillarni va shu til egalari madaniyatlarini ham juda puxta bilgan. Va shu kabi bu she'r tarjimasida ham juda o'zgacha bir tarzda yondashib tarjimaning go'zal bir shaklini hosil qilgan. Shuningdek, yana bir tarjimonlik sohasida ham juda mahoratli ekanligini isbotlab berishgan, desam mubolag'a qilmagan bo'laman.

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TIBBIYOT SOHASI TERMINLARI TARJIMASINING LEKSIK-SEMANTIK XUSUSIYATLARI

Nurmatova Sevinch Baxtiyarovna

Tarjimonlik fakulteti 1-bosqich talabasi

Yo`ldoshev Ulug`bek Ravshanbekovich

Ilmiy rahbar.

Filologiya fanlari bo`yicha falsafa doktori (PhD),

Ingliz tili tarjima nazariyasi kafedrasida dotsenti.

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Annotatsiya. Mazkur maqola tibbiy tarjima va uning leksik- semantik xususiyatlari, unda yuzaga keladigan turli xil lingvistik muammolar va ularning yechimlari, shuningdek, uning bir qancha turlari haqida axborot berishga bag`ishlanadi.

Kalit so`zlar: tibbiy tarjima, uning tushunchasi va turlari, tibbiy terminlar, ularning tarjimasi va turlari, leksik va semantik xususiyatlari.

LEXICAL-SEMANTIC FEATURES OF TRANSLATION OF MEDICAL TERMS

Abstract. This article is dedicated to providing information about medical translation and its lexical-semantic features, various linguistic problems that arise in it and their solutions, as well as several types of it.

Key words: medical translation, its concept and types, medical terms, their translation and types, lexical and semantic features.

ЛЕКСИКО-СЕМАНТИЧЕСКИЕ ОСОБЕННОСТИ ПЕРЕВОДА МЕДИЦИНСКИХ ТЕРМИНОВ

Аннотация. Данная статья посвящена предоставлению информации о медицинском переводе и его лексико-семантических особенностях, различных лингвистических проблемах, возникающих при нем, и их решениях, а также о некоторых его видах.

Ключевые слова: медицинский перевод, его понятие и виды, медицинские термины, их перевод и виды, лексико-семантические особенности.

Tibbiy tarjima - bu bemor yozuvlari, klinik sinov protokollari, tibbiy hisobotlar, farmatsevtika ma'lumotlari va sog'liqni saqlashga oid boshqa materiallar kabi tibbiy hujjatlarni bir tildan ikkinchi tilga tarjima qilish jarayoni. U sog'liqni saqlash sohasiga tegishli hujjatlar, hisobotlar va boshqa materiallarni tarjima qilishni o'z ichiga olgan bo`lib, ixtisoslashgan sohadir. Bunga tibbiy yozuvlar, bemor ma'lumotlari, tadqiqot hujjatlari, farmatsevtika hujjatlari va boshqalar kiradi.

Tarjimaning bu ixtisoslashgan shakli tibbiy terminologiya, tushunchalar va qoidalarni, shuningdek, lingvistik va madaniy nuanslarni chuqur tushunishni talab qiladi. Tibbiy tarjimaning maqsadi tibbiy ma'lumotlarni bemorlarga, tibbiyot xodimlariga va boshqa manfaatdor tomonlarga aniq va madaniy jihatdan mos tarzda to'g'ri yetkazishdir. [3]

Tibbiy matnlarni tarjima qilish tibbiy terminologiyani chuqur tushunishni, shuningdek, manba va tarjima tillarining madaniy va lingvistik nuanslarini tushunishni talab qiladi. Tibbiy tarjimonlar asl matnning ma'nosini to'g'ri yetkazish uchun tibbiyot sohasida ham, tarjimada ham kuchli bilimga ega bo'lishlari juda muhimdir.

Tibbiy tarjima yuqori darajadagi tajriba, tafsilotlarga e'tibor va sog'liqni saqlash sohasidagi til to'siqlarini samarali bartaraf etish uchun eng yuqori sifat va aniqlik standartlarini qo'llab-quvvatlash majburiyatini talab qiladi.

Umuman olganda, tibbiy tarjima jarayoni maxsus bilim, tafsilotlarga e'tibor berish va tarjima qilingan hujjatlar to'g'ri, tushunarli va maqsadli auditoriya uchun madaniy jihatdan mos bo'lishini ta'minlash uchun sanoat standartlariga rioya qilishni talab qiladi.

Tibbiy tarjimonlar o'zlarining lingvistik va tibbiy bilimlaridan tashqari, turli mamlakatlardagi tibbiyot sohasining o'ziga xos talablari va qoidalarini ham yaxshi bilishlari kerak.

Bu tibbiy tarjima bilan bog'liq huquqiy va axloqiy mulohazalarni, shuningdek, ma'lum bir sog'liqni saqlash tizimi yoki mintaqaga xos bo'lishi mumkin bo'lgan har qanday maxsus terminologiya yoki standartlarni tushunishni o'z ichiga oladi. [3]

Tibbiy atamaları tarjimasining leksik-semantik xususiyati va tuzilishi. Ushbu kontekstdagi tibbiy atamalarning tarjimasini bemorning alomatlarini va sharoitlari bilan bog'liq maxsus va texnik lug'atni o'z ichiga oladi. Asl matnning ma'nosini to'g'ri yetkazish uchun tibbiy terminologiyadan foydalanish juda muhimdir. Bundan tashqari, tarjima tibbiy ma'lumotni yetkazishda aniqlik va aniqlikni ta'minlash uchun tegishli registr va ohangni saqlaydi.

Tibbiy atamalarning leksik va semantik tuzilishi tibbiyot sohasida tushunish va muloqot qilishda hal qiluvchi rol o'ynaydi. Tibbiyot terminologiyasi aniq ma'nolarni yetkazish uchun maxsus qoidalar va naqshlar yordamida tuzilgan va bu atamalar qanday shakllanayotganini tushunish muhimdir. [1]

Tibbiy atamalarning leksik-semantik xususiyatlari.

1. O'ziga xoslik: Tibbiy atamalar ko'pincha o'z ma'nosida juda aniq va aniq bo'lib, muayyan kasalliklar, holatlar, davolash usullari yoki anatomik tuzilmalarga ishora qiladi.

2. Texnika: Tibbiy atamalar odatda texnik xususiyatga ega bo'lib, ko'pincha aholi uchun tanish bo'lmagan maxsus lug'at va terminologiyadan foydalanadi.

3. Aniqlik: Tibbiy atamalar o'z ma'nosida aniq bo'lib, ko'pincha muayyan tibbiy tushuncha yoki holat haqida aniq ma'lumot beradi.

4. Murakkablik: Tibbiy atamalar murakkab bo'lishi mumkin, ular ma'nosini etkazish uchun prefikslar, qo'shimchalar va ildiz so'zlar kabi bir nechta komponentlarni o'z ichiga oladi.

5. Standartlashtirish: Tibbiy atamalar ko'pincha standartlashtiriladi va sog'liqni saqlash sohasi mutaxassislari o'rtasida aniq muloqot va tushunishni ta'minlash uchun tibbiyot sohasida izchil qo'llaniladi.

6. Ilmiy asos: Tibbiyot atamaları anatomiya, fiziologiya, patologiya va tibbiy muolajalar haqidagi hozirgi tushunchalarni aks ettiruvchi ilmiy tamoyillar va bilimlarga asoslanadi.

7. Aniqlik: Tibbiy atamalar aniq va aniq bo'lishi uchun ishlab chiqilgan bo'lib, sog'liqni saqlash xodimlari o'rtasida to'g'ri muloqot va tushunish imkonini beradi.

8. Domenga xoslik: Tibbiy atamalar tibbiyot va sog'liqni saqlash sohasiga xos bo'lib, ko'pincha boshqa sohalarda yoki fanlarda ishlatilmaydi.

9. Morfologik murakkablik: Tibbiyot terminlari ko'pincha murakkab morfologik tuzilmalarga ega bo'lib, ularning o'ziga xos ma'nosini ifodalovchi affikslar, ildizlar va birikma shakllari mavjud.

10. Etimologik ildizlar: Ko'pgina tibbiy atamalarning kelib chiqishi lotin, yunon yoki boshqa klassik tillarda bo'lib, tibbiyot terminologiyasining tarixiy rivojlanishini aks ettiradi va ularning ma'nosi haqida tushuncha beradi.

11. Tizimli tashkil etish: Tibbiyot atamaları ko'pincha ularning ma'nosini shakllantirish va izohlash uchun muayyan naqsh va qoidalarga rioya qilgan holda tizimli ravishda tuziladi.

12. Ixtisoslashgan foydalanish: Tibbiy atamalar tibbiy bilim va amaliyotning xilma-xilligini aks ettiruvchi turli tibbiy mutaxassisliklar yoki kichik sohalarda maxsus foydalanishga ega bo'lishi mumkin.

13. Rivojlanayotgan terminologiya: Tibbiyot terminologiyasi tibbiyot fanlari, texnologiyalari va tushunchalaridagi yutuqlarni aks ettirish uchun doimiy ravishda rivojlanib boradi, bu esa yangi atamalarning yaratilishiga va mavjudlariga o'zgartirishlar kiritilishiga olib keladi.

14. Xalqaro standartlashtirish: Ko'pgina tibbiy atamalar xalqaro miqyosda standartlashtirilgan bo'lib, turli mamlakatlar va sog'liqni saqlash tizimlarida izchil muloqot va tushunish imkonini beradi.

15. Terminologiya resurslari: Tibbiyot mutaxassislari va talabalari foydalanishi uchun tibbiy terminologiyani hujjatlashtirish va tushuntirishga bag'ishlangan tibbiy lug'atlar va ma'lumotlar bazalari kabi maxsus resurslar mavjud.[4]

Tibbiy atamalarni tarjima qilishning ba'zi leksik xususiyatlariga atamaning o'ziga xos ma'nosini tarjima qilishda aniqlik va aniqlik zarurati, o'rganilayotgan tildagi morfologik murakkablik va etimologik ildizlarni hisobga olish, tizimli tartibga rioya qilish va turli tibbiy ixtisosliklar doirasida maxsus foydalanish kiradi. Rivojlanayotgan terminologiya va xalqaro standartlashtirishni birlashtirish va aniq tarjima qilish uchun maxsus terminologiya resurslaridan foydalanish kerak. Bundan tashqari, tarjimonlar tarjima qilingan tibbiy atamalar sog'liqni saqlash tizimi va bemorlarni parvarish qilish kontekstida mos va tushunarli bo'lishini ta'minlash uchun maqsadli tilning madaniy va lingvistik nuanslarini hisobga olishlari kerak.

Tibbiy atamalarni tarjima qilishning ba'zi semantik xususiyatlariga atamaning aniq ma'nosi va kontseptsiyasini ko'rsatuvchi tilda yetkazish zarurati, turli tillar va madaniyatlar bo'yicha ma'no yoki konnotatsiyalarning mumkin bo'lgan o'zgarishini hisobga olish, atamalarda izchillik va izchillikni saqlash zarurati kiradi. Muayyan tibbiyot sohasi doirasidagi tegishli atama va tushunchalarning tarjimasini va tarjima qilingan atamalarning hozirgi tibbiy bilim va amaliyotlarni to'g'ri aks ettirishini ta'minlash muhimligi ham kiradi. Tarjimonlar, shuningdek, tibbiy atamalarni tarjima qilishda yuzaga kelishi mumkin bo'lgan har qanday noaniqlik yoki chalkashliklarni yodda tutishlari va maqsadli tilda aniq va aniq ekvivalentlarni taqdim etishga intilishlari kerak.

Tibbiyot sohasi terminologiyasining leksik-semantik xususiyatlari tarjimonlardan maqsad, maqsad va qo'llanish tartibini, shuningdek, turli tillar va madaniyatlar o'rtasidagi ma'no yoki konnotatsiyalarning o'zgarishi imkoniyatlarini tushunish zarurligini taqozo etadi. Tibbiyot sohasidagi tegishli atamalar va tushunchalarni tarjima qilishda aniqlik va izchillikni saqlash, shuningdek, hozirgi tibbiy bilim va amaliyotlarni to'g'ri aks ettirish muhimdir. Tarjimonlar tibbiy sohadagi atamalarning ma'nolari yoki talqinlarini maqsadli tillarda ifodalashda ehtiyotkor bo'lishlari va o'z tarjimalarida to'g'ri va aniq atamalardan foydalanishga ehtiyot bo'lishlari kerak.

Tibbiy atamalar juda ixtisoslashgan va texnik xususiyatga ega bo'lib, ko'pincha lotin yoki yunon ildizlaridan olingan. Ular tibbiyot sohasidagi turli kasalliklarni, sharoitlarni, davolash

usullarini va protseduralarini tavsiflash uchun ishlatiladi. Tibbiyot terminologiyasi o'zining o'ziga xosligi va aniqligi, shuningdek, standartlashtirilgan terminologiya va nomenklaturaga tayanishi bilan ajralib turadi.

Tibbiy atamalarning leksik-semantik xususiyatlariga ularning ko'pincha murakkab va qo'shma tuzilishi, aniq va o'ziga xos ma'nolari kiradi. Ko'pgina tibbiy atamalar prefikslar, ildizlar va qo'shimchalar kabi bir nechta morfemalardan iborat bo'lib, ular muayyan tibbiy tushuncha yoki fikrni bildirish uchun birlashadi. Tibbiy atamalarning morfologik tuzilishi va etimologiyasini tushunish to'g'ri tarjima qilish uchun zarur. Qolaversa, tibbiyot sohasida yangi kashfiyotlar va yutuqlarga erishilayotgani sari tibbiyot terminologiyasi ham doimo rivojlanib, kengayib bormoqda. Bu shuni anglatadiki, tarjimonlar to'g'ri va dolzarb tarjimalarni taqdim etish uchun manba va maqsad tillardagi so'nggi tibbiy terminologiya va tushunchalardan xabardor bo'lishlari kerak.

Bundan tashqari, tibbiy atamalar turli til va madaniyatlarda turli xil konnotatsiyalar yoki madaniy uyushmalarga ega bo'lishi mumkin. Tarjimonlar ushbu nuanslardan xabardor bo'lishi va madaniy sezgirlik va farqlarni hisobga olgan holda tibbiy atamalarning mo'ljallangan ma'nosini to'g'ri yetkazishi kerak.

Tibbiy atamalarning tarkibiy qismlari

1. Leksik tarkibi: Tibbiy atamalarning lug'aviy tarkibi deganda ularning o'z tarkibiy qismlari, ya'ni prefiks, o'zak, qo'shimchalar nuqtai nazaridan yasalishi tushuniladi. Ushbu komponentlarni tushunish tibbiy atamalarning ma'nosini tushunish uchun juda muhimdir.

- Prefikslar: Prefikslar so'zning ma'nosini o'zgartirish uchun uning boshiga qo'shiladi.

Masalan, "gipo-" prefiksi past yoki yetishmayotgan degan ma'noni anglatadi, shuning uchun "gipoglikemiya" past qon shakarini anglatadi.

- Ildizlar: Tibbiy atamaning ildizi odatda ishtirok etgan tana qismi yoki tizimini bildiradi.

Masalan, "kardi-" ildizi "kardiologiya" va "yurak" kabi so'zlarda ko'rinib turganidek, yurakni anglatadi.

- Qo'shimchalar: so'z oxiriga qo'shib, ma'noni o'zgartiradi. Masalan, "-itis" qo'shimchasi yallig'lanishni bildiradi. Shuning uchun "tonzillit" bodomsimon bezlarning yallig'lanishini anglatadi.

2. Semantik tuzilma: Tibbiy atamalarning semantik tuzilishi atamalarning turli tarkibiy qismlari tomonidan berilgan ma'nolarga bog'liq. Semantik tuzilmani tushunib, atamaning aniq tibbiy ahamiyatini tushunish mumkin.

- Morfologiya: Tibbiyot terminlarining morfologiyasi so'zlarning ichki tuzilishi bilan shug'ullanadi. Bu prefikslar, ildizlar va qo'shimchalarning mazmunli tibbiy atamalarni yaratish uchun qanday qo'shilishini tushunishni o'z ichiga oladi. Masalan, "dermatologiya" atamasi "derm-" (teri) o'zagi va "-ology" (o'rganish) qo'shimchasidan iborat bo'lib, uning terini o'rganishga tegishli ekanligini ko'rsatadi.

- So'z yasalishi: Tibbiy atamalar ko'pincha yunon yoki lotin ildizlaridan olingan bo'lib, so'z yasash uchun maxsus naqshlarga amal qiladi. Masalan, "gastroenterologiya" atamasi yunoncha "gastro" (oshqozon) va "enteron" (ichak) so'zlaridan kelib chiqqan bo'lib, "-ologiya" qo'shimchasi bilan u oshqozon va ichaklarni o'rganuvchi fan ekanligini bildiradi.

- Kompozitsiya ma'nosi: Tibbiy atamalarning kompozitsion ma'nosi so'zning alohida qismlarining muayyan tibbiy tushunchani yetkazish uchun qanday birlashishini anglatadi.

Komponentlarni tushunish sog'liqni saqlash xodimlariga havola qilinayotgan shartlar, protseduralar yoki anatomik tuzilmalarni sharhlash imkonini beradi. Masalan, "bronxospazm" "bronxo-" (bronxlar bilan bog'liq) va "-spazm" (anormal qisqarish) dan iborat bo'lib, bronxial naychalarning g'ayritabiiy qisqarishini ko'rsatadi.

3. Leksik va semantik tuzilishning ahamiyati: Tibbiy atamalarning leksik va semantik tuzilishini tushunish bir necha sabablarga ko'ra zarur:

- Muloqot: Tibbiyot mutaxassislari samarali va aniq muloqot qilish uchun standartlashtirilgan terminologiyadan foydalanadilar. Tibbiy atamalarning tuzilishi va ma'nosini tushungan holda, tibbiy yordam ko'rsatuvchi provayderlar tashxislar, davolash usullari va protseduralari haqida ma'lumotni aniq yetkazishlari mumkin.

- Aniqlik: Tibbiy atamalar anatomik tuzilmalar, fiziologik funktsiyalar, kasalliklar va davolash usullari haqida aniq ma'lumotlarni yetkazish uchun mo'ljallangan. Leksik va semantik tuzilmani tushunish orqali sog'liqni saqlash mutaxassislari klinik sharoitda to'g'ri va aniq aloqani ta'minlashlari mumkin.

- Tashxis va davolash: Tibbiy terminologiyani tushunish tibbiyot xodimlariga tibbiy ma'lumotlarni sharhlash, hamkasblar bilan muloqot qilish va bemorlarni ularning holati haqida o'qitish imkonini beradi. Bu aniq tashxis qo'yish, samarali davolash va ongli qaror qabul qilishni osonlashtiradi.

- Ta'lim va o'qitish: Tibbiyot talabalari va mutaxassislari o'z ta'lim va martabalarida muvaffaqiyatga erishish uchun tibbiy terminologiyani yaxshi bilishlari kerak. Tibbiyot atamalarining leksik va semantik tuzilishini tushunish tibbiyotni o'rganish va amaliyotda qo'llash uchun asosiy hisoblanadi.[1]

Tibbiy tarjimada lingvistik muammolar.

Tibbiy tarjima bir qancha lingvistik muammolarni keltirib chiqaradi, jumladan, tibbiy terminologiyaning murakkabligi, tarjimada aniqlik va aniqlik zarurati va tibbiy tushunchalarni noto'g'ri talqin qilish yoki tushunmaslik ehtimoli.

Tibbiy tarjimada asosiy lingvistik muammolardan biri tibbiy terminologiyaning murakkabligi va o'ziga xosligidir. Tibbiy atamalar ko'pincha juda texnik va aniq bo'lib, boshqa tillarda to'g'ridan-to'g'ri ekvivalentlari bo'lmasligi mumkin. Tarjimonlar tibbiy atama va tushunchalarning ma'nosini to'g'ri yetkazish uchun manba va maqsad tillarda tibbiy terminologiyani chuqur tushunishlari kerak.

Yana bir lingvistik muammo - tarjimada aniqlik va aniqlik zarurati. Tibbiy ma'lumotlarning noto'g'ri yoki noto'g'ri tarjimasi bemorning parvarishi va xavfsizligi uchun jiddiy oqibatlariga olib kelishi mumkin. Tibbiy tarjimonlar o'z tarjimalari nafaqat lingvistik jihatdan to'g'ri bo'lishini, balki asl matnning mo'ljallangan ma'nosini madaniy jihatdan sezgir va mos tarzda yetkazishini ta'minlashi kerak.

Tibbiyot terminlari bilan bog'liq asosiy lingvistik muammolardan biri ularning o'ziga xosligi va murakkabligidir. Tibbiy terminologiya ko'pincha boshqa tillarda to'g'ridan-to'g'ri ekvivalentiga ega bo'lmagan yuqori texnik va maxsus atamalarni o'z ichiga oladi. Bu tarjimonlar uchun ushbu atamalarning aniq ma'nosini boshqa tilda to'g'ri yetkazishni qiyinlashtirishi mumkin.

Yana bir muammo - bu tibbiy terminologiyada noaniqlik yoki ko'p ma'nolar ehtimoli. Ba'zi tibbiy atamalar ular qo'llanilgan kontekstga qarab turli xil ma'no yoki talqinlarga ega bo'lishi

mumkin. Tarjimonlar ushbu nuanslardan xabardor bo'lishi va ular asl matnning mo'ljallangan ma'nosini to'g'ri yetkazishini ta'minlashi kerak.[2]

Bundan tashqari, tibbiy tarjimonlar tibbiy tushunchalarni noto'g'ri talqin qilish yoki noto'g'ri tushunish imkoniyatlaridan xabardor bo'lishlari kerak. Turli tillar va madaniyatlar tibbiy tushunchalarni kontseptsiyalash va ifodalashning turli usullariga ega bo'lishi mumkin va tarjimonlar aniq va samarali tarjimalarni ta'minlash uchun bu farqlarga sezgir bo'lishi kerak.

Bunga qo'shimcha tarzda, tibbiy terminologiyaning doimiy evolyutsiyasi va yangi tibbiy tushunchalar va texnologiyalarning joriy etilishi tarjimonlar uchun qiyinchiliklar tug'dirishi mumkinligini ham aytib o'tish lozim. Yangi atama va tushunchalarni to'g'ri tarjima qilish uchun ular tibbiyot sohasidagi so'nggi o'zgarishlardan xabardor bo'lishlari kerak. Tibbiy atamalarning lingvistik muammolari tarjimonlardan ham manba, ham ko'rsatma tillarni chuqur bilishni, shuningdek, tibbiyot terminologiyasining aniq va nozik ma'nolarini to'g'ri yetkaza olish qobiliyatini talab qiladi. Umuman, tibbiy tarjimaning lingvistik muammolari tarjimonlardan tibbiy terminologiya va lingvistik nuanslarni chuqur tushunishni, shuningdek, sog'liqni saqlash kontekstida madaniyatlararo muloqotning murakkabliklarida harakat qilish qobiliyatini talab qiladi.

Xulosa o'rnida shuni ta'kidlaymizki, Tibbiy atamalarning leksik-semantik tarkibi tibbiyot sohasida qo'llaniladigan so'zlarning tarkibiy qismlari tarkibi va ma'nolarini o'z ichiga oladi. Tibbiy terminologiyani o'zlashtirish samarali muloqot, tashxis va davolashda aniqlik, sog'liqni saqlash xodimlarini o'qitish va tayyorlash uchun zarurdir. Umuman olganda, tibbiyot sohasi terminologiyasining leksik-semantik xususiyatlari tarjimonlardan ham manba, ham maqsad tillarni chuqur bilishni, shuningdek, tibbiy tushunchalar va terminologiyani mukammal bilishni talab qiladi. Bu tibbiyot sohasida to'g'ri va madaniy jihatdan nozik tarjimalar taqdim etilishini ta'minlaydi.

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INFLAMMATORY DISEASES OF FEMALE SEXUAL ORGANS

Mirzayeva Nafisa Jo‘raboyevna

Sariosya in the name of Abu Ali Ibn Sina

Technical School of Public Health

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Abstract. *Inflammatory diseases of female genital organs take the first place among gynecological diseases. There are three principles for the classification of diseases of inflammation of the female genital organs. Inflammatory diseases of the female genital organs and their treatment are described in detail in this article.*

Key words: *genitals, vulvitis, colpitis, endometritis, pelvioperitonitis.*

ВОСПАЛИТЕЛЬНЫЕ ЗАБОЛЕВАНИЯ ЖЕНСКИХ ПОЛОВЫХ ОРГАНОВ

Аннотация. *Воспалительные заболевания женских половых органов занимают первое место среди гинекологических заболеваний. Существует три принципа классификации заболеваний воспалительных процессов женских половых органов. Воспалительные заболевания женских половых органов и их лечение подробно описаны в этой статье.*

Ключевые слова: *половые органы, вульвит, кольпит, эндометрит, пельвиоперитонит.*

Etiological factors are infectious, mechanical, thermal, chemical, thrombosis, hemorrhage, tissue necrosis. Spread of infection by lymphogenous way, hematogenous way, canalicular way. The clinical course is acute, semi-acute, chronic and relapsing. Groups of microbes that cause disease are septic inflammatory diseases, specific inflammatory diseases.

Inflammation of the external genital organs, inflammation of the internal genital organs depending on the location of the disease. Infection is transmitted by exogenous and endogenous means. The clinical course of the disease depends on the virulence of the causative agent and the characteristics of the body's defenses.

INFLAMMATION OF EXTERNAL SEXUAL ORGANS

vulvitis - mainly inflammation of the labia. A woman complains of pain and itching in the vaginal area. When examined, it can be seen that the tissues are reddened and swollen, purulent discharges are coming, and wounds can be found.

Treatment: wash and clean with 2% boric acid solution, chamomile tincture, apply synthomycin or streptocidal emulsion, or apply primochka, i.e. cover with a napkin soaked in the solution.

Bartholinitis - inflammation of large vestibular glands. The area of the labia majora is characterized by severe pain, swelling and infiltration. If the inflammation is purulent, the body temperature rises. In the acute stage, the patient is prescribed to lie down, put an ice pack on the affected gland area, antibiotics and sulfanilamide drugs.

Purulent inflammation is treated surgically. The purulent area is opened and swabs soaked in 10% hypertonic sodium chloride solution, then swabs smeared with Vishnevsky ointment are placed in the cavity. At the stage of absorption, physiotherapeutic treatment UVCh is used.

INFLAMMATION OF INTERNAL SEXUAL ORGANS

Colpitis is an inflammation of the vagina. Vaginal discharge, vaginal itching and pain. When examined, it is seen that the vaginal wall is reddened, swollen, sometimes with light red small rashes and pus bubbles. In trichomonad colpitis, secretions are yellow-green foam, in fungal colpitis, in the form of a white mass. It is treated taking into account the causative agent of the disease. Vulvovaginitis is more common in girls. The reason is that it appears when foreign objects get into the vagina. Treatment depends on the etiological factor.

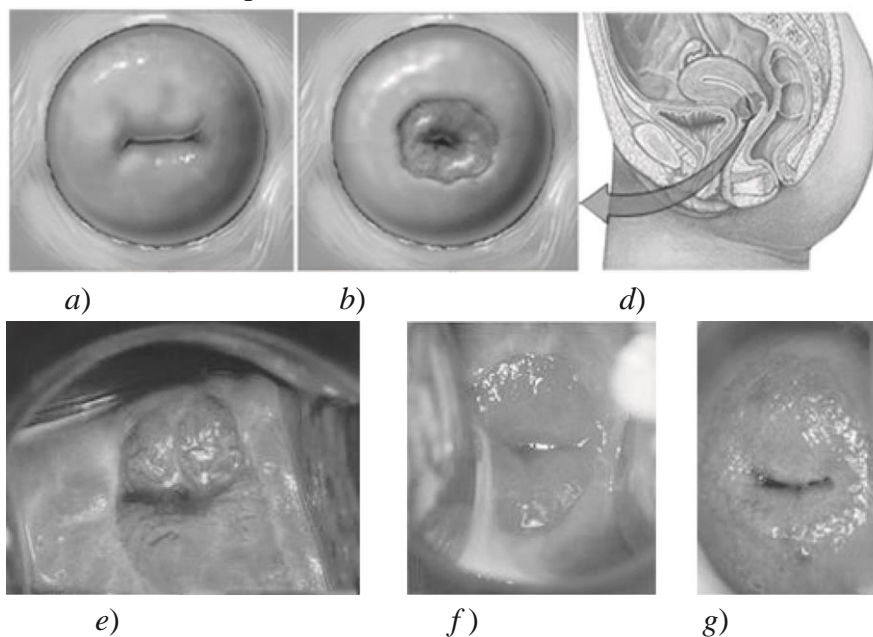
endocervicitis - inflammation of the mucous membrane of the cervical canal. Clinic. Light-headedness, pulling pains in the buttock region, as if lying down. When examined with the help of vaginal mirrors, it is found that the cervical canal is red, and purulent discharge is coming from the cervical canal.

The cure. Medicines with antibiotics, sulfanilamide. Rinsing the vagina and putting on tampons. Protorgol or Lugol solution is injected into the cervical canal.

Erosion of the cervix - damage, ulceration of the multilayered flat epithelium around the external opening of the cervix. The defect of the multi-layered flat epithelia of the vaginal part of the cervix is called true erosion. Affected by pathological secretions from the cervical canal, erosion occurs.

Chin erosion is light red in color, irregular in shape, and bleeds when touched. Cylindrical epithelia grow on the damaged area of the defect of the epithelia of the vaginal part of the uterus, and the wound appears to be healing. In fact, this situation is not recovery - it is a false (pseudo) erosion situation. Cylindrical epithelia act in the eroded area, blocking the path of the secretory glands, and small bubbles appear in the place where the secretion accumulates, which are called Nabotov's ovules (ovuli Nabotici). In pseudo-erosion, it is filled with cylindrical epithelium, and the surface of the erosion appears pale red.

Erosions are also formed when the mucous membrane in the torn areas of the cervical canal turns over (erosion ectropion).



9-rasm.

a - a healthy appearance of the cervix; b, d, e, f, g - different forms of cervical erosion.

Treatment: Medicinal baths, antimicrobial drugs, tampons are applied. Electrocoagulation after biopsy. Cryotherapy. Laser treatment is a new method.

endometritis - inflammation of the lining of the uterus. The clinic is throbbing pain in the lower abdomen and buttocks. An increase in body temperature, tachycardia, and muscle cramps are noticeable in the acute form. During bimanual examination, it is observed that the uterus is painful, partially enlarged, and purulent discharge is coming from the uterus.

salpingo-oophoritis – (adnexitis) inflammation of the uterus. If the inflammatory processes intensify, a purulent cyst - tuboovarian tumor (pyo - sactosalpinx) appears in the area of the uterus.

Inflammation of the uterus leads to childlessness, ectopic pregnancy, menstrual dysfunction. parametritis - inflammation of the uterine lining. Pain in the lower abdomen, legs and buttocks, difficulty urinating and going to the toilet due to severe pain, deterioration of the general condition, increase in body temperature are observed. A parametrial infiltrate can rupture into the bladder or rectum when suppurating.

pelvioperitonitis - inflammation of the peritoneum in the small pelvis, severe pain in the lower abdomen. The general condition of the patient worsens, the body temperature rises. Vomiting, constipation and flatulence are observed. Symptoms of intoxication: characterized by an acceleration of the pulse, a decrease in arterial pressure, dryness of the mouth, weakness.

peritonitis is a diffuse inflammation of the peritoneum, which occurs as a result of exacerbation of purulent pelvioperitonitis or rupture of purulent areas of the uterus. In this case, the intoxication is characterized by the fact that the body temperature rises to a high level, and the symptoms characteristic of the peritoneum are felt in all parts of the abdomen. It is treated operatively.

TREATMENT OF INFLAMMATORY DISEASES OF THE SEXUAL ORGANS

It is recommended to use drugs that increase general strength, drugs that reduce the uterus, antibacterial therapy, sulfanilamide drugs, detoxification therapy, desensitizing therapy, symptomatic treatment, local treatment, and physiotherapeutic treatment. In the acute period of the disease, bed rest, rest, an ice pack is placed on the lower part of the abdomen.

Prevention of inflammatory diseases of female genital organs: during menstruation, childbirth, after abortion, following the rules of personal hygiene. Practice sexual hygiene. Prevention of abortions. Elimination of foci of all chronic diseases in the body.

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BOSHQARUV FAOLIYATIGA OID KOMPETENSIYALARNI SHAKLLANTIRISH

Muxammadiyev Xojiakbar Aslitdinovich

Buxoro innovatsiyalar universiteti magistranti
Jizzax viloyati yuridik texnikumi kafedra mudiri
ORCID:0000-0003-2571-7297

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Annotatsiya. Ushbu maqolamda kompetensiya nima ekanligi to'g'risida, kompetentlik va kompetet boshqaruv shuningdek boshqaruv faoliyatiga oid kompetensiyalar nima ekanligini va mazmun mohiyatini ochib berishga harakat qilganman.

Kalit so'zlar: qobiliyat, boshqaruv kadrlari, o'zini o'zi rivojlantirish, o'zini o'zi baholash, davlat xizmati, istiqbolli kadrlar, inson resurslarini rivojlantirish, o'zini o'zi rivojlantirish kompetensiyasi.

FORMATION OF COMPETENCIES REGARDING MANAGEMENT ACTIVITY

Abstract. In this article, I tried to explain what competence is, competence and competent management, as well as competences related to management activities and the essence of the content.

Key words: ability, management personnel, self-development, self-assessment, public service, prospective personnel, human resources development, self-development competence.

ФОРМИРОВАНИЕ КОМПЕТЕНЦИЙ В ОБЛАСТИ УПРАВЛЕНЧЕСКОЙ ДЕЯТЕЛЬНОСТИ

Аннотация. В данной статье я постарался объяснить, что такое компетентность, компетентность и грамотное управление, а также компетенции, связанные с управленческой деятельностью и сущностью их содержания.

Ключевые слова: способности, управленческий персонал, саморазвитие, самооценка, государственная служба, перспективные кадры, развитие человеческих ресурсов, компетентность саморазвития.

KIRISH.

Kompetentsiya - ma'lum bir faoliyatda inson xatti-harakatlarining sifatini tavsiflovchi integral xususiyat, mezondir. Qoida tariqasida, har qanday sohada natijaga erishish, ushbu faoliyat turida samarali bo'lish imkonini beradigan xatti-harakatlarning qandaydir ideal modelidir.

Ko'rinib turibdiki, har bir vaziyatda insonning xatti-harakati ko'plab omillar bilan belgilanadi: ichki munosabatlar va motivatsiya, ko'nikmalar, texnologiyani tushunish, bilim va hatto genetik moyilliklar ham.

Hozirgi kunda O'zbekistonda boshqaruv kadrlari soni yuz mingdan ortiq, ularning hammasini bir yilda yoki bir vaqtning o'zida O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi va uning filiallarida o'qitish imkoniyati vaqt nuqtai nazaridan cheklangan. O'zbekiston Respublikasi Prezidentining boshqaruv kadrlariga qo'yayotgan talablari, davlatning bugungi siyosati, shuningdek, global sharoitidagi islohotlar jarayonidagi o'zgarishlar har bir davlat xizmatchisining o'z ustida mustaqil ishlashini talab etadi. Boshqaruv kadrlarining o'z-o'zini kompetensiyaviy rivojlantirish uchun O'zbekistonda maxsus tizim yoki elektron

platforma mavjud emas. Jahon tajribasiga ko'ra boshqaruv kadrlarini mustaqil tarzda o'zini o'zi rivojlantirish elektron platformalari mavjud.

Xo'sh boshqaruvchi shaxsi uchun kompetensiyaning ahamiyati na qadar, kerakmi aslida u.

Albatta kerak kompetensiya barcha kasblarda, barcha sohada va barcha tarmoqda ayniqsa boshqaruvda eng kerak bo'lgan o'ziga xoslikdir. Hozirgi kunda mamlakatda kadrlar malakasini oshirish va ularni qayta tayyorlash borasida faoliyat olib borayotgan akademiya, institut, fakultet, markaz va malaka oshirish kurslari boshqaruv kadrlarini to'liq qamrab olgani yo'q.

O'zbekiston taraqqiyotining yangi bosqichida davlat boshqaruv kadrlarini tayyorlash va ularning malakasini oshirishda har bir sohaning xususiyatlari va bu soha xizmatchilariga qo'yiladigan talablardan kelib chiqqan holda malaka oshirish, boshqaruv kadrlarini tayyorlash va qayta tayyorlash tizimi takomillashtirilmoqda. Bular qatoriga O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi, O'zbekiston Respublikasi Bank-moliya akademiyasi, O'zbekiston Respublikasi Bosh prokuraturasi Akademiyasi, Qurolli Kuchlar Akademiyasi, Ichki ishlar akademiyasi, Xalqaro Islom akademiyasi, Bojxona Instituti, Toshkent shahri va mamlakat viloyatlaridagi pedagogik kadrlarning malakasini oshirish markazlari, viloyatlar hokimiyatlari qoshida tuzilgan o'z-o'zini boshqarish organlari rahbarlar malakasini oshirish o'quv markazlari shular jumlasidandir.

Boshqaruv kadrlarining o'zini o'zi rivojlantirish tizimi bo'yicha bugungi kunda Yevropa va boshqa rivojlangan mamlakatlarda chuqur ilmiy tadqiqotlar amalga oshirilgan. Ayniqsa, rossiyalik olimlar tomonidan yuzlab darslik, o'quv qo'llanma, monografiya, lug'at, modullar va turli ilmiy ishlanmalar chop ettirib kelinmoqda. Shu bilan birgalikda, shunday nazariy qarashlar asosida dunyoning ko'zga ko'ringan o'zini o'zini rivojlantirish portallari amaliyotga allaqachon tatbiq etilgan.

Ammo bizda bunday o'quv kurslari va maxsus platformalar mavjud emas, boshqaruv kadrlari uchun ko'plab maqsadli elektron platformalarning joriy etilishi boshqaruv samaradorligining oshishiga va boshqaruvchi shaxsining vazifalarini bajarishida bir qancha yegilliklarga sababchi bo'lar edi deb hisoblayman. Xo'sh bular qanday yo'nalishdagi platformalar bo'lishi kerak:

- boshqaruv mahorati;
- davlat xizmatchisining yetikasi;
- jamoada ishlash;
- innovatsion yo'nalganlik;
- ish muloqoti;
- ishonchni shakllantirish;
- kommunikativlik\kirishimlilik;
- qadriyatlar;
- liderlik;
- loyihalarni boshqarish;
- natijaga yo'nalganlik;
- normativ hujjatlar va huquqiy me'yorlarni yaxshi bilish;
- pozitiv fikrlash;
- tizimli fikrlash;

- o'zgarishlarga moslanuvchanlik, stressga bardoshlilik;
- boshqaruv qarorlarini qabul qilish.

Maxsus elektron o'quv kurslari yaratilishi boshqaruv kadrlarining malakasini oshirish tizimini optimallashtirish imkoniyatini vujudga keltiradi, har bir davlat fuqarolik xizmatchisi mustaqil tarzda o'z ustida ishlashi, o'zini o'zi baholashi, o'ziga qulay vaqtda maxsus o'quv kurslarini o'zlashtirish imkoniyatiga ega bo'ladi. Boshqaruv kadrlarining malakasini oshirish qamrovi kengayadi. Ularning natijalari va munosabatiga qarab, ularning kompetensiyalarini baholash imkoniyati kengayadi.

Boshqaruv kadrlarining o'zini o'zi rivojlantirish (self development-portal/self improvement portal) portalidagi metodik yondashuvlar va maxsus o'quv kurslari boshqaruv kadrlarining quyidagi shaxsiy muhim fazilatlarini rivojlantirish imkoniyatini beradi:

Motivatsion va semantik (o'z-o'zini rivojlantirish va professionallik darajasini oshirish, maqsadni belgilash zarurati).

Tarkib jarayoni (yuqori darajadagi professional standartlar, ijodkorlik, avtonomlik).

Reflektiv-baholovchi (o'zini anglash va aks ettirishning yuqori darajasi, o'zini hurmat qilish va o'zini qabul qilish, talablarning yetarli darajasi va o'zini o'zi qadrlash).

Faoliyatni tartibga soluvchi (faol predmet pozitsiyasi, stressga chidamlilik, o'zini o'zi boshqarishning samarali tizimi).

Kommunikativ-ekspressiv (hamdardlik, ko'p mavzuli o'zaro aloqalarni amalga oshirish va ziddiyatli vaziyatlarni hal qilish qobiliyati).

Boshqaruv kadrlarini uzluksiz rivojlantirish borasida dunyodagi bo'layotgan o'zgarishlarga O'zbekistonning integratsiyalashishi, innovatsion tafakkur, bozor konyukturasi va raqobatiga javob beradigan, mustaqil va tezkor qarorlar qabul qiladigan kadrlarni tayyorlash dolzarb vazifalardan biri hisoblanadi. Boshqaruv kadrlarining o'zini o'zi rivojlantirish tizimining asosiy vazifasi shaxsning boshqaruv faoliyatiga bo'lgan qobiliyatini aniqlash va ularni baholash, boshqaruvga oid qobiliyatlarni rivojlantirish bo'yicha onlayn tarzda kurslar, maslahatlar va konsultativ yordamni tashkil etish, portal doirasida to'plangan ma'lumotlar asosida boshqaruv salohiyatiga ega, qobiliyatli va malakali yosh rahbar kadrlar zaxirasi haqida ma'lumot bazasini yaratishdan iborat.

XULOSA

O'zbekiston Respublikasi Prezidentining 2019-yil 3-oktabrdagi «O'zbekiston Respublikasida kadrlar siyosati va davlat fuqarolik xizmati tizimini tubdan takomillashtirish chora-tadbirlari to'g'risida»gi PF-5843-son Farmonida davlat fuqarolik xizmati masalalari bo'yicha vakolatli organning mavjud emasligi, davlat organlari va tashkilotlarida yagona kadrlar siyosatini olib borishga, xodimlarni samarali boshqarish va inson resurslarini rivojlantirishga, malakali kadrlar zaxirasini raqobat asosida shakllantirishga hamda ular tomonidan boshqaruv kadrlarining vakant lavozimlari o'z vaqtida egallanishiga yo'l qo'yilmayotganligi ta'kidlangan. Tadqiqot natijalaridan davlat fuqarolik xizmatining barcha tarmoq va sohalarida foydalaniladi. Yiliga 100 mingdan ortiq boshqaruv kadrlarining mustaqil tarzda o'zini o'zini rivojlantirish maxsus kurslaridan foydalanish imkoniyati mavjud bo'ladi.

Boshqaruv kadrlarining o'zini o'zi rivojlantirish (self development/self improvement) tizimining ijtimoiy-iqtisodiy ahamiyati shundaki, har chorakda har bir davlat fuqarolik xizmatchisi qisqa muddatli kurslarni onlayn tarzda o'zlashtirishi orqali ularning boshqaruv sohasidagi bilim,

malaka va ko'nikmalari oshadi. Moliyaviy nuqtai nazardan vaqt va safar xarajatlari qisqaradi. Shuningdek, muntazam o'z ustida ishlash imkoniyati bo'ladi. Masalan, Janubiy Koreya Respublikasi Inson resurslarini rivojlantirish milliy instituti (NHI) onlayn platformasi orqali bir yilda 220 mingga yaqin boshqaruv kadrlari malaka oshiradi.

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“XOTIRAM SINIQLARI” DOSTONIDA ONA SIYMOSI TALQINI

Shavkatova Jasmina

SamDCHTI talabasi

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Annotatsiya. Maqolada shoira Zulfiya badiiy olami haqida ma'lumot berilgan. Shoira ijodida alohida mavqiyega ega bo'lgan “Xotiram siniqlari” dostoni va uning badiiyati tahlil qilingan. Dostonda ona siymosining o'ziga xosligi, mehru muhabbatining poetik talqini misollar orqali yoritilgan.

Kalit so'zlar: Ona, istiqlol, hurriyat, dard, iztirob, zamon, ko'ngil, milliy ruh, tahlil, talqin.

THE INTERPRETATION OF THE MOTHER FIGURE IN THE EPIC "FRAGENCES OF MEMORY".

Abstract. The article provides information about the artistic world of the poetess Zulfiya. The epic "Broken Memories" and its poetry, which has a special place in the work of the poetess, are analyzed. In the epic, the uniqueness of the mother's figure and the poetic interpretation of tender love are highlighted through examples.

Key words: Mother, independence, freedom, pain, suffering, time, heart, national spirit, analysis, interpretation.

ИНТЕРПРЕТАЦИЯ ФИГУРЫ МАТЕРИ В ЭПОСЕ "ОБРАКИ ПАМЯТИ".

Аннотация. В статье представлены сведения о творческом мире поэтессы Зульфийи. Анализируется эпос «Разорванные воспоминания» и его поэзия, занимающая особое место в творчестве поэтессы. В эпосе на примерах подчеркивается своеобразие фигуры матери и поэтическая интерпретация нежной любви.

Ключевые слова: Мать, независимость, свобода, боль, страдание, время, сердце, национальный дух, анализ, интерпретация.

Zulfiya XX asr o'zbek she'riyatining yirik vakillaridan biridir. U o'zining teran falsafiy, hassos, fojaviy va hayotbaxsh realistik ijodi bilan hozirgi zamon o'zbek she'riyatida yangi sahifa ochdi. Zulfiya qator dostonlar yaratdi. Uning “Uni Farhod der edilar”, “Quyoshli qalam”, “Xotiram siniqlari” kabi dostonlari shoira dunyoqarashining kengligini, turmush tajribalarining ortganini, tuyg'u va fikrlarining teranligini yaqqol ko'rsatib turadi. Zulfiya she'riyati hayotbaxsh lirik tuyg'ularga, yangi-yangi fikrlarga, chuqur g'oyaviy mazmunga, teran hissiyotga, ajoyib obrazlarga, rang-barang tasviriy vositalarga boydir. Shoira vafo va sadoqat qo'shig'ini barilla kuyladiki, bu qo'shiq bugun har bir yurakda aks-sado berib turibdi. Quli gul bir bog'bonning bog'ida keza turib, sizni, butun vujudingizni, o'zining mayin va xushbo'y hidi o'z domiga tortadigan atirgullarga duch kelasiz, ozgina uzoqlashsangiz yana ortingizga qaytib bu ifordan bahramand bo'lsam, deysiz. Zulfiya poeziyasini ham ana shunday gulning betakror iforiga mengzasak mutlaqo adashmaymiz. Undagi baxtning oliy ifori sizni yuksaklarga olib uchadi, shubhasiz.

Zulfiya Isroilova umrining xayrli shomida, sakson yoshida bitgan “Xotiram siniqlari” asari butun bir kechinma-yu, ayriliqning dilmomasidir. Bu hech shubhasiz, XX asr o'zbek she'riyatining unutilmas, qadrlash va e'zozlashgan arzigulik hodisasi. “Zulfiya ijodida “Xotiram siniqlari” (1995) dostoni o'ziga xos o'rin egallaydi. Doston mustaqillik davrining mahsuli bo'lib, unda mustaqillik dil-dildan ulug'langan. Shoira asarda umri davomida o'z boshidan kechgan yaxshi va

yomon kunlarni eslab, hayot va jamiyat taraqqiyoti haqida, baxt va badbaxtlik to'g'risida teran poetik mulohaza yuritgan. Sho'rolar davridagi achchiq hayot qoldirgan dardu alamlarini, orzu-istaklarini doston misralari qatqatiga to'kib solgan. Shu tarzda el-yurt ko'ngliga harorat baxsh etgan"¹³. Tafakkurni charxlab, milliy ruhni o'stirib, tarixdan saboq chiqarishga o'rgatadi.

Qahramonlar, obrazlarning tasvirini berishda Zulfiya ortiqcha tashbehlariga qidirmaydi, jim-jimador so'zlardan faydolanishga oshiqmaydi. Xotirasida jonlangan yaqinlarining insoniy qiyofasini o'z aksidek chizib beradi. Dastla onasining yorqin siymosini nihoyatda mayin, samimiy ifodalash yo'lini tutadi:

Qarog'ida mehr shamlari yoniq –
Gullagan o'rikday orasta otin.

Onalarimizni mehnatkash, mehribon, shirin so'zli sifatlar bilan namoyon qilish so'z san'atimiz tarixida ko'p uchragan hodisa sanaladi. Lekin "gullagan o'rikday orasta otin" degan tashbehda butun dunyo onalariga xos fazilatlar bo'y ko'rsatgan desak mubolag'a bo'lmaydi. Bu ham shoiraning so'z qo'llash mahoratidan, zero bunday ifoda, go'zal istiora hech bir ijodkorning, qalamkashlarning, ijodiy merosida uchramagan. Shoira bundan keying misralarida ana shunday samimiyatni bardavom tasvirlaydi. So'fi Olloyor-u Mashrablarning kitoblarinino'pib qo'liga olishi-yu, o'yinqaroq bolalarini adabiyotning sehrli olamiga olib kirishi ifodalnadi.

Onam qo'llarida mushtday tugunchak,
Tosh shaharni kezar avaxta izlab,
Avaxta nechadir, zor ona necha,
Nechalar yashardi zamoni "siz"lab.

Zulfiyaning mahorati shunda ko'rinadiki, butun bir romanbop tarixiy voqelikni mana shu satrlarda joylay olgan. Bu misralarda shoiraning nohaqlikda qatag'on qilingan akasining sog'inchisi bilan doimo birga yashaganligi shoirona aks ettirilgan. Adabiyotdagi favqulodda obrazlar uni yaratgan adib yo shoirning qalbiga eng kuchli ta'sir etgan tirik insonlardan olingan ulgilardir. "Xotiram siniqlari"dagi mushfiqa va daryodil ona, "metindan yaralgan" ota va milliy g'ururi bosqinchilar ruhini yerparchin etgan aka, shubhasiz, shoira Zulfiyaning bir umr yuragida yashagan yaqinlari siymolaridir. "Xotiram siniqlari" ham shu darajaga yetgan asar. Undan o'quvchi millatning xuddi shunday yuzlab otalari, onalari, akalari siyratini ko'rib, tanib, sevadi, ardoqlaydi.

Keksa ko'zlarida mo'ldir va mo'ldir
Qotgan ko'z yoshlarga boqardim hayron.
Bu sokin jussani kemirar ne sir,
Ne bois muttasil dillari vayron...
Kuni bo'yi kezib, bukchayib, tolib,
Keksa bag'rin yerga berib yotardi.
Biz nochor bir – biriga ezilib boqib,
Sukut dengiziga og'ir botardik.

Zulfiyaning mana shu ikki bandda jo bo'lgan lirik qahramon tuyg'ulari har bir insonning bag'rini tirnamay qo'ymaydi. Boisi, onalarimiz haqida aytilgan asli haqiqatlarni anglashimiz uchun shu misralarning ma'nosini teran tafakkur qilsak kifoya meningcha. Zulfiya lirik qahramoni

¹³ Mirzayev S. XX asr o'zbek adabiyoti. T.: Yangi asr avlodi, 2002, 304-b.

– ona – hayotiy voqea-hodisalarga, aniq dalillarga asoslangan va kuchli mantiqqa tayangan holda tinchlik ishining yengishiga. Butun dunyoda tinchlikning barqaror bo‘lishiga imon keltiradi.

Zulfiya mahoratidagi bunday o‘ziga xoslik uning tasvir ob’ektini yangicha badiiy tadqiq etishi, u haqida yangicha fikrlashga intilishi natijasidir. Shuning uchun ham Zulfiya an’anaviy obrazlar qa’ridan yangi-yangi ma’nolar izlaydi. Zulfiyaning olijanoblik, jasorat, haqqoniy xalq g‘ururi, tabiat va insonga nisbatan samimiy tuyg‘ular va hurmati, boy ranglar va kutilmagan yangi timsollar bilan bajarilgan lirikasi, kitobxon qalbini larzaga keltiradi, insoniyatning kelajakka bo‘lgan ishonchini mustahkamlaydi. Mana shu fikrlardan kelib chiqib, aytishimiz mumkinki, mazkur doston tafakkurni charxlab, milliy ruhni o‘stirib, tarixdan saboq chiqarishga o‘rgatadi.

Zulfiyaning bu lirik dostonida maqsad aniq bo‘lganidek, uning ifodasi ham kamu ko‘stsiz. Shoira yangi hayot — mustaqillik haqida hayajon bilan kuylar ekan, yangi-yangi tashbihlar, yorqin obrazlar yaratgan. Ana shuning uchun ham bu lirik-falsafiy dostonni 80 yoshli shoira ijodining o‘ziga xos gultoji desa bo‘ladi.

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THE IMPORTANCE OF TEACHING ENGLISH AS A SECOND LANGUAGE

Tursunova Marxabo Raxmonovna

Assistant teacher of Asia International University

Department of "History and Filology"

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Abstract. *English has become the global language of communication, business, and science, making it vital for individuals worldwide to learn and master the language. Teaching English as a second language (ESL) plays a crucial role in enabling non-native speakers to effectively communicate and participate in the global community. In this article, we will discuss the significance of ESL teaching, its benefits, and its impact on individual and societal development.*

Key words: *Teaching English, communication, target language, non- native speakers, authentic material, practical speaking skills.*

ВАЖНОСТЬ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО КАК ВТОРОГО ЯЗЫКА

Аннотация. *Английский стал глобальным языком общения, бизнеса и науки, поэтому для людей во всем мире жизненно важно изучать и овладевать этим языком. Преподавание английского как второго языка (ESL) играет решающую роль в предоставлении возможности людям, не являющимся носителями языка, эффективно общаться и участвовать в жизни мирового сообщества. В этой статье мы обсудим значение преподавания ESL, его преимущества и влияние на индивидуальное и общественное развитие.*

Ключевые слова: *преподавание английского языка, общение, целевой язык, неносители языка, аутентичный материал, практические навыки разговорной речи.*

English as a Universal Language: English is widely used as a lingua franca across the world, allowing individuals from different cultural and linguistic backgrounds to connect and communicate effectively. Learning English is essential in today's globalized world for several reasons.

The first one is it is considered as a global communication: English is the most widely spoken language in the world, serving as a common language for international communication, business transactions, and diplomacy.

Besides this it is considered as an access to Information: English is the primary language of the internet, scientific research, and international media. Proficiency in English grants individuals access to a broad range of information and knowledge.

Moreover, educational and professional opportunities: English proficiency is often a prerequisite for higher education, career advancement, and job opportunities in multinational companies and global organizations. And, international travel and hospitality is also considered as important cause for learning English. English is commonly used as a lingua franca in the tourism and hospitality industries, making it essential for individuals working in these sectors.

Cultural Exchange is also considered as a crucial role in teaching English because of English is the language of global literature, film, and popular culture. Learning English allows individuals to engage with diverse cultural perspectives and artistic expressions from around the world.

Teaching English as a second language provides individuals with the necessary skills to engage in international communication, trade, education, and cultural exchange.

Enhanced Career Opportunities: Proficiency in English opens up a myriad of opportunities in various fields, including business, technology, academia, and tourism. ESL education equips learners with the language skills and confidence they need to pursue higher education and career advancement, enhancing their employability in a global job market.

Access to Knowledge and Information: English is the predominant language in academic research, scientific publications, and digital content. By learning English, non-native speakers gain access to a vast amount of information, educational resources, and cutting-edge developments in their respective fields.

Cultural Exchange and Understanding: Teaching English as a second language promotes cross-cultural understanding and cooperation. It allows individuals to engage with diverse perspectives, literature, and media, fostering a global community where intercultural communication and empathy thrive.

In conclusion, learning English is necessary in today's world to navigate the globalized economy, access information and opportunities, and engage with the diverse cultural and technological landscape of the modern era. The importance of teaching English as a second language cannot be overstated. ESL education empowers individuals to engage with the global community, pursue personal and professional development, and foster mutual understanding across cultures. By recognizing the significance of ESL teaching, we can create a more inclusive and interconnected world where language barriers are minimized, and opportunities for growth and collaboration are maximized.

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WOMEN'S POWER

Toshpulatova Fayyoza Ulugbek kizi

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Abstract. *For a long time women issues have been causing a lot of misunderstandings. Illegal inequality in social life, sexual violence by their close relatives or at all strangers? WHY???*

Is it just their sex? Women are Mother of future generations. At every step an abuse of them is simple situation. We do not seldom notice it in the streets. Possessions such as they can not take a salary as much as men, can not study in foreign country and they must take a permission to go out somewhere?! If we look at history, the wives of famous people were well-known as their husbands.

For example, Cleopatra-Queen of Egypt, Bibikhanum-the wife of Timur. Those womens were the columns of their Empires. Right, at that time many women were afflicted with hard life-style, but they could fight with their hard times.

Key words: *illegal inequality, social life, Gender Equality, heart power, mother tongue, women's hymn.*

ЖЕНСКАЯ СИЛА

Аннотация. *Женская проблематика уже долгое время вызывает массу недоразумений. Неправомерное неравенство в общественной жизни, сексуальное насилие со стороны близких родственников или вообще чужих людей?*

ПОЧЕМУ???

Это только их пол? Женщины - мать будущих поколений. На каждом шагу насилие над ними - это простая ситуация. Мы не редко замечаем это на улицах. Такие люди, как они, не могут получать такую же зарплату, как я, не могут учиться в чужой стране, и они надо брать разрешение, чтобы куда-то выйти?! Если посмотреть на историю, то жены известных людей были известны как их мужья. Например, Клеопатра-царица Египта, Бибиханум-жена Тимура. Эти женщины были колоннами своих империй. Правда, в то время многие женщины страдали от тяжелого образа жизни, но они могли бороться с трудными временами.

Ключевые слова: *незаконное неравенство, общественная жизнь, гендерное равенство, сила сердца, родной язык, женский гимн.*

Main paragraph

In our modern life problems are many enough to solve. Especially, people even know a woman can do more works and her mental skill is more powerful than men too, while they do not want to admit. If a girl's surroundings become healthy atmosphere, she will achieve more goals than anyone else. According to the facts, girls are more diligent and ambitious than boys.

Therefore, parents and government should create more comfortabilities for them, moreover, in family and social life Gender equality must be imposed completely. While we should not forget which is all laws, equalities begin from our family, that's why atmosphere will be safe when family is good.

Woman has a power, she can grab with it both of family and career life. Women's heart power is similar as grass which is spring grasses may curve when the wind blow, but never give

up to grow toward the sun. Like this situation, women do always want to enhance their overall well-being, in spite of all difficulties. As an example I am going to speak about Uzbek poet Zulfiya.

She continued creating her poem after losing her love, husband, father of her young children. Despite all difficulties this woman can bring up her children in the honest, true way. Her poems published a lot of foreign countries, besides Zulfiya Isroilova translated works of many poets, writer from foreign languages to our mother tongue. Especially, her poem named "Bahor keldi seni so'roqlab" is well-known over a lot of countries which is written for her husband's memorize:

Salqin saharlarda, bodom gulida
Binafsha labida, yerlarda bahor.
Qushlarning parvozi, yellarning nozi,
Baxmal vodiylarda, qirlarda bahor...
Qancha sevar eding', bag'rim, bahorni,
O'rik gullarining eding maftuni.
Har uyg'ongan kurtak hayot bergan kabi

Ko'zlaringga surtib o'parding uni. (Zulfiya's poem)

This poem sounds like women's hymn since its written times. Each woman's story is worth to write a poem, who is brave like men, loyal for her family. If more chances are created for women, they can do more things than we think. Zulfiya Isroilova is an example as more powerful person than someone. Like those women over the world are more and more. If who want to live in the bright future, that people, parents should try to educate their generations. So each person ought to look out for their girl, mother, sister and wife's life. They must be defence of their family. That must be main goal of all.



Zulfiya Isroilova (1915-1996)

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IMPROVEMENT OF PRESCHOOL CHILDREN'S SPEECH AND LANGUAGE SKILLS

Saidova Mukhayyo Nuriddin qizi

Samarkand State institute of foreign language, student.

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Abstract. Preschoolers who struggle with speech and language issues and poor communication development require a great deal of assistance. The interactionistic study sought to determine whether and how reading aloud to youngsters and telling stories could improve their communicative development. The findings demonstrated the frequent use of storytelling and reading aloud, and the staff's conviction that the activity would support the children's conceptual and verbal development was supported by the data. However, this assumes that the preschool staff values literacy and is knowledgeable about using storytelling and reading aloud to enhance kids' communication skills.

Keywords: Foreign language, words, phonetics, rule, methodology, multimedia, preschool children, speech and language development, communication, reading aloud, storytelling, improvements in preschool and school, preschool curriculum, kindergartens in China, creative games, preschools in Sweden.

СОВЕРШЕНСТВОВАНИЕ РЕЧЕВЫХ И ЯЗЫКОВЫХ НАВЫКОВ ДЕТЕЙ ДОШКОЛЬНИКОВ

Аннотация. Дошкольникам с речевыми и языковыми проблемами и плохим коммуникативным развитием требуется большая помощь. Интеракционистское исследование было направлено на то, чтобы определить, может ли чтение вслух подросткам и рассказывание историй улучшить их коммуникативное развитие. подтверждается данными. Однако это предполагает, что персонал дошкольного учреждения ценит грамотность и знает, как использовать рассказывание историй и чтение вслух для улучшения коммуникативных навыков детей.

Ключевые слова: Иностраный язык, слова, фонетика, правило, методика, мультимедиа, дошкольники, речевое и языковое развитие, общение, чтение вслух, рассказывание историй, совершенствование дошкольных и школьных занятий, дошкольная программа, детские сады в Китае, творческие игры, дошкольные учреждения в Швеции.

Introduction

Critical domains of child development include speech, language, and communication. They have a crucial role in many aspects of our life, supporting us in thinking and learning, solving issues, building relationships, expressing our basic wants and emotions, and understanding the world around us. Along with this, they also promote the development of many other areas, such as reading, social, and cognitive skills.

Learning a foreign language has evolved over the past several years from a method of self-improvement to a necessity. In many other pre-school educational institutions as well as in schools and colleges, learning a foreign language has become an essential and structural component of education.

Teaching children is an extremely challenging task that calls for a totally different methodological approach than teaching adults and schoolchildren. It does not follow that an adult

who speaks a foreign language is qualified to instruct others in it. When children are taught a foreign language in an ineffective fashion, they may develop a long-term hatred for it and lose faith in their own skills. Preschoolers should only be worked with by qualified experts.

The objectives for preschoolers' language development.

In short, the preschool language learning and development goals are as follows:

- to be able to differentiate shades of meaning in concepts, •to develop the ability to listen, reflect, and express their own views,
- to develop their use of spoken language, vocabulary, and concepts, ask questions, argue, and communicate with others,
- to develop an interest in written language, understand symbols, pictures, texts, and different media, and to develop their creative abilities.

The goals are not intended to be used for assessing children's development or learning. They are largely aimed at the preschool personnel and are targets to strive toward. In the early stages of learning English, children gradually build the fundamentals of communicative competence, which comprise the following aspects:

- mastering, strengthening, and activating English vocabulary;
- mastering a certain number of basic grammatical structures;
- being able to repeat English words phonetically and after the teacher or speaker, thereby gradually forming listening attention, phonetic hearing, and correct pronunciation.

Teaching English to preschoolers is unique in that it involves more than just having them sit at a table and leaf through books and notebooks. Children should strive for information on their own, and the process shouldn't be tedious. Youngsters communicate in short terms, have clear thinking, and accept things literally. When a teacher teaches something, he should be explicit and provide an example. English is thus a game for young children. This is the only way to get good results and develop a child's positive attitude toward learning a foreign language in order to build a relationship.

The foundation of game approach is having a child or teacher create an imaginative scenario and take on a certain role.

Any traditional games, like dances with a variety of partners, that enhance phonetic and rhythmo-melodic aspects of speech and allow you to fully immerse yourself in the language are considered rhythmic music games. Some examples of these games are "Nuts and may," "What's your name?" "I like my friends," "Heard, shoulders, knees, and toes," and others.

Artistic or creative games. The youngster walks the path to this kind of activity—which is situated between play and artistic creation—through the game. Playing creative games encourages a child's imagination to grow.

Additionally, one crucial approach to teaching kids a foreign language is the utilization of multimedia resources. As a result, when learning a foreign language, kids struggle to grasp the meaning of the cartoon's words but yet manage to grasp them through the characters' actions. For kids, it's an enjoyable and efficient method of language acquisition.

In modern China, multimedia equipment is installed in every kindergarten. Through music, poetry, stories, and movies, kids can learn the English language. It makes dull language instruction enjoyable every day. Each kindergarten class in China consists of roughly ten pupils, and the teacher employs a teaching strategy that takes into account the individual psychology of each

youngster. In order to accomplish this, the teacher needs to be a competent psychotherapist, musician, artist, foreign language instructor, and mother. It goes without saying that in this day and age of development, the Chinese are building excellent facilities for the next generation.

Teachers have a lot of chances when they use multimedia to teach. It is therefore possible to pique children's curiosity and hold their attention for an extended period of time. This shows us that kids' language skills have improved once more.

In preschools where storytelling and reading aloud were the primary teaching strategies, the Swedish study examined how preschoolers' speech and language growth improved. The authors' primary objective is to investigate the impact of storytelling and read aloud as a teaching and motivational strategy on the communication skills of kids with speech and language problems.

For this study, eleven cities elementary schools in Sweden were selected as learning environments because they offered children a natural setting in which to acquire language and communication skills through social and cultural interaction. Using a "yes" or "no" or cannot determine assessment, preschool educators were questioned about the fiction and nonfiction they used with their students. Two stages of data collection took place in 2012 and 2013. 573 kids between the ages of 1 and 5 from 18 different countries, speaking diverse languages and ethnicities, made up the student body.

According to the survey's findings, every preschool that took part in 2012 and a follow-up study in 2013 stated that they read aloud to their students every day—in most cases, multiple times a day. Storytelling was employed by six preschool educational institutions in 2012 and by seventeen in 2013. Teachers also mentioned that kids might write their own stories and use their own language to express themselves.

As instructional strategies to effectively assist communication development, the study's findings emphasized the value of storytelling and reading aloud. It was evident from the results that children's everyday activities and routines changed for the better when they achieved goals related to communication. Children's interest in signs, symbols, pictures, and letters grow via storytelling and reading aloud, and their vocabulary and language comprehension increase.

Despite their prior knowledge of the benefits of storytelling and reading aloud to children, preschool teachers were able to better understand the value of daily practice and develop skills that would enable them to support children in communication, even when there are delays or distortions.

Methods of teaching English to preschool children.

Task-oriented methodology

When teaching English, the task-based method separates students' abilities and competences to teach them the things they genuinely need to know to accomplish their goals and objectives.

The assignments In this approach ought to be predicated on typical real-life scenarios that students can run into, such as vacationing, conversing with foreigners in a hotel, airport, or dining establishment. Teaching students how to place an order at a restaurant, reserve a hotel room, or perhaps tackle more difficult assignments like reviewing a play for the stage would be an example of a task-based approach. This method puts the task at hand before the language that is taught, rather than the other way around.

Teachers that use this method must have a thorough understanding of the needs and expectations of their pupils. It is impossible to create lessons that will support pupils in succeeding

in certain circumstances without it.

The question "why am I teaching my students English?" should always be asked by educators who choose to employ the task-based method. The response to that query will aid in creating a strong curriculum that appeals to kids.

Interactive methods

Teaching English to adults and children requires a strong emphasis on interactive learning. You and your child can engage in a variety of activities that will benefit you both. Use your imagination. Make a poster or collage, engage in crafts, etc. Additionally, you can plan workshops where you and your child make soft toys, bake pizza, make salads, or engage in any other activity. For instance, it can involve creating a flower bed, a mini-garden, or flower gardens.

A teacher's (or parent's) interaction with a child in English should always occur during live communication and real-life situations. With the use of numerous activities, this technique facilitates the indirect language learning of both adults and children.

Theatricalization or dramatization

Theater in English is many teachers' favorite teaching method and many students favorite activity. Kids get especially immersed in the world of brave princes and princesses, evil witches and good fairies, magical creatures and talking animals. Kids are quickly drawn into the plot and easily remember the events, favorite characters, and their catchphrases.

At first, a teacher can read a fairy tale and discuss it with the students, look at the pictures or watch a cartoon, learn the keywords and then "narrate" the fairy tale later. But what kids love the most is to watch performances of their favorite scenes or tales with puppets, screens and decorations.

Preparing for a play immerses students into the English-speaking environment and a more natural use of language. That's why the "immersion method" when kids are being spoken to in English right away helps develop their language skills, comprehension and contextual guessing in English. And this is exactly why it is so popular among educators who teach English to kids.

Spaced repetition technique

Spaced repetition is a technique that focuses on increasing intervals between previously learned and acquired material to retain maximum information. It can be successfully used in teaching both kids and adults.

According to scientific reports, it works mostly because frequent repetition helps our memory maintain existing knowledge. Once we learn something new, systematic revision at intervals helps us remember a more significant percentage of the material.

To make this teaching method work, you need to practice the previously learned vocabulary, phrases or grammar rules with increasing intervals. At first, it can be an hour, then a day, then once a week, then monthly etc. If you recognize a new piece of English information right away – you know it already very well. If not, you need to keep reviewing it more often.

Communication and literacy

Research on language development, speech, and communication has long been prioritized.

Topics including relationships, environment, and heredity were discussed at first. Both Piaget and Vygotsky, two researchers nowadays, have beliefs on children and language development. Focusing on the cognitive, Piaget also highlighted the significance of experiences and sentiments.

The zone of proximal development, inherited abilities, and models and mental structures based on learning were the main areas of concentration for Vygotsky. In addition to highlighting the significance of sociocultural settings, he also underlined how adults facilitate social relationships. Brodin's 1991 thesis, however, demonstrated that both are present in children with severe mental impairment.

The explanation of how children's communication develops is required as an addition. Several studies have reviewed the literature (Evans & Jones, 2007; Håland Anveden, 2017; Lennox, 2013; Saracho & Spodek, 2007), however additional study is still important based on more recent findings. In an editorial section on eloquence, speaking, and listening skills, Evans and Jones (2007) gathered 14 articles. Within the UK curriculum, oracy is a concept. Issues of second language learning, language acquisition in various cultural contexts, and pedagogical and theoretical issues are all highlighted in this text. UK studies speak about schooling for kids between the ages of five and six and seven and eight years. In Sweden, children ages one through five receive preschool education.

Effects of reading aloud and storytelling on children.

Early childhood educators frequently read aloud to their young charges multiple times a day because it is a recognized and beneficial practice. Children's literature read aloud promotes a love of books and reading as well as early literacy development, according to research. As they have an awareness of and liking for particular genres, many kids really start learning to read by responding to stories and books that are read aloud to them. A key component of creating a sense of community in the classroom is the use of literature by writers and artists who accurately represent a range of cultures. Readers' pleasure of books both now and in the future are influenced by the books that early childhood educators read aloud to their students. Children who learn to read on their own end up loving a lot of books and always ask to hear them again. Instructors must consider the purpose of each book they choose to read aloud as well as the lessons they want to get across. They cultivate children's literacy, empathy, and acceptance of themselves and others while supporting their own professional development as educators by carefully choosing the read-alouds they assign and stocking school libraries with them.

Conclusion

Our study demonstrates that narrative and aloud reading can be effective teaching strategies for young children. A well-planned approach functions as a tool for storytelling and read-alouds.

Despite not having this chance, preschool teachers stated that they recognized that storytelling and reading aloud were beneficial for fostering language and communication development. The concept cannot be put into practice until the significance of the study's findings is known. A possible explanation for this could be that studies are frequently presented in foreign languages; time constraints are likely the other factor. Numerous researchers (e.g. Bruce, 2014; Norling and Lillvist, 2016 Wilson, 2011) recommend "early help before school to catch up with peers." It's crucial to remember that there are other strategies for promoting communication besides storytelling and reading aloud. In addition to the method of reading aloud and telling stories, didactic games and information technologies have a significant impact on the growth and development of knowledge skills in teaching English to preschool children.

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IS IT WORTH TEACHING VOCABULARY?

Khamroeva Sanobar Hasan qizi

The Teacher of History and Philology Department
Asia International University
Bukhara, Uzbekistan

Email: hamroyevabuxduinyaz@gmail.com

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Abstract. *This article discusses the importance and value of teaching vocabulary in educational settings. It explores the benefits of vocabulary instruction and examines different approaches and strategies for effective vocabulary teaching. The author presents arguments supporting the inclusion of vocabulary instruction in curricula and highlights the impact of a robust vocabulary on reading comprehension, writing skills, and overall academic success. Additionally, the article acknowledges potential challenges and offers suggestions for overcoming them. Overall, it advocates for the significance of teaching vocabulary and emphasizes its role in fostering language development and enhancing learning outcomes.*

Keywords: *Vocabulary teaching, educational settings, benefits of vocabulary instruction, approaches and strategies, reading comprehension, writing skills.*

СТОИТ ЛИ УЧИТЬ СЛОВАРЬ?

Аннотация. *В данной статье обсуждается важность и ценность преподавания лексики в образовательных учреждениях. В нем исследуются преимущества обучения словарному запасу и рассматриваются различные подходы и стратегии эффективного обучения словарному запасу. Автор представляет аргументы в пользу включения обучения словарному запасу в учебные программы и подчеркивает влияние обширного словарного запаса на понимание прочитанного, навыки письма и общий академический успех. Кроме того, в статье признаются потенциальные проблемы и предлагаются предложения по их преодолению. В целом, он пропагандирует важность обучения словарному запасу и подчеркивает его роль в содействии развитию языка и улучшению результатов обучения.*

Ключевые слова: *обучение лексике, образовательная среда, преимущества обучения лексике, подходы и стратегии, понимание прочитанного, навыки письма.*

Introduction

This thesis is an attempt to determine the efficacy of teaching vocabulary through games at the primary level. It was done practically and comparatively. The sample population for this study consisted of forty ninth-grade students from the private school "Shree Martyrs Memorial English Boarding School, Biratnagar." The students were pre-tested to determine their level of proficiency. They were placed into two groups based on the odd-even ranking of their pre-test performance. After separating them into two groups, one group was taught using a gaming technique, while the other used a traditional technique. Following the completion of the teaching after twenty lessons, the post-test was conducted using the same pre-test items. The results of both pre-tests were then compared to determine the efficacy of the two procedures.

This thesis is divided into two chapters. The first section discusses the general background of the study, a review of related literature, the objectives of the study, methodology, data procedures, the significance of the study, and data interpretation based on the differences in

average score in percentage of each group in pre-test and post-test. The group with the highest percentage increase has been deemed superior. In addition, the t-test is employed to determine statistical significance.

Chapter four contains the findings and recommendations based on data analysis and interpretations, revealing that the group taught by focusing on game technique fared much better.

INTRODUCTION

This study is about the 'Effectiveness of Teaching Vocabulary through Games for Primary Level'. Introduction consists of general background, defining vocabulary, types of vocabulary, aspect of vocabulary, importance of teaching vocabulary, effectiveness of teaching vocabulary, advantages of games in teaching vocabulary, aims of games in teaching vocabulary, games in presenting the meaning of new vocabulary item, review of related literature, objective of the study, significance of the study.

Background Information

Humans have a species-specific and species-uniform possession of language.

It is the most sophisticated and powerful kind of human communication. The use of language accumulates and stores immense knowledge in various sectors of human activity. It is the universal language for communicating thoughts, feelings, ideas, and emotions. The majority of the world's operations, such as conveying human culture, literature, political and diplomatic actions, and human achievements, are carried out through language.

According to Chomsky (2002, p.2), "the topic of language is a particular state, of human brains that seeks to unearth the nature and properties of linguistic states, their development and variety, and their basis in innate biological endowment." This embodiment aids in determining the close approximate among persons across a wide range." Language, according to Wardhaugh, is "what the members of a particular society speak."

"Language is a purely human and non-extinct method of communicating ideas, emotions, and desires through a system of voluntarily produced symbols," writes Sapir (1978, p.8). Language is defined in the Encyclopaedia Britannica (Vol. 13:696) as "a system of conventional, spoken, and written symbols through which human beings interact and communicate as members of a social group and participants in a culture." According to Richards and Rodgers (1999, p. 169), "Language is a system of communication that consists of the structural arrangement of sounds into larger units such as morphemes, words, and phrases."

According to the definitions of language given above, it is widely agreed that language is a complex human phenomenon whose primary function is communication. Language, on the other hand, is a tool of communication that humans employ to express their thoughts and feelings. It is a method of human communication that uses an organised arrangement of sounds to generate bigger units, such as morphemes, words, and sentences. Language learning is communication learning, and all components of communicative competence should be considered. It is a complicated system made up of at least six parts: phonology, morphology, syntax, lexicon, speech acts, and discourse. Language is entirely voluntary, as well as architecturally complex. It's one-of-a-kind and inventive. Human personality is expressed through language. It's a type of social behaviour.

According to the above-mentioned definitions of language, it is widely accepted that language is a complicated human phenomenon whose fundamental function is communication.

Language, on the other hand, is a tool used by humans to convey their thoughts and feelings. It is a way of human communication that use a structured arrangement of sounds to produce larger units of communication such as morphemes, words, and sentences. Language acquisition is communication learning, and all aspects of communicative skill must be taken into account. It is a complex system comprised of at least six distinct components: phonology, morphology, syntax, lexicon, speech acts, and discourse. Language is completely optional and architecturally complicated. It is unique and imaginative. Language is used to express human individuality. It is a social situation.

On the other hand, there are numerous languages spoken throughout the world. Furthermore, some languages are no longer spoken but only exist in written form. To exchange ideas, all languages are employed. So, from this perspective, they are all equally essential. In this sense, some languages are official, standard, national, and non-standard, and others are international from a functional standpoint. It is apparent that English is the most important language in the competitive world of the twenty-first century. Because of scientific and technological advancements, English has now become the world's lingua franca for communication purposes.

Defining Vocabulary

Language consists of vocabulary items and grammar rules. Vocabulary is the most important aspect of language; without it, no language can exist in the world.

Vocabulary is the foundation of language. Thus, each language is made up of vocabulary items that serve as the primary means of communicating ideas. The more vocabulary items we have, the more we may express ourselves in various domains. Vocabulary pieces are extremely significant in any language.

The entire quantity of words in a language is referred to as its vocabulary. Synonyms for vocabulary include lexicon and lexical elements. The lexicon is defined as a mental inventory of words as well as productive and derivational processes. Various authors define the term vocabulary differently. "Vocabulary refers to a set of lexemes, including single words, compound words, and idioms," write Richards et al. (1985, p. 307). Similarly, Harmer (1991, p.133) states, "If language structures are the skeleton of language, then vocabulary functions are the vital organs and flesh."

Similarly, Wilkins (1972, p. 111) asserts that "without grammar, very little can be conveyed, and without vocabulary, nothing can be conveyed." As a result, the most important part of language is vocabulary. Vocabulary is a tool for exchanging ideas, thoughts, and emotions. We cannot convey our ideas and thoughts if we do not have grasp of the word. It is the fundamental building block of language.

Types of Vocabulary

Different criteria might be used to categorise vocabulary. In terms of vocabulary categories, Harmer (1991, p.159) distinguished between active and passive vocabulary. "Active vocabulary refers to vocabulary that has been taught to learn and that learners are expected to understand, pronounce, and use constructively in speaking and writing," he explains.(p.160) According to Harmer (ibid), "passive vocabulary refers to words that students recognise when they occur in context but are unlikely to be able to produce." Similarly, Richards et al. (1985, p 61) divide words into two categories: content words and function words.

They go on to describe content terms as "words that refer to a thing, quality, state, or action and have meaning in isolation." (P.63) demonstrates that content words can exist alone in a phrase. According to Richards et al. (ibid), "function words are words that have little meaning on their own but show grammatical relationship in between sentences."

Harmer (1991, p.133) categorised language into two categories based on meaning types: concrete and abstract. Concrete vocabulary is used when a word relates to an object with a certain shape, such as a table or a chair. It is considered abstract vocabulary if it refers to something that has no specific shape, size, or measurement and is entirely based on your personal imagination, such as love or beauty.

Recommendations

The researcher discovered the experience of two different techniques (game technique and traditional classroom technique) in vocabulary teaching and has been forced to state that game technique in vocabulary teaching can truly be more effective than traditional classroom techniques from several perspectives that have already been discussed in the preceding chapter. There is a need for strategic strategies for improvement at the elementary level in order to improve vocabulary instruction.

Few English teachers may use the game strategy to teach vocabulary items in the classroom. The guidelines that follow are based on data from teaching and achievement in a vocabulary test.

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O'ZBEK TILINI CHET TILI SIFATIDA O'QITISHDA AUDIOVIZUAL MATERIALLARDAN FOYDALANISH

Keldiboyeva Parizoda Orif qizi

Payariq tumani 1-son Kasb hunar maktabi o'quvchisi

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Annotatsiya. O'zbek tilini chet tili sifatida o'rgatishda audiovizual materiallardan foydalanish an'anaviy ma'ruza uslubidan chiqib, interaktiv usulda dars o'tish metodlarini qo'llashni taqozo etadi. Bu esa bugungi kunda xorijiy tillarni o'rganishda eng oson va samarali usullardan sanaladi. Bu yondashuv o'quvchilarning bilim olish jarayonini soddalashtirish bilan bir qatorda, ularga qiziqarli mashg'ulot ham bo'la oladi. Bu esa o'zbek tilini chet tili sifatida o'qitishda tasvirni haqiqiy o'zbek talaffuzi orqali o'rganib sinxron tarjima qilish imkonini beradi.

Kalit so'zlar: O'zbek tili, audiovizual materiallar, yangilik dasturlari, maqolalar, podkastlar, til o'tganish ko'nikmalari.

USE OF AUDIOVISUAL MATERIALS IN TEACHING UZBEK AS A FOREIGN LANGUAGE

Abstract. The use of audiovisual materials in the teaching of Uzbek as a foreign language requires the use of interactive teaching methods instead of the traditional lecture method. This is one of the easiest and most effective ways to learn foreign languages today. In addition to simplifying the process of learning for students, this approach can also be an interesting activity for them. This makes it possible to learn Uzbek as a foreign language and perform simultaneous translation by learning the real Uzbek pronunciation.

Keywords: Uzbek language, audiovisual materials, news programs, articles, podcasts, language skills.

ИСПОЛЬЗОВАНИЕ АУДИОВИЗУАЛЬНЫХ МАТЕРИАЛОВ ПРИ ОБУЧЕНИИ УЗБЕКСКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ

Аннотация. Использование аудиовизуальных материалов в преподавании узбекского языка как иностранного требует использования интерактивных методов обучения вместо традиционного лекционного метода. На сегодняшний день это один из самых простых и эффективных способов изучения иностранных языков. Помимо упрощения процесса обучения для студентов, такой подход также может стать для них интересным занятием. Это дает возможность изучать узбекский язык как иностранный и осуществлять синхронный перевод, изучая настоящее узбекское произношение.

Ключевые слова: узбекский язык, аудиовизуальные материалы, новостные программы, статьи, подкасты, языковые навыки.

Keyingi yillarda O'zbekistonning xalqaro hamkorlik aloqalari kengayib, xalqaro maydonda obro'-e'tibori tobora yuksalib borayotgani uchun dunyo xalqlarining o'zbek tiliga bo'lgan qiziqishlari ham ortib bormoqda. Jahonning qator nufuzli oliy ta'lim muassasalarida o'zbek tili xorijiy til sifatida o'qitish yo'lga qo'yilgan. Jumladan, o'zbek tili Amerika Qo'shma Shtatlari, Buyuk Britaniya, Germaniya, Fransiya, Shvetsiya, Rossiya, Ukraina, Xitoy, Yaponiya, Janubiy Koreya, Hindiston, Turkiya, Afg'oniston, Ozarbayjon, Tojikiston, Qozog'iston, Turkmaniston, Qirg'iziston kabi davlatlarning 60 ga yaqin universiteti va 100 dan ziyod maktabida o'rganilmoqda. O'zbek tili va adabiyoti bo'yicha ilmiy izlanishlar olib borayotgan chet ellik olim

va tadqiqotchilar soni yil sayin ko'paymoqda. Natijada, o'zbek tili chet tili sifatida o'qitiladigan xorijlik talabalarga o'zbek tilida sifatli ta'lim berish, ularning o'zbek tilini tez va oson o'zlashtirishlarini ta'minlash maqsadida o'zbek tilida ilmiy metodik bazani shakllantirish va uni boyitish zaruriyati paydo bo'lmoqda.

Bu esa ayni vaqtda o'zbek tilini o'qitishdagi ustuvor masalalardan biriga aylandi va metodik ta'minot – kontentlarni yaratishni shart qilib qo'ydi. Biz yangi o'ta rivojlangan texnologiyalar dunyosida yashayapmiz. Bugungi kunda sun'iy aqlga ega turli-uman yangidan yangi qurilmalar, texnik vositalar yaratilmoqda. Ular nafaqat ishlab chiqarishga, balki xonadonlarimizga, hatto zamonaviy ta'lim tizimiga ham jadallik bilan kirib kelmoqda. Ta'limning boshqaruv tizimi, ta'lim jarayonlari to'liq avtomatlashtirilmoqda – o'qitishning yaxlit elektron tizimi yaratilmoqda.

Dunyo ta'lim tizimida zamonaviy texnika va texnologiyalar yordamida audio-video va media-axborot mahsulotlarini yaratish va ulardan samarali foydalangan holda til o'rgatish ham allaqachon kafolatli ta'limning ajralmas qismiga aylanib ulgurdi. Darslarda audio-video va media-axborot materiallardan foydalanish ta'limda audiovizual metod deb ham yuritiladi. Audiovizual (murakkab tarkibli) metod ta'limning audiovizual vositalari (diafilmlar, o'quv filmlari, kinofilmlar, animatsion filmlar, videoroliklar, slaydlar, kliplar)dan va texnik vositalar (radio, televideniye va axborotning elektron vositalari: kompyuter, planshet va smartfonlar)dan keng foydalanishni nazarda tutadi. Audiovizual materiallardan til o'rgatish darslarining istalgan bosqichlarida, nutqiy faoliyatning barcha turlarini shakllantirishda, ayniqsa, nutqni eshitib tushunish va gapirishga o'rgatishda muvaffaqiyatli foydalanish mumkin. Shunisi xarakterliki, darslarda qo'llanadigan audiovizual materiallar, xususan, videolar tilni jonlik kontekstda taqdim eta oladi.

Darsni real dunyo bilan bog'lay oladi va tilni harakatdagi muloqot vaziyati bilan ko'rsatadi.

Bu esa talabalarning arsenalida mavjud bo'lgan til materiallarini boyitishga xizmat qiladi.

Video materiallar talabalarga nafaqat ona tilida so'zlashuvchilarning jonli nutqini taqdim etadi, balki ular muloqotga kirishgan til egalarining imo-ishoralarini va yuz ifodalarini ko'radi, xullas, til o'rganuvchilarni o'rganilayotgan til vaziyatiga olib kiradi. Shuningdek, videolar til o'rganishdagi madaniy to'siqlarni yengib o'tishga yordam beradi.

Yaratilajak darsda qo'llanishi nazarda tutiladigan audio-video va media-axborot materiallar o'tilishi rejalashtirilgan darslarning mavzusi va mazmuniga mos kelishi, ulardan tizimli va oqilona foydalanish texnikasini ishlab chiqish o'ta muhimdir. Shundagina ular darsning uzviy mazmuniy qismiga aylanadi va ularning samaradorligi yanada oshadi. Shuningdek, audiovizual materiallarning samarasi til o'rganuvchi o'quvchilarning kommunikativ madaniyati va intellektual salohiyati qay darajada shakllantirilganiga ham qarab belgilanadi.

Tadqiqotlar shuni ko'rsatadiki, odamlar mavhum va yangi tushunchalarni og'zaki va vizual shaklda taqdim etilganda osonroq o'rganadilar. Boshqa tadqiqotlarga ko'ra, vizual axborot vositasi odamlarga matnli axborot vositalariga qaraganda tushunarli bo'ladi va keyinchalik eslashga yordam beradi. 2009-yilda o'tkazilgan Willingham tadqiqotida u o'z fikrini bildirish uchun oddiy savolni so'raydi: "Nega talabalar televideniye'dagi hamma narsani eslashadi va biz o'rgatgan narsalarni unutishadi?" "Chunki vizual media o'quvchilarga tushuncha va g'oyalarni saqlab qolishga yordam beradi",. - deb javob beradi amerikalik tadqiqotchi Willingham.

Shuningdek, filmlar, hujjatli filmlar, teleko'rsatuvlar va musiqa kabi bir tomonlama aloqa vositalarining imkoniyatlarini kengaytiradigan o'quv muhitini yaratish uchun texnologiyaning hal qiluvchi rolini qayd etadi.

Audiovizual materiallardan nutqning to'rtala ko'nikma shakllarida ham foydalanish mumkin. Buning uchun me'yor va yosh-xususiyatlarini chegaralab, bilim darajasini ham aniqlab olish muhimdir.

Masalan, biz boshlang'ich sinf yoshidagi o'quvchilarga siyosiy yangiliklar haqidagi videoni qo'yib ko'rsatolmaymiz. Shuningdek, universitet talabasini ham bolalar uchun mo'ljallangan kichik ko'rsatuvlarni tomosha qilishga majburlay olmaymiz. Shunday ekan, har bir audio-vizual materialni taqdim etishdan oldin uni kimga namoyish etmoqchi va qanday uslubda yetkazmoqchi ekanligimizni belgilab olishimiz lozim. Tinglab tushunish (Listening skill) ko'nikmasini rivojlantirish uchun biz o'quvchilar bilan audio materiallar, jumladan radioeshittirishlardan, turli mavzulardagi podkastlar, estrada qo'shiqlari, monolog va dialoglardan foydalanishimiz mumkin. Bunda ular eshitish orqali raqamlarni, joy nomlarini, ismlarni, soat vaqtlarini topishlari yoki bo'sh kataklarni, tushirib qoldirilgan so'zlar bilan gaplarni to'ldirishlari kerak bo'ladi.

Ushbu vazifalar til o'rganuvchilarning eshitib tushunish qobiliyatini rivojlantirish bilan bir qatorda, ularning nutqiy ko'nikmasi, ya'ni so'zlashuv mahoratini ham oshirishga xizmat qiladi. O'zbek tilida taqdim etiladigan matnlar orqali biz xorijliklarda o'qish mahorati (reading skill) ni oshirishimiz, bunda ham media manbalaridan foydalanishimiz mumkin. Jumladan, o'zbek tilidagi gazeta va jurnallar, masalan, "Xalq so'zi", "Hurriyat" kabi qator bosma nashrlarda berilayotgan, xabar, yangilik va maqolalarni o'qish, tahlil va tahrir qilish orqali til o'rganuvchilarning ham o'qish mahorati ortadi, ham o'zbek tilida fikrlash qobiliyati rivojlanadi.

Yozish mahorati (writing skill) ni oshirishda ham biz media mahsulotlariga tayansak bo'ladi. O'quvchilarga turli kichik sahna asarlari uchun ssenariy tayyorlashni yoki gazeta uchun ularning o'zlari maqola, xabar yoki yangiliklarni o'zbek tilida o'zlari yozishlari haqida topshiriq berish mumkin. Bundan tashqari, o'zbek tilidagi bir qancha bosma nashrlarni o'qib, tushungan mazmuni bo'yicha kichik bayon yozishni topshirish ham yozuv ko'nikmasini rivojlantirishda samara li bo'ladi. Internet nashrlari, ijtimoiy tarmoqlar haqida ham xuddi shunday fikr yuritsak to'g'ri bo'ladi. Xorijlik o'quvchilar bajonidil You Tube tarmog'ida o'z videolarini, boshqa ijtimoiy tarmoq va messengerlarga ma'lumotlar joylashlari va bir-birlarining virtual sahifalariga shaxsiy munosabatlarini yozishlari mumkin. Bu esa albatta ularning yozuv ko'nikmasiniyanada rivojlantirishga xizmat qiladi. Birgina talab, yo'naltiruvchi o'qituvchi til o'rganuvchilarga har bir fikrni badiiylashtirilgan me'yorlar asosida yozishlarini ta'kilashi lozim.

Gapirish mahoratini rivojlantirishda ham medianing barcha turlaridan bemalol foydalanish mumkin. Misol uchun, filmlarni shunchaki tomosha qilish emas, balki, o'zlarini aktyor va aktrisaraldek tutishlari, shuningdek, ular kabi rol ijro etib, ularning aksentini o'zlashtirgan holda faollarni qaytarishlari kerak bo'ladi. Xulosa qilib aytganda, ommabop audio-vizual materiallar (filmlar, musiqa, YouTube) til o'rganuvchi har bir shaxs uchun tanish vosita bo'lib, ular e'tiborni jalb qilishga va muhokama qilinayotgan nazariyalar va tushunchalarga o'quvchilarning qiziqishini saqlab qolishga yordam beradi. Chunki ular nazariya va tushunchalarni amalda ko'rishlari mumkin. Majoziy ma'noda, nazariya va tushunchalar ekrandan sakrab chiqadi. O'quvchilar o'zlari

o'rganayotgan nazariyalar va kontseptsiyalar yordamida vositalarni tahlil qilib, analitik ko'nikmalarini oshirishi mumkin.

Darsda ommaviy axborot vositalaridan foydalanish o'quvchilarga televizor ko'rayotganda, musiqa tinglashda yoki do'stlari bilan kinoda bo'lganida tushunchalar va yangi misollarni ko'rish imkonini beradi. Shu boisdan ham, o'zbek tilining chet tili sifatida o'qitilishida ommaviy axborot vositalari materiallaridan foydalanish eng samarali usullardan biri hisoblanadi

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"AMERICAN DREAM" IN WALT WHITMAN'S POEMS

Fayzullayeva Nigina Sur'at qizi

Asia International University, English chair

fayzullayevaniginasuratqizi@oxu.uz

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Abstract. *The American Dream is the thought of everyone having the same chance of becoming successful. Walt Whitman's perspective of the American Dream is working hard will help you achieve a better life. Langston Hughes's perspective of the American Dream is to have equality throughout the American society. While both Whitman and Hughes are similar in their belief in the promise of the American Dream, they are different in their perspective of its reality.*

Key words: *Walt Whitman, "Leaves of grass", American dream, father of free verse.*

«АМЕРИКАНСКАЯ МЕЧТА» В СТИХАХ УОЛТА УИТМЕНА

Аннотация. *Американская мечта – это мысль о том, что у всех одинаковые шансы добиться успеха. Взгляд Уолта Уитмена на американскую мечту: усердная работа поможет вам добиться лучшей жизни. С точки зрения Лэнгстона Хьюза американская мечта заключается в обеспечении равенства во всем американском обществе. Хотя и Уитмен, и Хьюз схожи в своей вере в перспективы американской мечты, они различаются в своем взгляде на ее реальность.*

Ключевые слова: *Уолт Уитмен, «Листья травы», американская мечта, отец свободного стиха.*

Walt Whitman, often called the "father of free verse," was an American poet whose work is deeply rooted in the ideals of the American Dream. His poetry reflects the values of democracy, individualism, and the pursuit of happiness that have come to define the American Dream.

It seems like there might be a typo in your request. It appears you are referring to the book "Leaves of Grass" by Walt Whitman. "Leaves of Grass" is a renowned poetry collection written by the American poet Walt Whitman. First published in 1855, the collection is notable for its unconventional and groundbreaking approach to themes such as nature, the individual, democracy, and the human experience.

Whitman's "Leaves of Grass" is celebrated for its free verse style and its deeply personal exploration of the human condition. The book underwent several revisions throughout Whitman's life, with the final edition containing over 400 poems. The poet's use of free verse and his candid exploration of themes that were considered controversial at the time, such as sexuality and the body, challenged traditional poetic conventions and had a profound impact on American literature.

"Leaves of Grass" is a collection of poetry written by the acclaimed American poet Walt Whitman. First published in 1855, this iconic work has secured its place in the literary canon and holds immense importance for Americans.

Walt Whitman's "Leaves of Grass" is a celebration of the American spirit and the democratic ethos. Whitman's exploration of the individual, nature, and the diverse tapestry of American life resonates deeply with the American experience. The collection expresses a sense of optimism, freedom, and the belief in the potential of the individual, reflecting key tenets of the American identity.

In many of his poems, Whitman celebrates the diversity and freedom that America offers. He saw the country as a place where people from all walks of life could come together and create a new society based on equality and justice. Whitman's famous collection of poems, "Leaves of Grass," captures the essence of the American Dream through its exploration of the human experience and the connection between the individual and the larger community.

One of Whitman's most famous poems, "Song of Myself," is a celebration of the individual and an affirmation of the interconnectedness of all people. The poem's speaker revels in the beauty of the world and the diversity of human experience, embracing all aspects of life and declaring, "I am large, I contain multitudes."

Whitman also addressed the darker side of the American Dream in his work, acknowledging the struggles and inequalities that exist within society. In "I Hear America Singing," he depicts the lives of ordinary workers, celebrating their contributions to the country and acknowledging their resilience in the face of adversity. Whitman's bold embrace of all aspects of human experience, including the physical, the spiritual, and the democratic, continues to be a source of inspiration for Americans. His vision of an inclusive and expansive American identity, rooted in the connections between the individual and the broader society, remains relevant and influential to this day.

Overall, Whitman's poetry reflects a deep belief in the potential for America to be a land of opportunity and freedom for all. His work embodies the spirit of the American Dream, emphasizing the importance of individuality, equality, and the pursuit of a better life. Whitman's vision of America continues to resonate with readers today, reminding us of the enduring power of the American Dream and the values that define it. "Leaves of Grass" has left an indelible mark on American literature and culture. Its celebration of diversity, democracy, and the human spirit has resonated with generations of readers and has become an enduring symbol of American literary achievement.

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ADABIYOT DARSLARIDA RAQAMLI TEXNOLOGIYALARNI TATBIK ETISH TENDENSIYALARI.

Abdullayeva Nargiza Nasilloevna

Toshkent viloyati Olmaliq shahri kasb-hunar maktabi

Ona tili va adabiyot fani o'qituvchisi

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Annotatsiya. Ushbu maqola raqamli texnologiyalarni kiritish orqali adabiyot darslarining rivojlanayotgan manzarasini o'rganadi. Biz raqamli vositalar, metodikalar va manbalarning adabiyot ta'limiga ta'sirini tahlil qilamiz, ularning ijobiy ta'siri va muammolarini taqdim etamiz. Maqolada o'qituvchilar adabiyotni o'qitishni takomillashtirish uchun texnologiyadan qanday foydalanayotgani, qo'llanilgan usullar, kuzatilgan natijalar haqida tushuncha berilgan va adabiyot ta'limining kelajagi uchun oqibatlarini muhokama qilingan.

Kalit so'zlar: raqamli texnologiyalar, adabiyot darslari, ta'lim, elektron ta'lim, o'qitish, adabiyotlarni tahlil qilish, metodlar, natijalar, munozara, xulosalar, takliflar.

TRENDS IN THE APPLICATION OF DIGITAL TECHNOLOGIES IN LITERATURE CLASSES.

Abstract. This article explores the evolving landscape of literature classes through the incorporation of digital technologies. We analyze the impact of digital tools, methodologies, and resources on literature education, presenting their positive effects and challenges. The article provides insight into how teachers are using technology to improve the teaching of literature, the methods used, the results observed, and implications for the future of literature education.

Keywords: digital technologies, literature classes, education, e-learning, teaching, literature analysis, methods, results, discussion, conclusions, suggestions.

ТЕНДЕНЦИИ ПРИМЕНЕНИЯ ЦИФРОВЫХ ТЕХНОЛОГИЙ НА УРОКАХ ЛИТЕРАТУРЫ.

Аннотация. В этой статье исследуется развивающаяся среда уроков литературы за счет внедрения цифровых технологий. Мы анализируем влияние цифровых инструментов, методологий и ресурсов на литературное образование, представляя их положительные эффекты и проблемы. В статье дается представление о том, как учителя используют технологии для улучшения преподавания литературы, используемых методах, наблюдаемых результатах и последствиях для будущего литературного образования.

Ключевые слова: цифровые технологии, уроки литературы, образование, электронное обучение, преподавание, анализ литературы, методы, результаты, обсуждение, выводы, предложения.

Raqamli texnologiyalarning ta'lim sohasiga qo'shilishi bizning o'qitish va o'rganish uslubimizda inqilob qildi. An'anaviy ravishda jismoniy kitoblar atrofida joylashgan adabiyot darslari elektron ta'lim platformalari, raqamli kutubxonalar va interaktiv manbalar paydo bo'lishi bilan sezilarli o'zgarishlarga guvoh bo'ldi. Ushbu maqolada biz adabiyot darslarida raqamli texnologiyalarni qo'llash tendentsiyalarini, foydalanilgan usullardan olingan natijalarga qadar, adabiyot ta'limi ta'siriga e'tibor qaratgan holda ko'rib chiqamiz.

Raqamli davr adabiyot ta'limini qayta aniqlagan ko'plab vositalar va manbalarni olib keldi. Elektron kitoblar, Audiokitoblar va onlayn ma'lumotlar bazalari badiiy matnlarni har qachongidan ham qulayroq qildi. Ushbu siljish talabalarga turli xil ta'lim imtiyozlarini hisobga olgan holda bir nechta formatdagi adabiy asarlar bilan shug'ullanishga imkon berdi.

O'qituvchilar raqamli texnologiyalarni turli yo'llar bilan o'zlashtirdilar. Virtual kitob klublari, munozarali forumlar va veb-seminarlar talabalarning adabiyot va bir-biri bilan o'zaro munosabatlari uchun dinamik platformalar yaratdi. Gamifikatsiya, interaktiv viktorinalar va sun'iy intellektga asoslangan o'qishni tushunish vositalari adabiyot darslarini qiziqarli va shaxsiylashtirdi. Onlayn yozish ustaxonalari va hamkorlikdagi platformalar ijodkorlik va tengdoshlarni o'rganishga yordam berdi.

Adabiyot darslarida raqamli texnologiyalarni qo'llash tobora o'sib bormoqda, adabiyotni o'qitish va o'rganish usulini o'zgartirmoqda. Mana bu sohadagi diqqatga sazovor tendentsiyalar:

1. Elektron kitoblar va elektron o'quvchilar: elektron kitoblar va elektron o'quvchilar adabiyot darslari uchun odatiy vositaga aylandi. Ular talabalarga turli xil matnlardan foydalanish imkoniyatini beradi va ta'kidlash, eslatma olish va o'rnatilgan lug'atlar kabi xususiyatlar o'qish tajribasini oshiradi.

2. Onlayn adabiyot ma'lumotlar bazalari: Project Gutenberg va JSTOR kabi onlayn ma'lumotlar bazalari va raqamli kutubxonalar talabalar va o'qituvchilarga ko'plab adabiy asarlar, tanqidiy insholar va tadqiqot materiallaridan foydalanishni osonlashtirdi.

3. Audiokitoblar va podkastlar: Audiokitoblar va adabiy podkastlar eshitish o'rganishni afzal ko'rgan talabalar uchun mashhurdir. Ular adabiy asarlar bilan shug'ullanishning boshqa usulini taqdim etadi va ayniqsa o'qish qobiliyati cheklangan yoki til to'siqlari bo'lgan talabalar uchun foydali bo'lishi mumkin.

4. Adabiyotni tahlil qilish dasturi: badiiy matnlarni tahlil qilish, talabalarga mavzularni o'rganish, xarakterni rivojlantirish va adabiyotning boshqa elementlarini o'rganishda yordam beradigan turli xil dasturiy vositalar va dasturlar mavjud. Ushbu vositalar ko'pincha tabiiy tilni qayta ishlash va ma'lumotlarni tahlil qilish usullaridan foydalanadi.

5. Onlayn adabiy jamoalar: ijtimoiy media platformalari va onlayn forumlar talabalarga adabiyotga qiziqishi bo'lgan boshqalar bilan bog'lanish imkonini beradi. Kitob klublari, adabiy tahlil guruhlar va adabiyotni muhokama qilish uchun forumlar internetda ko'payib ketdi.

6. Virtual haqiqat (VR) va Kengaytirilgan haqiqat (AR): VR va AR texnologiyalari immersiv adabiy tajribalarni yaratish uchun foydalanilmoqda. Talabalar hikoyaning sozlamalari va belgilarini yanada interaktiv va qiziqarli tarzda o'rganishlari mumkin.

7. Interfaol hikoyalar platformalari: ba'zi platformalar talabalarga adabiyot va o'yin dizayni elementlarini birlashtirgan holda o'zlarining interaktiv hikoyalarini yaratishga imkon beradi. Ushbu vositalar ijodkorlik va tanqidiy fikrlashni rivojlantiradi.

8. Raqamli hikoyalar: talabalar o'zlarining raqamli hikoyalarini yaratish uchun turli xil multimedia vositalaridan foydalanishlari mumkin, matn, rasm, audio va videoni birlashtirib, adabiy tushunchalar haqidagi tushunchalarini ifoda etishlari mumkin.

9. Onlayn adabiyot kurslari va Mooclar: ko'pgina universitetlar va onlayn platformalarda adabiyot kurslari, shu jumladan ommaviy ochiq onlayn kurslar (MOOCs) mavjud. Ushbu onlayn kurslar talabalarga turli madaniyatlar va davrlardagi adabiyotlarni o'rganish imkonini beradi.

10. Gamifikatsiya: Gamifikatsiya texnikasi adabiyot darslarini yanada qiziqarli qilish uchun ishlatiladi. Adabiy asarlar bilan bog'liq o'quv o'yinlari va viktorinalar o'rganishni mustahkamlashga yordam beradi.

11. Kraudsorsing izohlari: Genius (avvalgi Rap Genius) kabi platformalar talabalarga badiiy matnlarni izohlash va tahlil qilish, jamoatchilik va umumiy tushunish tuyg'usini rivojlantirish bo'yicha hamkorlik qilishga imkon beradi.

12. Adabiyotlarni tahlil qilishda sun'iy intellekt (AI): adabiy tahlilga yordam berish uchun AI vositalari ishlab chiqilmoqda, shu jumladan matni umumlashtirish, hissiyotlarni tahlil qilish va insholarni avtomatlashtirilgan baholash.

13. Mobil ilovalar: o'quvchilarga adabiyot bo'yicha yordam berish uchun mo'ljallangan ko'plab mobil ilovalar mavjud, kitoblarni tavsiya qilish dasturlaridan tortib, adabiy trivia va viktorina dasturlariga qadar.

14. Onlayn yozish va nashr etish platformalari: talabalar o'zlarining ijodiy ishlarini Vattpad kabi platformalarda yozishlari, tahrirlashlari va nashr etishlari mumkin, bu esa adabiyot bilan yanada faol va ishtirok etish imkoniyatini beradi.

15. Raqamli hikoyalar xaritalari: hikoyalarni xaritalash vositalari talabalarga adabiy asarlarning sozlamalari va syujet rivojlanishini tasavvur qilishda yordam beradi, ularning hikoya tuzilishi haqidagi tushunchalarini oshiradi.

Ushbu tendentsiyalar raqamli texnologiyalar adabiyot darslarini qanday o'zgartirayotganini, ularni talabalar uchun yanada qulayroq, interaktiv va qiziqarli qilishini ta'kidlaydi. Biroq, o'qituvchilar uchun har tomonlama adabiy ta'limni ta'minlash uchun an'anaviy o'qitish usullari va raqamli vositalar o'rtasida muvozanatni saqlash muhimdir.

Adabiyot darslarida raqamli texnologiyalarning afzalliklari aniq bo'lsa-da, qiyinchiliklarni tan olish kerak. Bularga raqamli bo'linish bilan bog'liq masalalar kiradi, bu erda barcha talabalar texnologiyadan teng foydalana olmaydilar va raqamli chalg'itadigan narsalar bilan bog'liq tashvishlar. O'qituvchilar keng qamrovli adabiy ta'limni ta'minlash uchun an'anaviy va raqamli yondashuvlar o'rtasida muvozanatni saqlashlari kerak.

Xulosalar

Raqamli texnologiyalarning adabiyot darslariga qo'shilishi, shubhasiz, ta'lim manzarasini o'zgartirib, jalb qilish va shaxsiylashtirish uchun yangi imkoniyatlar yaratdi. Natijalar shuni ko'rsatadiki, raqamli vositalar o'quv tajribasini oshiradi, adabiyotni yanada qulay va inklyuziv qiladi. Biroq, bu o'zgarishlar yuzaga kelishi mumkin bo'lgan qiyinchiliklarni hisobga olgan holda o'ylangan holda amalga oshirilishi kerak. Adabiyot ta'limi an'anaviy va raqamli usullarning eng yaxshisini birlashtirgan, o'quvchilarning keng spektriga xizmat ko'rsatadigan gibridd yondashuvdan foydalanishi mumkin.

Adabiyot darslarida raqamli texnologiyalarni qo'llashni yanada takomillashtirish uchun o'qituvchilar va muassasalar:

- Raqamli bo'linishni bartaraf etish va barcha talabalar uchun adolatli kirishni ta'minlash uchun texnologik infratuzilmaga sarmoya kiritish.

- Raqamli vositalarni o'qitish strategiyalariga samarali kiritish uchun o'qituvchilarga kasbiy rivojlanishni taklif eting.

- Usullar va manbalarni takomillashtirish uchun raqamli texnologiyalarning adabiyot ta'limiga ta'sirini doimiy ravishda baholang.

• Boyroq o'rganish tajribalarini yaratish uchun adabiyotni tarix yoki san'at kabi boshqa mavzular bilan birlashtirib, multidisipliner yondashuvni rag'batlantiring.

Xulosa qilib aytganda, adabiyot darslarida raqamli texnologiyalarning integratsiyasi adabiyotni o'qitish va o'rganish usullarini inqilob qilish imkoniyatiga ega bo'lgan istiqbolli tendentsiyadir. Texnologiyani qamrab olish adabiyot ta'limini yanada dinamik va inklyuziv qilib, jalb qilish va foydalanish uchun yangi yo'llarni ochishi mumkin. Qiyinchiliklar mavjud bo'lsa-da, puxta o'ylangan amalga oshirish va moslashish raqamli asrda adabiyot ta'limi uchun yorqin kelajakka olib kelishi mumkin.

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ИСТОРИЯ РАЗВИТИЯ ДИСТАНЦИОННОГО ОБУЧЕНИЯ

Шакирова Гулмира Рашидовна

Преподаватель русского языка и литературы
кафедры «Истории и филологии»

Азиатский Международный Университет

Бухара, Узбекистан

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Аннотация. В данной статье рассматривается сущность понятия дистанционного обучения, которое позволяет на расстоянии, с применением различных технических средств, слушателям и преподавателям общаться удаленно и интерактивно.

Статья описывает цели и задачи дистанционного обучения, а также его преимущества и недостатки.

Ключевые слова: дистанционное обучение, образовательный процесс, компьютерные сети.

HISTORY OF DISTANCE LEARNING DEVELOPMENT

Abstract. This article examines the essence of the concept of distance learning, which allows students and teachers to communicate remotely and interactively at a distance, using various technical means. The article describes the goals and objectives of distance learning, as well as its advantages and disadvantages.

Key words: distance learning, educational process, computer networks.

В настоящее время во всем мире быстро распространяется дистанционное обучение с использованием сети Интернет, которое предлагает уникальную возможность у себя дома или на своем рабочем месте получать новые знания в различных отраслях человеческой деятельности. В конце 18 века в Европе, в связи с появлением доступной и регулярной почтовой связи, возникло такое понятие, как «корреспондентское обучение». Ученики по почте получали учебные материалы, общались с преподавателями. По окончании курса они сдавали экзамены доверенному лицу или в виде курсовой работы. В России данный метод стал появляться в конце 19 века. При появлении телевидения и радио дистанционные методы обучения начали развиваться. Это был сильный прорыв, аудитория обучения возросла в несколько раз. Однако дистанционные методы обучения с помощью радио и телевидения имели существенный недостаток – обучаемый не мог получать обратную связь от преподавателя. Первый в мире университет дистанционного обучения был открыт в Великобритании в 1969 году — Открытый Университет Великобритании. Его название показывало доступность обучения за счет низкой цены и отсутствия необходимости часто посещать лекционные занятия. В конце 1980-х доступность персональных компьютеров сильно упростило дистанционное обучение, связанную с автоматизацией. Первые компьютерные обучающие программы появились в виде различных игр, чтобы повысить интерес к обучению

В 21 веке почти каждому человеку доступен компьютер и доступ в интернет, что делает распространение дистанционного обучения ещё быстрее и проще. Интернет стал сильным толчком развития, в значительно большей мере, чем телевидение и радио. Появилась возможность получать обратную связь и общаться от любого преподавателя, где

бы он ни находился. При появлении «быстрого интернета» появилась возможность использовать «онлайн» семинары (вебинары) для обучения.

Итак, дистанционное обучение – это взаимодействие ученика и преподавателя между собой на расстоянии, но при этом отражающее все присущие учебному процессу компоненты (содержание, средства обучения, цели, организационные формы, методы), реализуемое посредством интернет технологий или другими средствами, предусматривающими интерактивность. Цели и задачи дистанционного обучения. Основными задачами являются:

- повышение качества образования и уровня образованности общества;
- реализация потребностей общества в образовательных услугах;
- управление учебным процессом;
- повышение профессиональной и социальной мобильности населения, его социальной и предпринимательской активности, расширение кругозора, уровня самосознания;
- сертификация знаний;
- соответствие старым формам обучения, принятым в учебном заведении;
- сохранение и приумножение знаний;
- организация доставки учебного материала;
- организация обратной связи между учеником и преподавателем в ходе обучения;
- развитие единого образовательного пространства, подразумевающее обеспечение возможности получения нострифицированного образования в любой точке образовательного пространства.

Основные цели:

- предоставление студентам, школьникам, безработным, военным специалистам, любому, проявившему желание обучаться, равных образовательных возможностей в любом месте;
- возможность получения знаний параллельно с основной деятельностью;
- повышение уровня образования и переподготовки кадров других образовательных учреждений за счет привлечения большого количества образовательного и научного потенциала ведущих институтов, университетов, лидирующих отраслевых центров подготовки, академий, институтов повышения квалификации, недоступных в данной области;
- сохранение высокого качества образования при обеспечении его доступности;
- снизить стоимость обучения;
- сократить время на обучение за счет экономии времени на сборы, путь;
- расширение образовательной среды обучаемого за счет применения современных средств, электронных библиотек и т. д.;
- интеграция с заочной и очной формами обучения, развивая и совершенствуя их;
- создание условий для непрерывного образования.

Преимущества дистанционного обучения.

Система дистанционного обучения позволит:

- экономить на переездах к месту обучения

— при помощи электронного обучения можно доставить любую информацию в виде текста, аудио и видео до любого, самого удаленного филиала, достаточно только компьютера;

— обучать на одном курсе неограниченное количество сотрудников неограниченное время;

— оперативно доводить до персонала изменения

— любые новые документы могут быть донесены до сведения сотрудников в виде электронных курсов за короткое время, при этом они не просто прочитают их, но и сдадут тесты, что повысит понимание ими информации;

— тестировать персонал для перевода, повышения, аттестации, сертификации

— можно задать любой стандарт необходимых знаний, навыков и умений для любой должности и увидеть реальную и объективную оценку знаний каждого сотрудника;

— проводить конкурсный отбор на руководящие должности, сформировав перечень курсов и тестов, которые должен пройти претендент, что позволит повысить качество отбора;

— отслеживать и контролировать результаты и динамику обучения каждого сотрудника, независимо от степени его удаленности от головного офиса;

— платить только за знания сотрудников, исключая расходы на транспорт и командировочные для сотрудников и преподавателей;

— проводить подготовку и переподготовку персонала без отрыва от работы — в свободное от работы время или в специально выделенное на обучение время в течение рабочего дня;

— создавать эксклюзивные авторские электронные курсы, на базе традиционных курсов своих опытных специалистов-наставников;

— электронные курсы позволяют обучать, не ограничиваясь территориально районом или городом, в котором расположен филиал или региональное отделение, привлекать к ведению учебного процесса преподавателей из других регионов, вести обучение вне зависимости от месторасположения, как преподавателя, так и слушателей, и контролировать результаты. Проблемы дистанционного обучения.

Бытует мнение, что, после развертывания системы дистанционного обучения, не потребуется ее сопровождение. Это не так. Для системы дистанционного обучения требуются постоянные затраты для поддержания и развития направления. Таким образом, дистанционное обучение может рассматриваться как самостоятельная форма обучения, а также как инновационный компонент очного и заочного обучения.

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ИГРОВЫЕ МЕТОДЫ И ПРИЕМЫ, ИСПОЛЬЗУЕМЫЕ НА УРОКАХ РУССКОГО ЯЗЫКА

Нарзуллаева Шоира Бахшиллоевна

Ассистент преподаватель азиатского международного университета
кафедры "истории и филологии"

<https://doi.org/10.5281/zenodo.10498329>

Аннотация. В данной статье представлена информация об игровых методах и приемах, используемых на занятиях по русскому языку.

Ключевые слова: Урок, педагогическая культура, игровые методики, педагогический процесс.

GAME METHODS AND TECHNIQUES USED IN RUSSIAN LANGUAGE LESSONS

Abstract. This article provides information about gaming methods and techniques used in Russian language classes.

Key words: Lesson, pedagogical culture, game techniques, pedagogical process.

Урок – это зеркало общей и педагогической культуры учителя, мерило его интеллектуального богатства, показатель его кругозора, эрудиции.

В.А.Сухомлинский

Проблема возможности включения игры в учебно-воспитательную систему всегда интересовала отечественных и зарубежных педагогов. Удивительной по своему содержанию была авторская школа Саммерхилл, созданная в 1924 году английским педагогом Александром Нейлом. Свобода и счастье детей – вот что являлось основной ее целью, а один из ее принципов гласил: игра должна стать обязательным условием всех видов деятельности в школе, в профшколе, в техникуме, а так же в вузе, так как является естественной потребностью подрастающего организма.

Широкое распространение игровые методы получили в педагогическом процессе коммуны, возглавляемой А.С.Макаренко, в Школе Радости В.А.Сухомлинского, на данных методах построена коммунарская методика И.П.Иванова, с применением этих методов продуктивно работали коллектив единомышленников.

В настоящее время одной из главных проблем современной школы, профшколы, техникума, а так же вуза, является падение интереса учащихся и студентов к чтению. Следствие этого – снижение грамотности, неумение правильно выражать свои мысли. Мы прекрасно понимаем, почему это происходит: ученики, загруженные уже с младших классов, лишь частично воспринимают предлагаемую им информацию, чтение подменяют телевизором и компьютером, который необходим чаще всего для того, чтобы поиграть. Эта проблема не может не волновать учителя, и он стремится всеми возможными средствами пробудить у студентов интерес к урокам литературы. Как же добиться того, чтобы наш предмет приносил студентам интеллектуальное удовольствие? Ответ очевиден: заинтересовать. Чем? Если привычной и желанной формой деятельности для ребенка является игра, значит надо использовать эту форму для обучения, объединив игру и учебно-воспитательный процесс. Таким образом, мотивационный потенциал игры будет направлен на более эффективное освоение школьниками и студентами образовательной программы.

Игра - особая разновидность миниатюрной задачи, процесс решения которой обязательно сопровождается интересом, является полезным упражнением, своеобразной гимнастикой, мобилизующей умственные силы учащихся и студентов, так как для её решения нужно совершить определённые мыслительные операции. Она дисциплинирует ум, приучает к логике, развивает способность делать выводы. И самое главное, в ней “доминируют эмоции”, что делает процесс участия в игре удовольствием для учащихся, а это способствует возникновению положительных эмоций от процесса обучения, создаёт на уроке творческую доброжелательную обстановку, способствует увлечённости при изучении предмета.

Игра как активный метод обучения выполняет ряд функций:

- развивает познавательные интересы, толерантность,
- творческие способности,
- коммуникативную,
- способствует повышению самооценки. [1, с. 43].

Названные функции имеют первостепенное значение именно на уроке литературы, который можно представить в различных игровых формах: викторины, конкурсы, путешествия, экскурсии, ролевые игры, диспуты, круглые столы, турниры, литературные гостиные, салоны и т.д.

Как отметила Р.И.Альбеткова, игру можно использовать при изучении любой темы, стоит только внести в урок элемент соревновательности или предложить участникам войти в какую – то роль. Если сложный вопрос решается путем диалога сторонников разных точек зрения (а в словесности немало таких проблем, например: что такое текст), если ребята выступают в роли журналистов, актеров, писателей, исследователей (например: расскажут о картине художника от лица экскурсовода в музее, возьмут «интервью» у «академика», в роли которого выступит учащийся, досконально изучивший проблему), если стоит вопрос: кто быстрее, лучше выполнит задание- это уже игра. И они часто продуктивнее других форм работы, а время, отведенное на нее на уроке, употреблено подчас наиболее целесообразно.

Одни игры проводятся как викторины, в которых соревнуются отдельные учащиеся и студенты, и работа здесь похожа на фронтальную беседу, только стремительную и веселую. Другие игры требуют групповой работы, соревнования команд. Увлекательно соревнование «экспертов», представляющих команды.

Обратившись к игре, учитель сразу столкнется с несколькими противоречиями. С одной стороны, игра требует дисциплины, подчинения игроков строгим законам. С другой – игра не допускает авторитарности, это занятие веселое, творческое, ведущий должен живо реагировать на происходящее.

В игре всегда происходит соревнование, что отличает игру от других видов деятельности. А значит, есть победители и побежденные.

Прежде всего, очень важно понимать, что главное в учебной игре – не победа в борьбе, а общая радость участия в ней, радость открытия, совершенного с помощью игры. [2]

Есть множество способов классифицировать игры, Л.В.Петрановская выделила следующие типы игр:

- учебные – наиболее простые и традиционные игры, помогающие закрепить учебный материал и приобрести устойчивый навык применения знаний;

- комбинаторные - достаточно широко известные игры, в которых играющий работает с материальной стороной языкового знака, обычно слова, эти игры требуют умения быстро и эффективно просчитывать варианты, подбирать комбинации, а кроме того, существенно активизируют словарный запас ребенка;

- аналитические – игры, призванные развивать аналитическое мышление, они помогают приобрести навык свободного, раскованного, но вместе с тем корректного логического анализа, научиться видеть закономерности, общность и различие, причину и следствие;

- ассоциативные – игры, в основе которых лежит обращение к ассоциативному мышлению, поиск сравнения, разгадывание намека;

- контекстные- игры, привлекающие внимание к сложным смысловым связям в тексте, развивающие способность интерпретировать, понимать то, что прямо не выражено, и, наоборот, передавать информацию самыми разными способами;

- языковые - игры, в которых, играющие экспериментируют языковыми единицами и закономерностями, эти игры разработаны в наименьшей степени, хотя для языкового образования являются самыми значимыми;

- творческие задания- разнообразные задания на сочинительство, обычно с соблюдением некоторых более или менее трудных условий, они способствуют развитию, с одной стороны, фантазии и изобретательности в использовании средств языка, с другой- способности контролировать и критически оценивать свою творческую работу. [3]

Элементы занимательности используются не только для развлечения, привлечения внимания к теме урока, они развивают мышление. Поднимают активность учащихся на уроке, помогают создать ситуацию успеха на уроке, помогают осознанию того, что русский язык – не мертвая наука, что язык – это живое явление, он развивается, имеет интересные факты в своей истории. Чтобы побольше интересного узнать о своем родном языке, приблизиться к разгадкам его тайн и секретов, понять, почему он считается одним из самых богатых и красивых языков мира. Нужно заглянуть за страницы школьного учебника.

По утверждению Е.Я.Гик, словесные игры расширяют эрудицию и кругозор, развивают культуру речи, учат работать со словарями. Важны они и для развития мышления и речи, поэтому часто используются педагогами и воспитателями. Такие игры дают возможность не только потренировать память и проявить эрудицию, но и глубже проникнуть в тонкости языка, разобраться в структуре словообразования. Ребусы, кроссворды, загадки тренируют ум, развивают языковую догадку, помогают, как ни странно, лучше понять законы родного языка. Игра со словами – это не только развлечение, но и серьезная работа. [4]

1) Игра «А ты знаешь?». В ней необычные, удивительные сведения о родном языке, о его истории, о происхождении многих слов и выражений, а также информация о науке, изучающей язык.

Например, в русском языке есть так называемые недостаточные глаголы. Иногда у глагола нет какой-либо формы, и это обусловлено законами благозвучия. Например: «победить». Он победит, ты победишь, я... победу? побегу? побегду? Филологи

предлагают использовать заменяющие конструкции «я одержу победу» или «стану победителем». Поскольку форма первого лица единственного числа отсутствует, глагол является недостаточным.

Такие факты обычно легко запоминаются.

2). Орфоэпическая разминка.

Студенты очень любят сочинять стихи, подбирать рифмующиеся слова, но не всегда для такой работы имеется время на уроке. Вольно или невольно студент, читая подобные вирши, правильно ставит ударения, так как без этого строчки не рифмуются. Например:

Слышен в классе диалог:

Обсуждают каталог.

Детей не нужно баловать,

Чтоб зубки не пломбировать.

Повторять такие рифмовки можно хором во время физкультминуток, подбирая различные упражнения на расслабление.

Дремота и зевота уходят за ворота.

(потягивание)

Если прикоснёшься к иве,

Станешь ты ещё красивей. (наклоны) и т.д. [5]

3. Работа со словарями. Например, найти значения заданных фразеологизмов. («Обводить вокруг пальца») (стр. 226)

Жуков В.П., Жуков А.В. «Школьный фразеологический словарь русского языка». Пособие для учащихся. М. «Просвещение»

4. Конструирование словосочетаний и предложений.

Например, сколько синонимов вы сможете подобрать к существительному. Чтобы проверить себя, обратитесь к «Словарю синонимов русского языка». В этой книге собраны синонимы, употребленные в художественных текстах русских писателей и поэтов.

5. Игры с поднятием рук, например игра «Причастие или имя прилагательное?»

Преподаватель называет слова. Если слово имя прилагательное, студенты поднимают правую руку, если причастие – то левую.

6. «Рассказ на одну букву». Кто быстрее всех придумает интересный и длинный рассказ на одну букву. Придумайте короткий рассказ, в котором все слова начинаются на одну и ту же букву (не считая предлогов и союзов). Скажем, на букву «п» или «с».

7. Разгадывание ребусов, кроссвордов, шарад.

Таким образом, игровые методы и приемы, используемые на уроках русского языка, позволяют преподавателям разнообразить свой урок, сделать его наиболее интересным для студентов. Студенты же, в свою очередь, оживляются, проявляют интерес к предмету. Слабые подтягиваются. Важную роль играет командная работа. Включая в урок такие игровые элементы я стараюсь привить детям любовь к русскому языку, воспитать потребность в чтении, научить овладевать основными навыками работы с книгой, самостоятельно приобретать знания. Стремлюсь через игру воспитать творческую личность.

Следует помнить, что игра на уроке – не цель, а средство активизации познавательной деятельности и развития творческих способностей студентов. И от того, как учитель организует игры, зависит в значительной степени успех обучения студентов.

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PEDAGOGIKA TA'LIMINI INTEGRATIV YONDASHUV ASOSIDA TASHKIL ETISH

Ismoilova Arofathon Otabek qizi

Chirchiq davlat pedagogika universiteti pedagogika psixologiya yo'nalishi
1-kurs magistr.

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Annotatsiya. Ushbu maqolada integratsiyaning pedagogikada roli va ahamiyati, mazmuni va mohiyati, zamonaviy pedagogik ta'limda qo'llashning ahamiyati yoritilgan. Hisobotda integratsiya muammosining dolzarbligi va uni amalga oshirish yo'lidagi qiyinchiliklar ham qayd etildi.

Kalit So'zlar: integratsiya, fanlararo aloqa, differentsiatsiya, integratsiyaning mazmuni va mohiyati, differentsiatsiya.

ORGANIZING PEDAGOGICAL EDUCATION ON THE BASIS OF AN INTEGRATIVE APPROACH

Abstract. This article describes the role and importance of integration in pedagogy, its content and essence, and the importance of its application in modern pedagogical education. The report also noted the urgency of the integration problem and the difficulties in its implementation.

Keywords: integration, interdisciplinary communication, differentiation, content and essence of integration, differentiation.

ОРГАНИЗАЦИЯ ПЕДАГОГИЧЕСКОГО ОБРАЗОВАНИЯ НА ОСНОВЕ ИНТЕГРАТИВНОГО ПОДХОДА

Аннотация. В данной статье освещены роль и значение интеграции в педагогике, ее содержание и сущность, важность ее применения в современном педагогическом образовании. В докладе также отмечена актуальность проблемы интеграции и трудности ее реализации.

Ключевые слова: интеграция, междисциплинарная коммуникация, дифференциация, содержание и сущность интеграции, дифференциация.

KIRISH

Zamonaviy pedagogik ta'limda integratsiyaning ahamiyati va roli ortib bormoqda. Integratsiyalashgan ta'lim muammosiga e'tibor kuchaymoqda. Ba'zi o'qituvchilar ushbu muammoni ishlab chiqish va hal qilish o'quv jarayonini yangilash va takomillashtirishning asosiy usuli deb hisoblashadi. Integratsiya jarayonining o'zi yangi tushuncha emas, lekin bu sohada juda kam tadqiqot olib borilgan. Pedagogik adabiyotlarda bir necha bor tilga olingan, ammo u nazariy jihatdan kamdan-kam muhokama qilinadi, buning sabablari integratsiya muammosining dolzarbligi va uni amalga oshirishdagi qiyinchiliklardir. Integratsiya (lotin tilidan olingan so'z, integratio — tiklamoq, to'ldirmoq, butun son — yaxlit so'zdan kelib chiqqan). Bu so'z bir nechta ma'noga ega. Biroq uning pedagogik ta'limdagi o'rni fanlarning yaqinlashuvi va o'zaro ta'sir jarayoni tushunchasi ma'nosida izohlanadi.

Integratsiya so'zi farqlash so'zi bilan bir joyda qo'llaniladi. Integratsiya farqlash bilan chambarchas bog'liq. Bu jarayonlar ta'lim fanlari tizimini qurishda, o'quvchilar bilimini umumlashtirish yo'llarini izlashda namoyon bo'ladi. Differentsiatsiya deganda butunni uning tarkibiy elementlariga bo'lish tushuniladi. Hozirgi vaqtda ta'limni tashkil etish jarayonida

integratsiya muammosiga ko'proq e'tibor qaratilmoqda. Zamonaviy maktabda integratsiya o'quvchilarga yanada samarali va oqilona ta'sir ko'rsatish uchun undagi ishlarni takomillashtirish va o'qituvchilarning ijodiy salohiyatini rivojlantirishga yordam beradigan yangi pedagogik echimlarni faol izlash yo'nalishlaridan biri sifatida tushuniladi.

Integratsiya – o'zaro bog'liq holda rivojlanish, bir butunga birlashish, bir butun qilish demakdir. Integratsiya - bu turli qismlar va elementlarni bir butunga birlashtirish jarayoni. Integratsiya jarayonlari uyushgan tizimlarda bo'lishi mumkin - bu holda ular yaxlitlik darajasini va tizimning tashkiliy darajasini oshiradi. Integratsiya jarayonlari ilgari bir-biriga bog'lanmagan elementlarni ulash uchun asos bo'lib, shakllangan tizimlarda sodir bo'ladi, buning natijasida tizimning yaxlitligi va tashkiliy darajasi oshadi, elementlar va tarkibiy qismlar o'rtasidagi munosabatlar murakkablashadi. Bir butunga bog'langan komponentlar turli darajadagi avtonomiyaga ega.

ADABIYOTLAR TAHLILI VA METODOLOGIYASI

Turli xil o'quv fanlari bo'yicha dasturlarni tahlil qilish shuni ko'rsatadiki, ular integratsiya jarayonidan samarali foydalanish imkoniyatini beradi. Pedagogika ta'limida o'quvchilarni o'qitishda integratsiya nuqtayi nazaridan o'qitish va tarbiyalashni takomillashtirishning ayrim jihatlari taniqli klassik pedagoglar (Y. Komenskiy, D. Lokk, I. Gerbart, M. Pestalozzi, K. Ushinskiy va boshqalar) asarlarida, shuningdek didaktik olimlar, (I. D. Zvereva, M. A. Danilov, S. P. Baranov, N. M. Skatkin), psixolog olimlar (E. N. Kabanova-Meller, N. F. Talizina, yu. A. samarina, G. I. Vergeles), metodist olimlar (M. R. Lvova, V. G. Goretskiy, N. N. Svetlovskaya, yu.M. Kolyagina, G. N. hujumlar va boshqalar) tomonidan qayt qilingan.

O'zbekiston olimlari ham bu sohada kerakli izlanishlarni olib borishmoqda. Kasbiy tayyorgarlik jarayonida predmetlararo bog'lanish, bo'lajak pedagoglarni integrativ ta'lim asosida o'qituvchilik faoliyatiga tayyorlashni takomillashtirish, uzluksiz ta'limda axborot kommunikatsiya texnologiyalaridan foydalanish, bu boradagi muammolarni yechish U.Sh.Begimqulov, R.X.Jo'raev, N.A.Muslimov, Q.T.Olimov, F.M.Zakirova, M.H.Lutfillaev, N.I.Taylaqov va boshqalarning, ta'limda pedagogik bilimlar va texnologiyalar, ularning ilmiy asoslari, olimlardan A.Azizxodjaeva, R.Axliddinov, J.Tolipova va boshqalarning tadqiqot ishlarida muayyan darajada tadqiq qilingan. Ta'limdagi integratsiyani ilmiy tushunish muammosi bilimlarning turli sohalaridagi olimlar va amaliyotchilar tomonidan o'rganilmoqda.

TAHLIL VA NATIJALAR

Integratsiya jarayonining psixologik asosi M. Samarinning assotsiativ fikrlash haqidagi g'oyalari bo'lishi mumkin, ularning mohiyati shundaki, har qanday bilim uyushmalar tizimidir. Integratsiyaning umumiy nazariy modelini ishlab chiqishda M. Lotman integratsiya mexanizmi tushunchasini kiritadi. A. Y. Danilyuk madaniy sohalarni gumanitar fanlarga integratsiya qilish misolida integratsiya mexanizmlarining turlarini ajratib ko'rsatadi. Integratsiya tushunchasi rivojlanish jarayonining va elementlarning yaxlit birlashishi bilan bog'liq tomoni sifatida belgilanadi. Integratsiya elementlar o'rtasidagi munosabatlar va o'zaro ta'sirlarning hajmi va intensivligining o'sishi, ularning tartibga solinishi va sifat jihatidan yangi xususiyatlarning paydo bo'lishi bilan ma'lum bir yaxlit ta'limga aylanishi bilan tavsiflanadi.

Pedagogika ta'lim tizimiga kelsak, "integratsiya" tushuncha sifatida ikkita ma'noga ega bo'lishi mumkin. Birinchidan, bu maktab o'quvchilarida atrofdagi dunyo to'g'risida yaxlit g'oyani yaratishdir (bu erda integratsiya o'rganish maqsadi sifatida qaraladi). Ikkinchidan, bu fan

bilimlarini yaqinlashtirishning umumiy platformasini topishdir. Bu shuni anglatadiki, bolalar mavjud bilimlar doirasini muntazam ravishda to'ldirib, kengaytirib, tushunchalar to'g'risida tobora ko'proq yangi bilimlar va g'oyalarni o'zlashtirishadi. V. I. Yakovleva boshqa nuqtai nazarga ega. Uning ta'kidlashicha, to'liq integratsiyalashgan tizim haqida gapirishga hali erta: "... turli fanlardagi dasturlar va ko'nikmalar shunchalik o'ziga xoski, ularning yaxlitligini buzish mumkin emas. Na maktabshunoslik, na didaktika, na individual usullar bunga tayyor emas" ammo ilg'or o'qituvchilarning ijodiy amaliyoti mustaqil ravishda o'quv tizimini yangilash muammolarini hal qilish yo'llarini izlaydi.

Integratsiya jarayonining pedagogik g'oyasining rivojlanishiga ilmiy bilimlarning rivojlanishi sezilarli darajada ta'sir qiladi. Kolyagin Yu.M. uzoq vaqt davomida talaba asosan tabaqalashtirilgan o'quv kurslarini o'rganish orqali bilim olganligini aytadi. Biroq, ko'pincha bitta bolada maktab bilimlari atrofdagi dunyoning mavzusi bo'yicha sun'iy ravishda ajratilgan tarqoq ma'lumotlar bo'lib qoladi. Ushbu qarama-qarshilikni engish zarurati bir vaqtning o'zida fanlararo aloqalarni faol izlashga olib keldi. "Integratsiya va farqlash o'zaro bog'liq jarayonlardir. Ta'limning barcha bosqichlarida integratsiya va farqlash g'oyalarini maqbul ravishda birlashtirgan tizimni yaratishga intilish kerak" Ushbu nuqtai nazarga L. N. Baxareva integratsiya -bu farqlash jarayonlari bilan bir qatorda sodir bo'ladigan fanlarning yaqinlashishi va aloqasi jarayoni deb hisoblaydi. Integratsiya mavzu tizimini takomillashtiradi, uning kamchiliklarini bartaraf etishga yordam beradi va ob'ektlar o'rtasidagi munosabatlar va o'zaro bog'liqlikni chuqurlashtirishga qaratilgan.

XULOSA

Pedagogika fanining vazifasi o'qituvchiga o'quv maqsadlari va funktsiyalarining bir xilligi bilan turli xil ob'ektlarning individual elementlari va qismlarini bir butunga tiklash va birlashtirishga qaratilgan integratsiyani amalga oshirishga yordam berishdir. Maktabimizdagi darslarning bir xilligi uzoq vaqtdan beri ta'limni rivojlantirish uchun to'siq bo'lib kelgan. "O'quv dasturi o'quv jarayonining afzalliklari yoki kamchiliklarining eng muhim ko'rsatkichidir. U fanlarning nomlanishi, ularni o'rganish ketma-ketligini, har bir fan uchun ajratilgan vaqtni, nazorat shakllarini va boshqalarni belgilaydi.

Umumta'lim maktabining o'quv rejalari jiddiy kamchiliklardan aziyat chekmoqda. Ulardan asosiysi ko'p fan, ya'ni maktabda oz sonli soat ajratilgan fanlar mavjud. O'quv fanlarining integratsiyasi ko'p mavzulardan qochishga imkon beradi va samaradorligi juda past bo'lgan soatlari kam bo'lgan fanlarni o'quv materialidan chiqarib tashlaydi. Integratsiya mavzu tizimini takomillashtiradi, uning kamchiliklarini bartaraf etishga yordam beradi va ob'ektlar o'rtasidagi munosabatlar va o'zaro bog'liqlikni chuqurlashtirishga qaratiladi. Shuning uchun ham umumta'lim maktablarida integratsiyalashgan fanlarni tashkillash zamon ta'lablaridan biri hisoblanadi.

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VALUE OF GAMES IN EDUCATION

Durova Shakhnoza Shokirovna

Teacher of History and Philology department, Asia International University

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Abstract. This article examines the role of games in education, since they have been part of light culture for centuries. They provide entertainment, relaxation and mental stimulation, and can also be a valuable source of education. The importance of games in education has gained increased attention in recent years, with many educators using games to interpret and motivate students in various subjects.

Key words: capture students' attention, provide entertainment, critical thinking, develop time management, problem solving.

ЗНАЧЕНИЕ ИГР В ОБРАЗОВАНИИ

Аннотация. В данной статье подчеркивается роль игр в образовании, поскольку они на протяжении веков были неотъемлемой частью человеческой культуры. Они обеспечивают развлечение, отдых и умственную стимуляцию, а также могут быть ценным инструментом для образования. В последние годы значение игр в образовании приобрело повышенное внимание: многие преподаватели используют игры для вовлечения и мотивации учащихся по различным предметам.

Ключевые слова: привлечь внимание учащихся, развлечь, критическое мышление, развить тайм-менеджмент, решение проблем.

Introduction

Games can be utilized in different instructive settings, from formal study halls to casual learning conditions. They can be utilized to show academic subjects, like math, science, and history, as well as interactive abilities, critical thinking, and decisive reasoning. Games can likewise be utilized to assist understudies with creating functional abilities, like coding, plan, and collaboration.

Games have been an integral part of human culture for centuries. They provide entertainment, recreation, and mental stimulation, and can also be a valuable tool for education. In recent years, the value of games in education has gained increased attention, with many educators using games to engage and motivate students in a variety of subjects.

Games have significant educational value as they can serve as powerful tools for learning and development. Some of the key benefits of integrating games into education include:

1. Engagement: Games are inherently engaging and can capture students' attention, making learning more enjoyable and motivating. This can lead to increased participation and investment in learning.

2. Critical thinking and problem-solving: Many games require players to use critical thinking skills and solve complex problems, helping to develop their cognitive abilities.

3. Collaboration and teamwork: Multiplayer games often require collaboration and teamwork, allowing students to learn how to work together and communicate effectively to achieve common goals.

4. Creativity and innovation: Some games encourage creative thinking and allow for open-ended exploration, fostering creativity and innovation in students.

5. Skill development: Games can help students develop a wide range of skills, including hand-eye coordination, strategic thinking, decision-making, and time management.

6. Motivation and persistence: Games often provide immediate feedback and rewards, which can motivate students to persevere through challenges and setbacks.

7. Real-world application: Many educational games are designed to simulate real-world scenarios, allowing students to apply their knowledge and skills in practical contexts.

In addition to providing a fun and engaging learning experience, games can also be an effective assessment tool. Many games incorporate elements of assessment, such as quizzes or puzzles, which can be used to gauge students' understanding of key concepts. This can provide teachers with valuable feedback on students' learning progress and help to identify areas where additional support may be needed.

However, it is important to note that games should not be seen as a substitute for traditional teaching methods. While games can be a valuable tool for education, they should be used in conjunction with other teaching methods to provide a well-rounded learning experience.

Conclusion

Overall, games can provide an interactive and immersive learning experience that complements traditional teaching methods and promotes holistic development in students. By incorporating games into education, educators can create a dynamic, inclusive, and effective learning environment.

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CREATING A SUPPORTIVE AND INCLUSIVE CLASSROOM ENVIRONMENT FOR ENGLISH LANGUAGE LEARNERS

Khalilova Kamola

Lecturer of “History and Philology Department”

At The Asia International University

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Abstract. Supporting English language learners in the classroom requires a multifaceted approach that addresses their linguistic, cultural, and social needs. This article discusses the importance of creating a supportive and inclusive classroom environment for ELLs and provides practical strategies for educators to implement. By implementing these strategies, educators can create a learning environment where ELLs feel valued, respected, and empowered to succeed academically and socially.

Key words: English language, challenges in the classroom, inclusive classroom.

СОЗДАНИЕ БЛАГОПРИЯТНОЙ И ИНКЛЮЗИВНОЙ СРЕДЫ В КЛАССЕ ДЛЯ ИЗУЧАЮЩИХ АНГЛИЙСКИЙ ЯЗЫК

Аннотация. Поддержка изучающих английский язык в классе требует многогранного подхода, учитывающего их языковые, культурные и социальные потребности. В этой статье обсуждается важность создания благоприятной и инклюзивной классной среды для учащихся ELL и предлагаются практические стратегии, которые педагогам следует реализовать. Реализуя эти стратегии, преподаватели могут создать среду обучения, в которой ELL будут чувствовать себя ценными, уважаемыми и иметь возможность добиться успеха в учебе и обществе.

Ключевые слова: английский язык, проблемы на уроке, инклюзивный класс.

Introduction

Creating a supportive and inclusive classroom environment for English language learners (ELLs) is crucial for their academic and social success. ELLs often face unique challenges in the classroom, such as language barriers, cultural differences, and feelings of isolation. Therefore, it is essential for educators to foster an environment that promotes acceptance, understanding, and support for ELLs. In this article, we will explore strategies for creating a supportive and inclusive classroom environment for ELLs.

Creating a Supportive and Inclusive Classroom Environment for English Language Learners.

Stages of cultural accommodation

Chances are that your English language learners (ELLs) come from a culture with traditions and family values that differ from mainstream American culture. These young children not only have the challenge of learning a new language, but also of adjusting to an unfamiliar cultural setting and school system. Imagine what it would be like to step into a foreign classroom where you didn't understand the language, rules, routines, or expected behavior.

On a daily basis, ELLs are adjusting to new ways of saying and doing things. As their teacher, you are an important bridge to this unknown culture and school system.

In the same way that ELLs go through stages of English language learning, they may also pass through stages of cultural accommodation. These stages, however, may be less defined and

more difficult to notice. Being aware of these stages may help you to better understand “unusual” actions and reactions that may just be part of adjusting to a new culture.

Euphoria: ELLs may experience an initial period of excitement about their new surroundings.

Culture shock: ELLs may then experience anger, hostility, frustration, homesickness, or resentment towards the new culture.

Acceptance: ELLs may gradually accept their different surroundings.

Assimilation/adaptation: ELLs may embrace and adapt to their surroundings and their “new” culture.

What is the silent period?

It is also common for students who are learning a new language to be ‘silent’ for a period of time, when they are listening to the language around them without speaking yet (much as a young child listens to language first before learning to talk). This is considered the first stage of language acquisition.

Patience and creating opportunities for small successes in speaking with you and peers can help build students’ confidence. In addition, keep in mind that students’ silence could also be a sign of respect for you as an authority — and not a sign of their inability or refusal to participate. Educators are having to retool their approach to teaching English as a second language, given the growing number of English language learners in the U.S.

“The percentage of public school students in the United States who were English language learners (ELLs) was higher in fall 2016 (9.6 percent, or 4.9 million students) than in fall 2000 (8.1 percent, or 3.8 million students),” notes the National Center for Education Statistics.

Teachers are faced with the challenge of creating a welcoming and inclusive environment for an increasingly diverse student population. An inclusive classroom environment is one that encourages active participation and facilitates learning for all students. While promoting sensitivity to cultural differences, one of the biggest hurdles to engaging all students is the language barrier that some students must overcome.

English teacher and education writer Rusul Alrubail writes, “Being an English Language Learner in the classroom can be a very overwhelming experience for students regardless of age. It’s important for educators to build an atmosphere that fosters a safe and empathetic environment for ELL students.” Recalling her days as an ELL student in the fifth grade, Alrubail shares that most of her challenges dealt with the social aspect of integrating into a new school and classroom, and with new classmates.

Benefits to Inclusiveness in the Classroom

Students will take their cues from the teacher when it comes to interacting with ELL students. Teachers must be genuine and non-judgmental when dealing with students. ELL students may quickly withdraw if they are treated differently, and learning outcomes will suffer. A positive learning environment is one in which students learn acceptance of differences in culture, religion, economic status and language so that all students feel respected and supported.

Whether ELL students have a separate specialized class for English or are mainstreamed with a fluent English classroom, the goals of inclusiveness and achieving English fluency are the same.

Tips for Teachers

In an article on strategies for promoting a multicultural environment in the classroom, Bright Hub Education shares some tips for teachers. Teachers can help all students understand one another by creating a word wall in the classroom which shows common vocabulary words in both English and the ELL students' native language(s). Another way to foster inclusion is to have a multicultural library in the classroom. This helps expose children to different cultures without pressure. Celebrating cultural differences by having food fairs, making posters highlighting different cultures, and holding question-and-answer time about culture or homeland are ways to include all students.

Dr. Kelly S. Meier has worked in education for more than 30 years, and has authored many books on educational leadership. She encourages teachers to pay attention to their classroom environment. "When a student walks into your classroom, the environment should convey inclusion. What pictures do you have on your walls? How is the room arranged?" Her recommendation is to intentionally weave diversity into the fabric of the educational experience.

From her experiences as both a student and a teacher, Rusul Alrubail has some recommendations for teachers looking to create an inclusive classroom. One simple suggestion that shows personal respect for all students is to learn how to properly pronounce their names and, when necessary, correct students who mispronounce their classmates' names.

Understanding that in some cultures it is not socially acceptable to ask questions, it is crucial for teachers to make sure that ELL students are given information about daily routines that might seem obvious. Explaining use of the restroom, eating and drinking, what to do when feeling ill, how lineups work, what the start- and end-of-school day procedures are, how recess and lunch breaks work — these are basics that all students need to understand.

Teachers can integrate culture into the curriculum by including artists, inventors, creators and prominent figures from other cultures and countries, and by advocating for diversity and equality in school displays.

Alrubail reminds teachers that it's okay for students to speak their first language. She notes, "If you 'enforce' an English only rule in the classroom it will create a divide and a form of resistance from struggling ELL students. Instead, allow them to speak a language of their choice. Go over to them and find out if they have any questions or need clarification on instructions. Instantly, this builds a conversation and a connection between you and the student."

Specializing in Bilingual Education

Education professionals who want to gain expertise in developing inclusive educational strategies for teaching diverse student populations can do so by pursuing a Master of Science in Curriculum and Instruction with a Specialization in Bilingual Education degree. Texas A&M International University (TAMIU) has a fully online program designed for working professionals.

The TAMIU online degree program consists of 33 credit hours and can be completed in as few as 12 months. The flexibility of multiple start dates offered throughout the year combined with the fully online format make this an ideal option for those who don't want to quit working to attend in-person classes on campus. Creating an inclusive classroom allows all students to feel respected, happy and safe in their learning environment. These feelings help them learn and develop better than they would in an unsupportive environment. Inclusive environments help students learn about diverse backgrounds and perspectives, communicate with their peers and practice empathy.

To create inclusive classrooms, teachers should educate themselves, set clear behavior standards for students, model respect and provide space for students to practice empathy. Various inclusive classroom strategies can help teachers accomplish these goals and support their students.

What Is an Inclusive Classroom?

An inclusive classroom is a learning environment that supports all students, no matter what their individual needs or learning barriers are. Creating an inclusive learning environment means teachers and other school staff provide students with equal achievement opportunities and learning access. A student may find learning and achievement more difficult if they:

1. Speak English as a second language.
2. Come from a low-income family.
3. Are part of a minority community.
4. Identify as a different gender or sexuality.
5. Have a disability or different mental abilities.

Creating an inclusive classroom also means providing a respectful, welcoming environment that makes students feel comfortable. Teachers can implement many strategies to create inclusive, happy, safe and purposeful learning environments.

Who Benefits From Inclusive Education?

Inclusive education can benefit all students. Inclusive classroom strategies directly benefit students with additional needs, but they can also benefit students who don't need special assistance. Inclusive education strategies have no impact or a positive impact on most students without additional needs. All students can benefit from additional support and a welcoming environment.

Conclusion:

In conclusion, creating a supportive and inclusive classroom environment for English language learners is essential for their academic and social well-being. Educators play a crucial role in fostering an environment that promotes acceptance, understanding, and support for ELLs. By implementing the strategies discussed in this article, educators can create a learning environment where ELLs feel valued, respected, and empowered to succeed. It is important for educators to continue to seek professional development and resources to better support ELLs in the classroom. Ultimately, by creating a supportive and inclusive classroom environment, educators can help ELLs thrive and reach their full potential.

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ФИТОПРЕПАРАТЫ И ИХ ПРИМЕНЕНИЕ

Шерикжанов А.Ш.

студент 3 –курса «Термезский филиал Ташкентской медицинской академии»
г. Термез, Республика Узбекистан

Амонова Зулайхо Худоймуродовна

Научный руководитель: Учреждение образования «Термезский филиал
Ташкентской медицинской академии»
г. Термез, Республика Узбекистан

<https://doi.org/10.5281/zenodo.10498459>

Аннотация. В данной статье представлена подробная информация о растительных препаратах и их применении.

Ключевые слова: Фитопрепараты, лекарственное растительное сырье, лекарственные средства, профилактики различных заболеваний.

HERBAL MEDICINES AND THEIR USE

Abstract. This article provides detailed information about herbal preparations and their use.

Key words: Herbal medicines, medicinal plant materials, medicines, prevention of various diseases.

Введение

Фитопрепараты (ФП) – это утвержденные в установленном порядке готовые лекарственные средства (ЛС), которые содержат биологически активные вещества растительного происхождения (БАВ) или лекарственное растительное сырье (ЛРС) и применяются для лечения/профилактики различных заболеваний человека.

ФП применяются в основном для лечения хронических, вялотекущих заболеваний почти всех органов или систем организма человека (сердечно-сосудистой системы, дыхательных путей, желудочно-кишечного тракта, нервной системы, печени, кожи, десен, горла и т.д.) [1; 2].

Цель исследования

Перспективы использования фитопрепаратов в современной фармакологии

Актуальность.

В последние годы популярность фитотерапии, несмотря на большие успехи в создании химических лекарств, возрастает. Интерес к природным целительным веществам и препаратам, создаваемым на их основе, увеличивается благодаря как уникальным свойствам фитопрепаратов, так и стремительно развивающимся технологиям исследований в биологии, медицине и производстве лекарственных препаратов.

Материалы и методы исследования

Сравнительный анализ. Статьи и веб-сайты.

Результаты исследования и их обсуждение

В числе методов традиционных медицины стран Восточной Азии (Китай, Индия, Монголии, Тибета) именно фитотерапия считалась главным методом лечения и профилактики. Растения являлись основным источником для изготовления лекарства в медицине, как в странах Азии, так и в Европе. Фармакологическое изучение их свойства

продолжается постоянно. Так, в 1958 г. выдающимся русским фармакологом Н.В.Лазаревым была создана теория достижения состояния неспецифически повышенной сопротивляемости организма. Оно основывалась на возникновении повышенной устойчивости организма к инфекциям без применения специфических вакцин и сывороток под влиянием препаратов корней женьшеня и элеутерококка колючего.

Они относятся к классическим фитоадаптогенам. Список фитоадаптогенов можно удлинять. Аралия Манчжурская, Заманиха высокая, Лавзея софлоровидная, Родиола розовая и т.д.

Фитопрепараты обладают следующими преимуществами:

низкая токсичность при достаточно высокой эффективности;

широкий спектр терапевтического действия;

комплексный органопротекторный эффект;

гармонизирующее воздействие на все органы и системы организма;

минимальное количество побочных эффектов;

относительная дешевизна по сравнению с синтетическими препаратами;

возможность приготовления в домашних условиях [3].

Постоянное расширение представлений об адаптогенах и списка лекарственных растений, обладающих этими свойствами, позволяет рассматривать лекарственные, пищевые, съедобные, кормовые растения как естественные стражи биохимического, функционального и структурного постоянства «внутренней среды» животных и человека.

Несомненная питательная, энергетическая, информационная, репродуктивная (способность продолжение рода), а для человека – эстетическая зависимость представителей фауны от представителей флоры. [Фитотерапия]

Выводы

По этому фитотерапия – это не только ведущий, базисный традиционный метод лечения и профилактики, но и, в определенном смысле, основа жизнедеятельности человека. В результате исследования фитопрепаратов и их свойств выяснилось, что фитолечение дает выраженное противовирусное, антибактериальное, противоаллергическое, мочегонное, обезболивающее действие и укрепляет иммунитет.

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4. [Фитотерапия](#)

ФОНОЛОГИЧЕСКАЯ СТРУКТУРА СЛОВА

Усманова Умида Илхамджановна

(преподаватель ГулДУ)

<https://doi.org/10.5281/zenodo.10498480>

Аннотация. В данной статье анализируется фонологическая структура заимствованных слов, которая может прояснить некоторые вопросы фонетической эволюции узбекского языка.

Ключевые слова: слоговой перестройки, средневекового периода, этнокультурным средам, фонетической системе.

PHONOLOGICAL STRUCTURE OF A WORD

Abstract. This article analyzes the phonological structure of borrowed words, which can clarify some issues of the phonetic evolution of the Uzbek language.

Key words: syllabic restructuring, medieval period, ethnocultural environments, phonetic system.

Анализ разных типов слоговой перестройки, обусловленной фонетическими причинами, выявляет один очень интересный факт: во всех типах перестройки в узбекском языке изменяются сонорные, сонантизированные согласные и узкие гласные.

Как правило, шумные согласные не изменяются. Это явление в узбекском языке вполне естественно, поскольку в этногенезе узбеков участвовали различные народы и племена древности и средневековья. Этническую основу их этногенеза составляли древние жители Среднеазиатского междуречья и Хорезма /саки, массагеты, согдийцы, хорезмийцы и др./. В формировании узбекского народа принимали участие также центральноазиатские, среднеазиатские и приаральские тюркоязычные компоненты древнего и раннего средневекового периода, принадлежавшие к различным этнокультурным средам и племенным союзам: канглы, усун /уйшун/, теле /племена теленгут/, уйгур, аз, карлук, кипчак, огуз, западнотюркские племенные объединения /аргын, тюргеш, тюрк и уз/ и др.[1, 10].

Известно, что каждое изменение звуков, производящее преобразование в фонетической системе, влечет за собой другие изменения звуков, в результате чего перестраивается и совершенствуется вся система. Все взаимозависимости подобного рода должны быть тщательно изучены на материале различных языков. Фонетический строй языка не стоит на месте, а развивается, притом в каждом языке по-своему. Поэтому полная тождественность или сходство звучаний слов в сравниваемых языках редко может служить свидетельством их общего происхождения и в большинстве случаев представляет собой обычные совпадения. Звуковые соотношения сравниваемых слов должны представлять собой систему.

В настоящее время можно считать общепринятым положение о том, что в результате проникновения заимствованных слов язык не только не теряет своей национальной самобытности, но и совершенствуется.

Следует заметить, что многие слова в языке уходят корнями в глубокую древность, и для того, чтобы проследить их путь, необходимы тщательные, требующие многих знаний, исследования. Эти исследования обнаруживают подчас причудливую картину

происхождения слова, развития его формы и значения, его связей со словами других языков.

Уже отмечалось, что узбекский язык, как один из старописьменных языков, прошел сложный путь исторического развития. Поэтому в составе его лексики заняли прочное место многие иноязычные слова и термины. Так, многовековые культурно-социальные и экономические контакты узбеков и таджиков привели к тому, что в узбекском языке и поныне функционирует большое количество персидско-таджикских лексем. В узбекском языке немало терминов арабского, русского происхождения, а также слов, заимствованных из европейских языков через русский язык.

Как отмечает А. А. Абдуазизов, изучение фонологической структуры заимствованных слов может прояснить некоторые вопросы фонетической эволюции узбекского языка. Благодаря проникновению многих заимствованных слов в узбекском языке появились новые фонотактические возможности. Так, ряд начальных консонантных сочетаний наличествует в словах, заимствованных из русского языка и через русский язык из других языков: *брак, шнур, штраф, тренер, ксилофон, проект, страхование, спектр, крем*, и т. д. Очень часто такие начальные консонантные сочетания образуют один слог.

Большое количество консонантных сочетаний обнаруживается в середине узбекских слов, обычно делящихся слоговой или морфемной границей, например: *коп-ла-мок* /покрывать/, *бе-зан-тир-мок* /украшать/, *кур-сам-мок* /показать/, *ша-мол-лат-мок* /проветрить/, *гул-бог* /цветущий сад/ и др.

Конечных же консонантных сочетаний сравнительно мало. В конце моносиллабических узбекских слов отмечаются такие сочетания, как R+T, R+S, N+T, N+S, например: *курт, кирк, шарт, мурч, милк, шарк, шарк, турк* и т. п. В заимствованных моносиллабических словах наличествуют другие конечные сочетания согласных, например: *конспект, конференс, метр, боршч, гимн, телецентр, нигилизм, оркестр, юморист* и т.п. Конститутивная функция фонемы, слога и ударения ярко выражается в структуре слова, а дистинктивная функция четко проявляется в словах, взятых целиком.

Однако слог и ударение в узбекском языке обладают наименьшей дистинктивной функцией. Например, в таких минимальных парах, как *талат* /глагол повелительного наклонения в значении заставь, накажи/ – *талъат* /лицо/, *сурат* /картина/ – *суръат* /темп/, один из членов пары /*талат, сурат*/ – исконно тюркское, а другой /*таълат, суръат*/ – заимствованный. Фонологическая структура слова ясно показывает взаимосвязь и взаимообусловленность фонемной и просодической структур, когда место и степень ударения обуславливаются фонетическими особенностями, их границами и ритмико-силлабической структурой слова. При этом слог выступает в качестве конструктивного акцентологического элемента, связывающего узлы фонемной и просодической структур слова, так как он состоит из определенной комбинации фонем и характеризуется определенной степенью ударения /безударность представляется наименьшей степенью ударения по сравнению с другими степенями/. [2, 250].

По справедливому утверждению С. Атамирзаевой, для каждого языка характерны свои модели фонетической структуры слова, схватывающие весь лексический состав языка. По данным "родным" моделям в устной речи носителей языка адаптируются и заимствованные слова. Адаптация может происходить путем вставки согласного или

гласного, например: *агроном* → *агароном*, *штапель* → *штамбил*. Элементы такой перестройки наблюдаются и в русском просторечии, ср.: *срам* → *страм*, *нравиться* → *ндравиться*. Стремление языка обеспечить разнотипность частей слогового состава слова.

Если слово четырехсложное, /например, *гра-мма-ти-ка*/, то перераспределение слогов дает два закрытых и один открытый слог /*грам-мат-ка*/. [3, 188].

Аналогично перераспределение слогов в словах типа *ма-те-ма-ти-ка* → *мат-мат-ка*. Данный тип перестройки в словах с открытыми слогами происходит в основном за счет выпадения гласного. Если слоги закрытые, то разнотипность слогов достигается путем вставки гласного: *док-лад* → *до-ка-лад*, *ок-лад* → *ака-лад*. Вставка широкого гласного "А" здесь обусловлена характером широкого закрытого слога "О".

Одно из проявлений действия фонетического фактора – стремление к умеренному расположению согласных в слове. Здесь важен характер слога по признаку открытости-закрытости. Если слог открытый, то его начальная позиция не терпит стечения согласных.

Поэтому во всех словах (а это в основном заимствования), где представлено стечение согласных в открытом слоге, обязательно происходит перестройка, заключающаяся в том, что гласный с конца слога передвигается к началу и занимает место между двумя согласными. Именно поэтому слова типа *плита*, *кружок* входят в узбекский язык в вариантах *пилта*, *куржок*. Указанная перестройка характерна и для трехсложных слов. Так, например, в словах *дружина* → *дуржина*, *пружина* → *пуржина* перестраивается первый открытый слог.

Здесь уместно заметить, что знание закономерностей такой перестройки не только объясняет изменения, происходящие с заимствованными узбекским языком словами, но и проливает свет на происхождение ряда слов. Например, в узбекском языке есть слово *самандар*. Оно восходит к санскритскому *соломандра*. При заимствовании последний открытый слог *-дра* изменился в *-дар* за счет перемещения гласного в положение между согласными, в результате чего получился вариант *соломандар*. Слог *-ла-* выпадает как более слабый открытый с сонорным под воздействием следующего закрытого слога, также содержащего сонорный звук [О], в первом слоге переходит в [А], в результате чего образуется *самандар*. Слово *самандар* имеет три значения: 1) миф. саламандра (существо, рождающееся и живущее в огне); 2) название некоторых хвостатых земноводных; 3) Самандар (имя собственное мужское).

Если же слог закрытый, то смещение гласного в позицию между согласными не допускается. Такой слог "спокойно относится" к стечению согласных. Например, в слове *плитка* узкий гласный "И" остается на своем месте, так как первый слог закрытый. Аналогично произносятся слова *трубка* и *дружба*.

Как видно, перестройка структурно-слоговой системы – необходимый и вполне закономерный факт языка. Фонемная структура слова это как бы показатель реализации системы фонем, их дистинктивных и недистинктивных признаков, соотношения подсистемы гласных и согласных, частной характеристики фонем, силы и функциональной нагрузки, а также соотносительности распределения фонем с морфологическим строением слова.

Очень многие заимствованные слова, некогда воспринимавшиеся как неузбекские, впоследствии настолько ассимилировались, настолько органически вошли в ткань языка, что теперь они воспринимаются как вполне узбекские.

Не только фонетическая система узбекского языка оказывает влияние на звуковой облик заимствованных слов, но и усвоенные узбекским языком "чужие" слова воздействуют на различные стороны фонологической системы узбекского языка: появляются новые звуки, сочетания звуков в пределах слога и слова, изменяется фонологическая структура слога, меняется место ударения и т.д. Таким образом, фонетическая система узбекского языка развивается и совершенствуется под влиянием заимствованных слов.

Таким образом, заимствование иноязычных слов происходит двумя способами – звуковым заимствованием, т.е. копированием внешней структуры слова, и калькированием – копированием внутренней структуры соответствующего прототипа из других языков. При заимствовании происходит процесс фонетической, грамматической и семантической адаптации иноязычных слов. Между заимствованной и исконной лексикой могут устанавливаться отношения неполной синонимии (квазисинонимы) или отношения полной синонимии.

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G.DÁWLETOVANIŇ SHIĞARMALARINDA GÓNERGEN SÓZLERDİŇ
QOLLANILIWI

(“SeniŇ dártaŇ menen jasaymay hayal”, “Qız taxtım”, “Gúzgi tolğanıslar”,
toplamları misalında)

Djoldasbaeva Shaxrizoda Abatbay qızı

Berdaq atındağı Qaraqalpaq mámleketlik universiteti
Filologiya hám tillerdi oqıtıw (qaraqalpaq tili) tálim baǵdarı studentı.

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Annotociya. Bul maqalada qaraqalpaq shayırası G.DáwletovaniŇ shıǵarmalarındaǵı gónergen sózler haqqında sóz etiledi. Maqalada berilgen gónergen sózler tarawlarǵa bólip úyrenilgen. Gónergen sózlerge sıpatlama berilip, mısallar menen kórsetilgen.

Gilt sózi: gónergen sózler, til bilimi, kórkem ádebiyat, shıǵarma, maqala, qosıq.

USE OF OBSOLETE WORDS IN THE WORKS OF G. DÁWLETOVA

("I live with your wire, woman", "My daughter's throne", "Autumn knots", as an
example)

Abstract. In this article, it is said about the archaisms that karakalpak poet G.Dauletova used in her works.

Key word: absolute words, linguistics, literature of art, a work of art, article, song.

УПОТРЕБЛЕНИЕ УСТАРЕВШИХ СЛОВ В ПРОИЗВЕДЕНИЯХ Г.
ДАВЛЕТОВОЙ

(«Я живу твоей проволокой, женщина», «Трон моей дочери», «Осенние узлы»,
как пример)

Аннотация. В данной статье говорится об архаизмах, которые использовала в своих произведениях каракалпакская поэтесса Г. Даулетова.

Ключевое слово: устаревшие слова, лингвистика, художественный литература, произведение, статья, стихи.

Kúndelikli turmısta qollanıwdan shıǵıp qalǵan sózlerge gónergen sózler delinedi. TildiŇ tariyxıy rawajlanıwınıŇ belgili bir dáwirlerinde bunday sózler oǵada jiyi qollanııp kelingin.

Degen menen, olardıŇ bir toparı sáykes uǵımnıŇ góneriwı yamasa turmıstan shıǵıp qalıwı sebepli, házir siyrek jumısaladı. Bunday sózlerde xalıqtıŇ, xalıq tiliniŇ ótmishi kórinedi.

Sońǵı jılları qaraqalpaq til biliminde, kórkem ádebiyatta gónergen sózlerdiŇ qollanıwın úyrengen bir qansha maqalalar baspadan shıqtı. Buǵan mısal etip G.AtabaevanıŇ “K.KárimovtıŇ “Aǵabiy” romanında gónergen sózlerdiŇ qollanıwı”, A.DurisbergenovanıŇ “T.QayıpbergenovtıŇ “Muǵallimge raxmet” povestindegi gónergen sózlerdiŇ qollanıwı”, D.XalmuratovanıŇ “Dástanlar tilinde gónergen sózlerdiŇ qollanıwı”, R.OrazımbetovanıŇ “Sh.SeytovtıŇ "Xalqabad" romanındaǵı gónergen sózlerdiŇ qollanıwı” maqalaların aytıp ótiw orınlı.

G.Dáwletova úlken eki ásir diŇ talantlı shayırası. Ol óz kózi menen kórgen waqıyalardı, basınan ótkin keshirmelerdi ádebiyatımızda qaldırıwda, sol dáwir diŇ nápesin beriwde gónergen sózlerden sheber paydalanǵan. OnıŇ dáslepki kitabı “Qaraqalpaqtan” baspasında “SeniŇ dártaŇ menen jasayman hayal” atamasında 2001-jılı baspadan shıqqan. “Qız taxtım” toplımı 2009-jılı Tashkent qalasınıŇ “Meriyus” baspasında, “Gúzgi tolğanıslar” kitabı Nókis qalasında

“Qaraqalpaqstan” baspasında 2012-jılı jariq kóredi. Shayırdıń bul toplamlarǵa kirgen qosıqlarınıń tematikası hayal-qızlarǵa, tuwılǵan jerge, balalıqqa qaytıwǵa baǵıshlangan sezimler menen tolı.

Bul qosıqlardı insan kewline jetkerip beriwde, zamannıń ruwxın sezindiriwde shayır gónergen sózlerden júzikke qas qondırǵanday etip paydalanǵan. Bul qosıqlardı oqıw arqalı xalqımızdıń sol dáwirdegi jasaw tárizine, mámleketti basqarıw islerine, kiyim-kenshek atamalarına, xalıqtın social jaǵdayına baylanıslı gónergen sózlerdi tómendegidey toparlarǵa ajratıwǵa boladı.

1. Siyasty-jámıyetlik turmısqa baylanıslı gónergen sózler:

Shax-erte dáwirdegi mámleketti basqarıwshı adam, patsha ataǵı hám usı ataqqı iye adam.

Mısalı: Húrmetińe shaxlar tájim eterdey,

Táriypińnen qaǵaz janıp keterdey. (“Házireti hayal” qosıǵıman 15-bet).

Xan-erte dáwirlerdegi mámleketti basqarıwshı joqarı klass wákilleriniń biri. Mısalı:

Xanlardı qaqsatıp qızıl til menen,

Kúniń bar ma “qarmaǵına” ilmegen. (“Berdaq shayırǵa” qosıǵı 137-bet).

Atalıq-revoluciyaǵa shekemgi puqara xalıqtıń ústinen húkimdarlıq etiwshi, el basqarıwshı ámeldar kisi. Mısalı:

Tıpırshılap qırshın jandı qıyǵanda,

Atalıqtıń kegin alǵan shoqaman. (“Sher tolqıtqan shejireli, Shaxaman.” poeması 124-bet).

Gúbi – qatıqtı pisip ayranǵa aylandırıp mayın alıw ushın arnalǵan, uzınlıǵı bir metrdey cilinder formasındaǵı áǵashtan islengen ıdıs.

“Labadıǵına” sál-pál aqıl súykeseń,

Túpsiz gúbi tutarma eken úykeseń. (“Seniń dártiń menen jasayman hayal” 7-bet).

Mes – suyıq ishımlık quyıw ushın, kóbinese jolǵa shıqqanda suw, qımız, ayran quyıp paydalanatuǵın eshki terisinen islengen ıdıs. Mısalı:

Meske tıqpay, Pámir tawdıń basınan,

Qurbanlıqqa shalayın men, anajan. (“Quwat ber sen, Tumarisa anajan”, 25-bet).

Dabil – ańǵa yamasa sawashqa shıqqanda xabar beriw, bir nárseni bildiriw ushın qaǵatuǵın qattı gúmpildep ses shıǵaratuǵın ásbap, qural. Mısalı:

Arıń ushın shıbın janım jaǵaman,

Atıń shıǵar jerde dabil qaǵaman. (“Sher tolqıtqan shejireli, Shaxaman” qosıǵıman 129-bet).

Qorjın – júnnen toqıp islengen, jol ánjamları salınatuǵın qalta.

Mısalı: Qorjınǵa ápsana ańız artqanda,

Danalıqqa saǵa bolǵan Shaxaman. (“Sher tolqıtqan shejireli, Shaxaman” qosıǵıman 126-bet).

Geshtek – shıǵarıspaq etip kóbinese keshte uymlastırılatuǵın, awqat pisirilip, waqtı xoshlıq etiletuǵın otırspaq, meylis. Mısalı:

Geshtek kúni aytıssa qız jigitlet,

Aqshamı ıshqıdan júrek sızıldı,

Kewillerdi tabıstırǵan, qara úy. (“Qara úy” qosıǵıman 94-bet).

2. Kiyim-kenshek atamaları hám bezeniw buyımlarına baylanıslı gónergen sózler:

Telpek – bas kiyimniń bir túri, tóbesi domalaq, qoydıń seńseń terisinen jiyeklengen, ıssı bas kiyim. Mısalı:

Bazda aqıllısań telpek kiygennen.

Tumaris qılısh aldı qolğa kúygennen. (“Seniń dártiń menen jasayman hayal” 7-bet).

Háysel – qaraqalpaq hayal-qızlarınıń tiykarǵı kókirek bezeniw buyımı. Háysel jalpaq, tórtmúyishli kóriniske iye bolıp, joqarı tárepinde múyız kórinisindegi naǵıs hám tómeni bóliminde asılma taǵınshaqlar bar. Onıń aldınǵı tárepi 3-9 úlken qımbat bahalı taslar menen bezelip xalıq arasında onı “háysel qas” dep te ataǵan. Mısalı:

Men Nawrıyayman keldim saǵınıp,

Sulıwlıqtan altın háysel taǵınıp. (“Nawrıyayman, keldim saǵınıp” 53-bet).

Qálbime mórleńip soǵılǵan háysel.

Aspannıń ashıǵı-quyashtıń qızı..(“Qálbimdegi háysel”, 50-bet).

Kók kóylek – qaraqalpaq xalqınıń milliy kiyimi. Qızlar onı óz qolları menen tigip, toy máresimlerinde kiyetuǵın bolǵan. Mısalı:

Bir kóylekti tórt jıl tikken sorasam,

Kelinshektiń toy lipası kók kóylek. (“Kók kóylek”, 72-bet).

Sáwkele – qaraqalpaq hayal-qızlarınıń hasıl taslar, monshaqlar menen bezelgen, milliy bas kiyimi.

Árebek – burınǵı zamanda qaraqalpaq qızları turmısqa shıqqannan soń murnına altın (yáki gúmis) “sırǵa” tárizli taǵınshaq taǵatuǵın bolǵan. Mine sol árebek dep atalǵan. Mısalı:

Tas monshaqlı sáwkelesi jarasıq,

Háysel, túyme árebegi say bolǵan. (“Kók kóylek” qosıǵınan 72-bet).

Qamqa ton – altın-gúmis jalatqan, jip penen tıǵız etip toqılǵan, jipek gezlemeden islengen ton. Mısalı:

Qubla búgin kórseńiz tórt tamanı,

Qundız kórik, qamqa tonlı, Qarataw. (“Qarataw”, 7-bet).

Tulımshaq – qızlardıń eki shekesinde bir tutam etip qoyatuǵın arnawlı shash bólegi. Mısalı: Shıbıq atta tulımshaǵım jelibirep,

Shawıp júrsem anam turdı eljirep. (“Balalıqtı saǵınıp” qosıǵınan 63-bet).

3. *Qarw-jaraq atamalarına baylanıshlı gónergen sózler:*

Qanjar – belge baylanatuǵın qayısqa ildirilgen eki jaǵıda júzli, ushı ótkir pıshaq sıyaqlı qısqa saplı qural. Mısalı:

Qálbimdi tilkiler tat basqan qanjar,

Tawlardıń kóksinde mın jıllıq muz bar. (“Quwat ber sen, Tumarisa anajan”, 25-bet).

Bazda aq degeniń shıǵadı qara,

Qıyanet qara qanjar saladı jara. (“Men seni súyemen, adamlar” 47-bet).

Aybalta – baltanıń qural ornına qollanılatuǵın túri. Ádette patshalar qolına alıp otratuǵın arnawlı qural-jaraq. Mısalı:

Aybaltalı arqıraǵan “pirińdi”,

Lal qaldırıp qollasıwǵa jaradıń.(“Dostım Oralxanǵa”, 130-bet).

4. *Turaq jay hám onıń buyımlarına baylanıshlı gónergen sózler:*

Otaw – shiy menen qorshalıp, kiyiz benen jabılıp qoyılatuǵın kóshirip tigiliwge qalay aǵash úy, qara úy. Mısalı:

Qanat berip qıyalımnan shıqpaysań,

Bozatawım-boz otawım, qara úy.

Kerege – to‘g‘ay taldan hám ji‘nishke qara taldu‘n qadasmann islengen qara u‘ydi‘n qaptal bólegini‘n bir bólegi. Mísali:

Eris dep atalip pútin kerege‘n,
O‘taw qur‘gan jánewitten óreden.
Kelinshek tur keregege asil‘gan,
Ses shı‘garmas ernin qımıp qısil‘gan. (“Qara úy”, 92-bet).

Aq qur – qara úyge dá‘rkar qural-saymanlardı‘n biri. Qara úydi‘n belbewi, qızıldan jipek salıp, ortası aq etip toqıl‘gan.

Dizbe – qara úydi‘n sha‘naraqtı kóterip tur‘gan uwıqların bir-birine tirkep dizip baylap qoyatu‘g‘ın júnnen toqıl‘gan baw. Mísali:

Qızlar aq qur, basqur, dizbe kestelep,
Jez shiy, tekiymetke na‘gıs dástelep. (“Qara úy”, 93-bet).
Kúye túsip basqur, dizbe gónergen,
Keregesi kerilmese zar uyi‘n (“Irazı bolı‘n, anajan”, 118-bet).

Juwmaqlap aytqanda, G.Dáwletovanı‘n qaysı shı‘garmasın alıp qarasaq ta, onda ta‘nlangan gónergen sózler shı‘garma tilin janlandırıp, milliylik kolorit beredi. Sebebi, shayır sol dáwirdegi xalıq sózlerin paydalana otırıp, onı‘n álwan qırları menen sırların kóz aldımızga jayıp beredi. Sonı úyreniw nátiyjesinde, jaslar hám keleshek áwladqa gónergen sózler tuwralı ke‘nnen túsini‘k bere alamız.

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QISHLOQ XO'JALIGI MAHSULOTLARINI ISHLAB CHIQUARISHNING IQTISODIYOTDAGI O'RNI

Mamutova Amina

QDU o'qituvchisi

Ablezova Bibixan

QDU talabasi

<https://doi.org/10.5281/zenodo.10498545>

Annotatsiya. Maqolada qishloq xo'jaligi tarmog'ining ahamiyati, mamlakatimiz yalpi ichki mahsulotiga tasiri va iqtisodiyotda tutgan o'rni o'rganilgan. Obyekt sifatida olingan qishloq xo'jaligi mahsulotlarini ishlab chiqarish hajmi o'rganilgan, tahlil qilingan, mulohaza yuritilgan taklif va xulosalar berilgan.

Kalit so'zlar: qishloq xo'jaligi, mahsulot ishlab chiqarish, dehqonchilik, chorvachilik.

THE ROLE OF AGRICULTURAL PRODUCTION IN THE ECONOMY

Abstract. The article examines the importance of the agricultural sector, its impact on the country's gross domestic product and its role in the economy. The volume of production of agricultural products taken as an object has been studied, analyzed, thoughtful suggestions and conclusions have been given.

Key words: agriculture, production, farming, animal husbandry.

РОЛЬ СЕЛЬСКОХОЗЯЙСТВЕННОГО ПРОИЗВОДСТВА В ЭКОНОМИКЕ

Аннотация. В статье рассматривается значение аграрного сектора, его влияние на валовой внутренней продукт страны и его роль в экономике. Изучен, проанализирован объем производства сельскохозяйственной продукции, взятый за объект, даны продуманные предложения и выводы.

Ключевые слова: сельское хозяйство, производство, земледелие, животноводство.

Mamlakatimiz qishloq xo'jaligi tarmog'ining ahamiyati juda katta. Chunki respublikamiz ahaolisining yarmi qishloq joylarida istiqomat qiladi va ularning turmush farovonligi mazkur tarmoq rivoji bilan uzviy bog'liqdir. Bundan tashqari mamlakatimiz yalpi ichki mahsuloti va valyuta tushumi tarkibida ham qishloq xo'jaligi tarmog'i sezilarli salmoqqa ega.

Qishloq xo'jaligi tarmog'i aholini oziq ovqat mahsulolari bilan hamda sanoatning ayrim sohalarini xomashyo bilan ta'minlashda muhim ahamiyatga ega. Endilikda aholi soni va ehtiyojlarining o'sishi hamda qayta ishlash sanoati quvvatlarining yuksalishi qishloq xo'jalik mahsulotlarini yetishtirish hajmini yanada ko'paytirishni obektiv tarzda taqozo etmoqda. Shuning uchun ham mazkur tarmoqni rivojlantirish va samaradorligini oshirish zarur.

Davlatimiz prezidenti Sh.Mirziyoyev "Kambag'allikni qisqartirish va qishloq aholisi daromadlarini ko'paytirishda eng tez natija beradigan omil- bu qishloq xo'jaligida hosildorlik va samaradorlikni keskin oshirishdir"¹⁴ deb ta'kidlagan edi ma'ruzalarining birida .

Qishloq xo'jaligi tarmog'i, uning iqtisodiyotda tutgan o'rni borasida bir qator olimlarimiz o'zining ilmiy mehnatlarida, adabiyotlarida keltirilgan.

¹⁴ <https://president.uz/oz/lists/view/4057>

Qishloq xo'jaligi tarmog'ida turli hildagi mahsulotlar yetilishtiriladi, ishlar, xizmatlar bajariladi va ular ehtiyojlarini qondirish maqsadida taqsimlanadi, sotiladi.¹⁵

Qishloq xo'jaligi tarmog'i moddiy ne'matlar ishlab chiqaradigan soha tarmoqlari orasida muhim o'rin egallaydi. Qishloq xo'jalik mahsuloti - bu qishloq xo'jalik korxonalarining ishlab chiqarish faoliyati natijasidir. Qishloq xo'jalik mahsulotlari dehqonchilik va chorvachilik tarmoqlarida yetishtirilgan mahsulotlar (g'alla, paxta, kartoshka, savzavot, meva, sut, jun, tuxum, mol va parrandalarni yetishtirish va boshqalar) yig'indisidan iborat.¹⁶

Mamlakatimizda keyingi yillarda qishloq xo'jaligi rivojlantirishda bir qancha me'yoriy huquqiy hujjatlar qabul qilingan. O'zbekiston Respublikasi Prezidentining "Qishloq xo'jaligi mahsulotlarining sifat va xavfsizlik ko'rsatkichlari xalqaro standartlarga muvofiqligini ta'minlashga doir qo'shimcha chora tadbirlar tog'risida" 2020 yil 18 maydagi PF-5995 –son farmoni, "O'zbekiston Respublikasi qishloq xo'jaligini rivojlantirishning 2020-2030- yillarga mo'ljallangan strategiyada belgilangan vazifalarni 2021 yilda amalga oshirish tog'risida" 2021 yil 26 fevral PQ-5009 sonli qarori, Vazirlar mahkamasining "Qoraqalpog'iston qishloq xo'jaligi va agrotexnologiyalar institutini tashkil etish chora tadbirlari tog'risida" 2021 yil 4-may 275-sonli qarori qabul qilingan.

Ma'lumki respublikamizda qishloq xo'jaligi iqtisodiyotining yetakchi tarmoqlaridan biri hisoblanadi. Mazkur sohada 3,6 million aholi band. Mamlakat yalpi ichki mahsulotdagi ulushi 32 foizni tashkil etmoqda. Qishloq xo'jaligi ishlab chiqarish uchun foydalaniladigan yer maydoni Respublika hududining 45 foizini tashkil etadi, qariyb 50 foiz aholi aynan qishloq joylarida istiqomat qiladi¹⁷.

Qoraqalpog'iston Respublikasida qishloq xo'jaligi mahsulotlarini yetishtirishda yetakchi bo'lib kelmoqda. Biz quyidagi jadvalda qishloq xo'jaligiga ajratilgan yer maydonlari, qishloq xo'jaligi mahsulotlarini ishlab chiqarish hajmini va uning chorvachilik va dehqonchilikdagi ishlab chiqarish hajmlarini ko'rib chiqamiz va diagrammalarda keltiramiz.

1- jadval

**Qoraqalpog'iston Respublikasida qishloq xo'jaligining
asosiy ko'rsatkichlari (milliard so'm)**

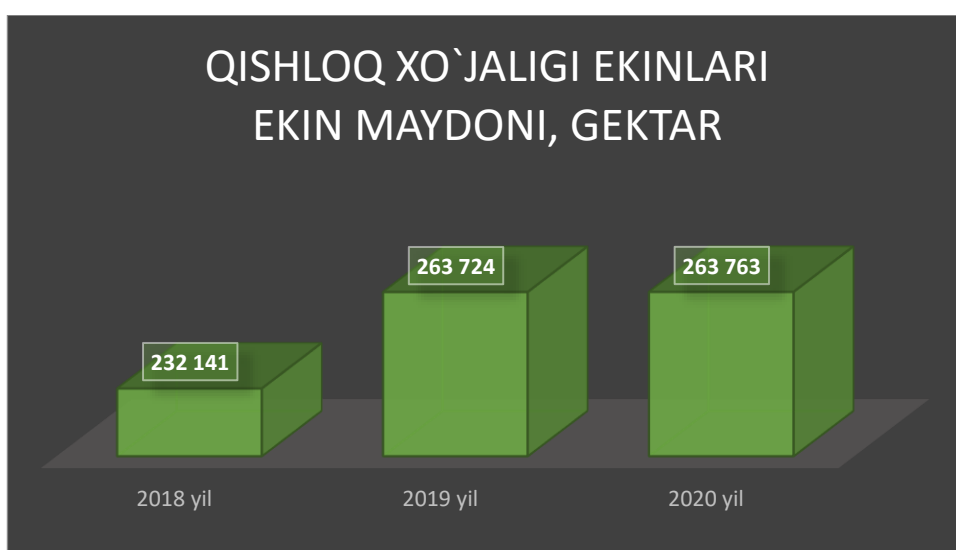
	2018 yil	2019 yil	2020 yil
Qishloq xo'jaligi ekinlari ekin maydoni, gektar	232 141	263 724	263 763
Qishloq xo'jaligi mahsuloti, mlrd. so'm	6 562,9	8 208,1	9 751,6
Shundan			
Dehqonchilik	2 992,1	3 947,9	4 509,7

¹⁵ Nurmatov N.J va boshqalar. Qishloq xo'jaligi iqtisodiyoti. O'quv qo'llanma.T.: Tafakkur nashriyoti, 2011, 12-b

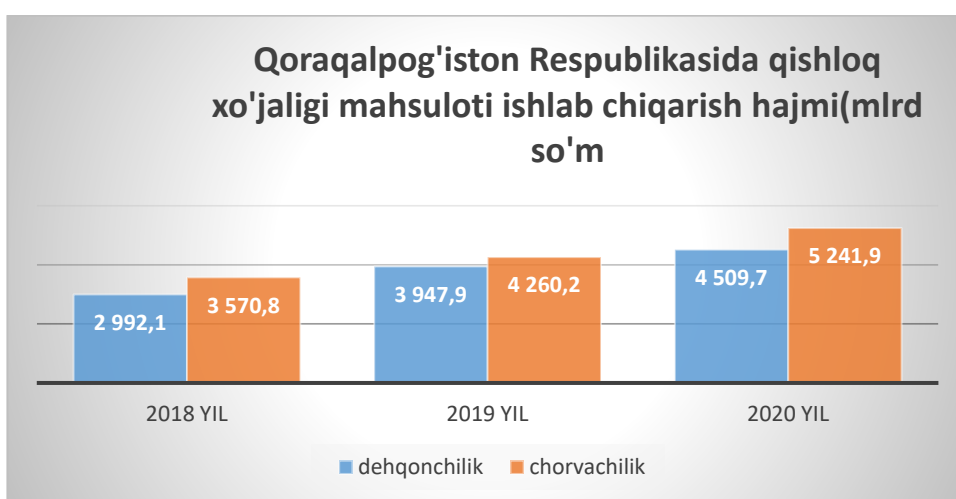
¹⁶ S.Ochilov, Sh.T. Ergasheva. Qishloq va suv xo'jaligi statistikasi. O'quv qo'llanma.T.: Yangi yul polygraph service , 2008, 137-b

¹⁷ <https://regulation.gov.uz/uz/document/7865>

Chorvachilik	3 570,8	4 260,2	5 241,9
Qishloq xo'jaligi mahsulotlari ishlab chiqarish-ning o'sish sur'ati, o'tgan yilga nisbatan foizda	1 00,6	107,0	102,3
Shundan			
Dehqonchilik	96,0	112,4	100,6
Chorvachilik	104,7	102,5	103,9



1-diagramma. *Qishloq xo'jaligi ekinlari ekin maydoni*



2-diagramma. *Qoraqalpog'iston Respublikasida qishloq xo'jaligi mahsuloti ishlab chiqarish hajmi*

Yuqoridagi 1- jadvalda qishloq xo'jaligi uchun ekin maydonini ajratish 2019 yilda 2018 yilga nisbatan 31 583 gektar yerga oshgan. 2020 yilda qishloq xo'jaligi ekin maydoni 263763 gektar yer maydonini tashkil etgan. Qishloq xo'jaligi mahsulotlarini ishlab chiqarish 6 562,9 milliard so'mni tashkil etgan. 2019 yilda bu ko'rsatkich 8 208,1 milliard so'm, 2018 yilga nisbatan 1645 milliard so'mga ko'paygan. 2020 yilda esa bu ko'rsatkich 9751,6 milliard so'm bo'lib, 2019 yilga nisbatan 1544 milliard so'mga ya'ni 102,3 foizga ko'paygan. 2019 yilda ekin maydoni 31 583 gektar yerga oshib, mahsulot ishlab chiqarish 1645 milliard so'mga ko'paygan bo'lsa, 2020 yilda ekin maydoni oshirilmastan mahsulot ishlab chiqarish 9651,6 milliard so'mga ko'paygan. Bu esa qishloq xo'jaligi mahsulotlarini yetishtirishda ilg'or texnologiyalardan mahsulot yetishtirishning ekstensiv usullaridan foydalanayotganligini bildiradi.

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RADIATION THERAPY AS A METHOD IN THE COMBINED TREATMENT OF RECTAL CANCER

Ulmasov F.G.

PhD

Davronov B.A.

Sharipova N.Yu

Samarkand State Medical University.

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Abstract. *This article provides information on radiation therapy as a method of complex treatment of rectal cancer.*

Key words: *Radiation therapy, colorectal cancer, chemoradiotherapy, mesorectumectomy.*

ЛУЧЕВАЯ ТЕРАПИЯ КАК МЕТОД КОМБИНИРОВАННОГО ЛЕЧЕНИЯ РАКА ПРЯМОЙ КИШКИ.

Аннотация. *В статье представлена информация о лучевой терапии как методе комплексного лечения рака прямой кишки.*

Ключевые слова: *Лучевая терапия, колоректальный рак, химиолучевая терапия, мезоректумэктомия.*

Introduction:

Currently, there is a high prevalence of colorectal cancer (RCC), which is reflected in its leading position in terms of incidence rates in economically developed countries, including Russia [1,2,3]. According to statistics, cancer ranks third among the causes of death from malignant tumors among men and fourth among women in Russia [4,5]. In 2017, 29,918 new cases of the disease were recorded, leading to the death of 16,360 patients [6,7].

Depending on the stage of the disease, treatment of patients with resectable cancer can be surgical only or combined with other antitumor methods (combination treatment). The most common of the latter are preoperative radiation therapy (RT): large-fraction RT ROD 5 Gy to SOD 25 Gy, small-fraction RT ROD 2 Gy up to SOD 46-50 Gy) and chemotherapy (systemic, intrapelvic). And also, various combinations of these methods - chemoradiotherapy (CRT) [2, 6, 8, 10, 12].

Analysis of the results of both surgical and combined treatment of patients with RCC shows that its failures are mainly due to local relapses and distant metastases of the tumor.

The development of relapses is associated primarily with the dissemination of tumor complexes through the blood and lymphatic vessels, and less often with implantation. The occurrence of relapses is also facilitated by the depth of tumor invasion into surrounding tissues >5 mm, the distance from the tumor to its own fascia <1 mm [6, 8, 10, 13,14].

Progress in the surgical treatment of patients with rectal cancer is due not only to the technology of total mesorectumectomy (TME) for rectal resection [12,15]. Unfortunately, adherence to the principles of TME does not always provide the desired result, and the frequency of local relapses depends, among other things, on its quality: with good quality - 9%, with satisfactory - up to 12%, with poor quality - up to 19% [3, 13, 14].

Purpose of the study: to evaluate the immediate and long-term results of combined treatment of patients with resectable rectal cancer at stages IIa -b - IIIa -b, carried out using

preliminary endovascular chemoembolization of cancer, and compare these results with the effectiveness of various methods of preliminary radiation therapy.

Materials and methods: The study was carried out at the Department of Oncology of Samarkand State Medical University on the basis of the Samarkand branch of the Russian Scientific and Practical Medical Center and R. The work is based on an analysis of the results of treatment of 160 patients with resectable stage IIA -B and IIIA -B cancer from 2021 to 2024.

The staging of the disease was carried out according to the International TNM system (version 8, 2017), where IIA (T3N0M0), IIB (T4aN0M0), IIIA (T1-2N1M0 / H^AMO), IIIB (T3-4BN1M0 / T2-3N2aM0).

Depending on the nature of treatment (surgical / combined options), patients were divided into 4 groups (n=160).

The study group (IG) included 40 patients (prospectively) who underwent combined treatment: neoadjuvant chemoembolization of rectal arteries (CE RA) + radical surgery (R0, 72 hours after the endovascular procedure) for the period from 2011 to 2017.

In order to compare the results obtained in the IG, we formed 3 clinical comparison groups (GCS 1, 2 and 3) - retrospectively by sampling medical histories from the archives of the Russian Railways Medicine Clinical Hospital, Krasnoyarsk for the period from 2003 to 2010:

1. GCS 1 (n=40) - surgical treatment (R0);
2. GCS 2 (n=40) - combination treatment: neoadjuvant large-fraction radiation therapy (5 x 5 Gy up to a total focal dose of 25 Gy (CRT SOD 25 Gy) + radical surgery (R0, 24-48 hours after the end of radiation therapy);
3. GCS 3 (n=40) - combination treatment: neoadjuvant endovascular radio modification metronidazole (ERM MZ) + high-dose radiation therapy with a single focal dose of 13 Gy (VLT ROD 13 Gy) + radical surgery (R0, 20-24 hours after the end of radiation therapy).

The criteria for inclusion in the groups were:

- the presence of resectable rectal cancer (STAGES IIA -B and IIIA -B) with tumor localization in the upper/middle/lower ampulla;
- the general condition of the patient on the ECOG scale is from 0 to 2 points.
- age up to 70 years;
- absence of previous chemotherapy, immunotherapy, radiation or hormonal therapy.

Exclusion criteria were:

- presence of distant metastases;
- Preoperative radiotherapy technique
- All patients in the main group received intensive preoperative irradiation with a total dose of 25 Gy. Irradiation was carried out from Monday to Friday at a daily dose of 5 Gy. In order to reduce the likelihood of acute radiation reactions, the daily dose was given in two fractions of 2.5 Gy twice a day with a break of 4-6 hours between fractions. Irradiation was carried out using a linear accelerator " Philips SL 75" or " Philips SL 20" - in 45 (75.0%) patients and a gamma therapeutic installation "ROKUS-M" - in 15 (25.0%) patients.

Discussion:

- Preventing the development of local relapses of rectal cancer is an urgent problem in

modern oncology. Developing deep in the pelvis, they cause compression of nerve structures and organs, causing great suffering to patients. And it is on the prevention of relapses, and not on their treatment, that the main efforts of specialists involved in the treatment of this complex group of patients should be focused.

- The relapse rate for rectal cancer clearly depends on the stage of the disease: for stage I it is 7-10%; at stage II - 17-20%; at stage III 25-30% [127, 253]. Other clinical and morphological factors also play a role in the development of relapses, but the depth of tumor invasion and the condition of regional lymph nodes and the low degree of tumor differentiation are of decisive importance.

- Over the past 20 years, tremendous changes have occurred in the surgical treatment of rectal cancer. The principle of “case” in the removal of the rectum became generally accepted after the discovery of data on the fascial spaces of the pelvis. Total mesorectumectomy has become the gold standard for rectal cancer surgery in many countries. Thanks to the development of staplers and surgical instruments, it has become possible to perform sphincter-preserving operations in 70-80% of patients.

- Using surgical treatment alone, some surgeons have been able to reduce the local recurrence rate to 3-10%, which in itself is an excellent result [6,7]. However, neither knowledge of the anatomy and physiology of the tumor, nor brilliant surgical technique are able to completely prevent the development of relapses in patients in the so-called risk group - stages P-III of rectal cancer. This is especially true for patients with multiple metastases to regional lymph nodes, the relapse rate of which is 30%, and the 5- year survival rate does not exceed 40% [16]. In such patients, it is simply necessary to use additional treatment methods, primarily adjuvant radiation therapy.

- Therefore, many authors associate ways to improve treatment outcomes for patients with stage P-III rectal cancer with the development of combined treatment methods. The purpose of preoperative irradiation is to reduce the biological potential of tumor cells and thereby increase the ablasticity of the surgical procedure, as well as to affect subclinical metastases. Despite the almost half-century history of preoperative irradiation for rectal cancer and the positive results of combined treatment obtained by many authors, the effectiveness of this method for various categories of patients remains largely unclear.

A comparative analysis of patients by gender and age in the comparison groups (Table 1) did not reveal statistically significant differences ($p>0.05$).

Study results:

Thus, among 40 patients in the surgical treatment group (GCS 1), there were 62.5% women and 37.5% men aged 40 to 70 years. The number of women in this group was 1.7 times higher than the number of men, and the average age of the patients was 54 ± 4.4 years.

Accordingly, of the 40 patients in GCS 2 who underwent combined treatment with preoperative CRT SOD 25 Gy - 60.0% were women and 40.0% were men, their ratio was 1.5:1, average age - 56 ± 3.5 of the year.

Almost similar indicators were registered in GCS 3, where combined treatment included preoperative endovascular radio modification metronidazole and VLT ROD 13 Gy. There were 1.7 times more women than men. Average age - 55 ± 4.2 years.

Table 1 - Distribution of patients by gender and age (n = 160)

Comparison groups _	GKS 1 HL n=40 (1)		GKS 2 KLT SOD 25 Gy n=40 (2)		GKS 3 VLT ROD 13 Gy with ERM MZ program n=40 (3)		ISIS HE RA n=40 (4)	
	n	%	n	%	n	%	n	%
Gender of patients								
Men	15	37.5	16	40.0	15	37.5	17	42.5
Women	25	62.5	24	60.0	25	62.5	23	57.5
Age of patients								
40 - 49 years old	8	20.0	10	25.0	9	22.5	elev	27.5
50 - 59 years	eleve	27.5	12	30.0	13	32.5	12	30.0
60 - 69 years old	19	47.5	17	42.5	18	45.0	16	40.0
70 years old	2	5.0	1	2.5	-	-	1	2.5
Credibility	p 1, 2, 3, 4 > 0.05							

Among 40 patients in the study group (IG) who underwent combined treatment using the endovascular RACHEL procedure, 57.5% were women and 42.5% were men, their ratio was 1.4:1, the average age was 54±3.9 years.

The most numerous contingent in all groups were patients aged 50-69 years: in the study group - 70.0%, in clinical comparison groups (1, 2 and 3), respectively - 75.0%, 72.5% and 77.5%.

The distribution of patients included in the study according to the criteria of the International TNM System (version 8, 2017) is presented in Table 2.

The pT1 criterion corresponded to the spread of the tumor in the mucosal and submucosal layers of the intestinal wall. The number of patients meeting this criterion was identified in only 2 cases (1 patient each in GCS 1 and IG).

1. Intensive preoperative radiotherapy at a dose of 25 Gy (equivalent to 40 Gy with traditional fractionation) despite an increase in the number of general to 35% (grades 1-2 - 31.7%; grade 3 - 3.3%) and local to 13.3% (1-2 degrees - 10%; 3 degrees - 3.3%) of radiation reactions, was realized in all patients, in no case did it become a reason to transfer the operation abroad at an optimal time for it, and did not increase the number of postoperative complications.

2. Radiation therapy changed the proliferative activity of tumor cells, significantly reducing the level of proliferation proteins (PCNA before treatment 59.2±2.2, after treatment 29.6±2.1, p=0.0003; cyclin A before treatment 23.7±2.0, after treatment 18.9±1.5, p=0.03).

The pT2 criterion in the comparison groups (tumor invasion into the native muscle layer) was recorded somewhat more often - in 23/160 (14.4%) cases.

Table 2 - Distribution of patients according to TNM criteria (n = 160)

Comparison groups _	GKS 1 HL n=40 (1)		GKS 2 KLT SOD 25 Gy n=40 (2)		GKS 3 VLT ROD 13 Gy with ERM MZ program n=40 (3)		ISIS HE RA n=40 (4)	
	n	%	n	%	n	%	n	%
pT criterion								
T 1	1	2.5	-	-	-	-	1	2.5
T 2	6	15.0	6	15.0	5	12.5	6	15.0
T 3	28	70.0	thirty	75.0	29	72.5	28	70.0
T 4a	5	12.5	4	10.0	6	15.0	5	12.5
pN criterion								
N 0	13	32.5	eleve	27.5	12	30.0	13	32.5
N 1	21	52.5	22	55.0	22	55.0	23	57.5
N 2	6	15.0	7	17.5	6	15.0	4	10.0
pM criterion								
M0	40	100.0	40	100.0	40	100.0	40	100.0
Credibility	p 1, 2, 3, 4 > 0.05							

Tumor invasion meeting the pT3 criterion was observed in the largest number of patients (2/3 cases). In clinical comparison groups (1, 2 and 3), respectively - 70.0%, 75.0% and 72.5%. In the study group this figure was 70.0%. The depth of the lesion, determined by the pT3 parameters, was set in cases where the tumor grew through all layers of the PC wall in the middle or lower ampullar region with spread to the adjacent perirectal tissues (T3a < 1 mm / T3b - 1-5 mm / T3c - 5-15 mm / T3d > 15 mm). For tumors of the superior ampullary part of the PC (covered by peritoneum), pT3 characterized the spread of the tumor to the subserous layer (without invasion of the serous membrane).

IIA -B rectal cancer was diagnosed in 49/160 (30.6%) patients included in the study (Table 3). In the clinical comparison groups (1, 2 and 3), respectively - in 32.5%, 27.5% and 30.0% of patients, in the study group - in 32.5% (p>0.05).

Conclusions:

Intensive preoperative radiotherapy at a dose of 25 Gy (equivalent to 40 Gy with traditional fractionation) despite an increase in the number of general to 35% (grades 1-2 - 31.7%; grade 3 - 3.3%) and local to 13.3% (1-2 degrees - 10%; 3 degrees - 3.3%) of radiation reactions, was realized in all patients, in no case did it become a reason to transfer the operation abroad at an optimal time for it, and did not increase the number of postoperative complications. Radiation therapy changed the proliferative activity of tumor cells, significantly reducing the level of proliferation proteins (PCNA before treatment 59.2±2.2, after treatment 29.6±2.1, p=0.0003; cyclin A before treatment 23.7±2.0, after treatment 18.9±1.5, p=0.03).

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TARIX FANIDA ZAMONAVIY METODLARDAN FOYDALANISH

Toshev Sherzod Abdug'aniyevich

Surxondaryo viloyati Uzun 2-son

kab-hunar maktabi o'quv ishlari bo'yicha direktor o'rinbosari

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Annotatsiya. Ushbu maqolada tarix o'qitishda eng ko'p qo'llaniladiganva zamonaviy metodlardan bir qancha texnologiyalar keltirilgan. Rivojlantiruvchi ta'lim texnologiyalari ko'pincha keng qo'llaniladi. Rivojlanayotgan ta'limda pedagogik ta'sirlar shaxsning psixologik ma'lumotlarining rivojlanishini kutadi, rag'batlantiradi, yo'naltiradi va tezlashtiradi. Bola to'liq huquqli faoliyat sub'ektidir. Rivojlantiruvchi ta'lim bolaning proksimal rivojlanish zonasida amalga oshiriladi.

Kalit so'zlar: Psixologik ma'lumotlar, rivojlantiruvchi ta'lim, adekvat usullari, uslubiy maqsad, o'rganish qobiliyati, ta'lim texnologiyalari.

USE OF MODERN METHODS IN THE SCIENCE OF HISTORY

Abstract. This article presents some of the most commonly used and modern techniques in teaching history. Developmental learning technologies are often widely used. Pedagogical influences in developmental education anticipate, stimulate, direct and accelerate the development of psychological information of the individual. A child is a full-fledged subject of activity. Developmental education is carried out in the child's zone of proximal development.

Key words: Psychological data, developmental education, adequate methods, methodological goal, learning ability, educational technologies.

ИСПОЛЬЗОВАНИЕ СОВРЕМЕННЫХ МЕТОДОВ В ИСТОРИЧЕСКОЙ НАУКЕ

Аннотация. В данной статье представлены некоторые наиболее используемые и современные методы преподавания истории. Часто широко используются технологии развивающего обучения. Педагогические воздействия в развивающем обучении превосходят, стимулируют, направляют и ускоряют развитие психологической информации личности. Ребенок – полноценный субъект деятельности. Развивающее обучение осуществляется в зоне ближайшего развития ребенка.

Ключевые слова: Психологические данные, развивающее обучение, адекватные методы, методическая цель, обучаемость, образовательные технологии.

KIRISH.

Bugungi kunda ta'lim texnologiyalarining keng ilmiy manbalarini o'rganmasdan turib, pedagogik jihatdan barkamol mutaxassis bo'lish mumkin emas. O'qituvchi keng ko'lamli zamonaviy innovatsion texnologiyalar, g'oyalarni o'zlashtirib olishi zarur. Bunda pedagogic texnologiyaalr alohida ahamiyatga ega. G.K. Selevko [4] pedagogik texnologiya tushunchasini ilmiy asoslab beradi, o'ziga xos tasnifini taklif qiladi, umumlashtirilgan shaklda 50 ga yaqin texnologiyani ko'rsatadi. Ushbu ro'yxatda u qo'llash darajasini hisobga olgan holda umumiy pedagogik, maxsus fan va mahalliy yoki modulli texnologiyalarni o'z ichiga oladi.

O'quv faoliyatining asosiy motivatsiyasi kognitiv qiziqishdir. Metodologiya oqilona va hissiy, faktlar va umumlashmalar, jamoaviy va individual, axborot va muammoli, tushuntirish va qidiruv usullarini birlashtiradi. O'quv jarayonida o'quvchilar turli tadbirlarga jalb qilinadi [5].

O'qitishda didaktik o'yinlar, munozaralar, shuningdek, tasavvurni, fikrlashni, xotirani, nutqni boyitishga qaratilgan o'qitish usullaridan foydalaniladi. Tarix o'qitishda rivojlantiruvchi ta'lim texnologiyasi izlanish va rivojlanish bilan birga olib borilishi lozim. Dars ta'lim jarayonining asosiy elementi bo'lib qoladi, lekin uning vazifalari, tashkil etish shakli har xil bo'lishi mumkin.

O'rganish qobiliyati kognitiv jarayonni tashkil etishni, o'qituvchining ish uslubini shakllantiradi. O'qituvchi taqdimoti fikrlash, fikrlash (tahlil, taqqoslash) standartini ko'rsatishi kerak. Ko'nikma har doim aniq tarixiy material asosida shakllanadi. Aqliy mehnatning murakkabligi birinchi navbatda o'rganilayotgan tarixiy material va topshiriq mazmunining murakkabligiga bog'liq. Ushbu murakkabliklarni hisobga olmasdan turib, fikrlashni rivojlantirish bo'yicha ish etarli darajada samarali bo'lishi mumkin emas. O'qitish usuli, faoliyat usuli qanchalik yaxshi o'zlashtirilsa, u qanchalik maqsadga muvofiq qo'llanilsa, tasvirlar, tushunchalar va ta'limning tarbiyaviy natijasi qanchalik to'liqroq (boshqa narsalar teng bo'lsa) o'zlashtiriladi.

O'qitish tarixiy mazmun va harakatning adekvat usullarini o'zlashtirish sohasida yangi va ortib borayotgan talablarni qo'yib, rivojlanishga rahbarlik qilishga chaqiriladi. Talabalarning aqliy faoliyati etarlicha qiyin, ammo kirish mumkin bo'lishi kerak. Yetarli darajadagi murakkabliksiz tafakkur mustaqillikning yuqori darajalariga erishish uchun muhim shart-sharoitlarga ega emasligi isbotlangan. Talabalar faoliyatining optimal qiyinligi faqat o'qituvchi tomonidan har bir sinfdagi pedagogik sharoitlarni hisobga olgan holda aniq belgilanishi mumkin.

Uslubiy maqsad - sinfda talabalarning kognitiv faolligini namoyon qilish uchun sharoit yaratish. Bu maqsadga quyidagi yo'llar bilan erishiladi: o'qituvchi muammoli vaziyatlar, to'qnashuvlar yaratadi; o'quvchilarning sub'ektiv tajribasini ochib berishga imkon beradigan o'quv faoliyatini tashkil etishning turli shakllari va usullaridan foydalanadi; dars rejasini tuzadi va talabalar bilan muhokama qiladi; har bir talabaning sinf ishiga qiziqish muhitini yaratadi; o'quvchilarni nutq so'zlashga, xato qilishdan qo'rqmasdan topshiriqlarni bajarishning turli usullaridan foydalanishga undaydi; nafaqat yakuniy natijani, balki talaba faoliyati jarayonini ham baholaydi.

Mustaqillik yillarida O'zbekiston tarixini xolisona o'rganish, o'zbek xalqining qadimiy va boy tarixiga haqqoniy baho berish ustuvor vazifaga aylandi. O'zbek xalqining hayoti va taqdiriga keskin burilish yasagan mustaqillik soyasida ilm fan, xususan milliy o'zlik va ma'naviy yuksalish asosi bo'lgan tarix fani ham o'ziga xos rivojlandi. O'zbekiston tarixini xolisona yoritishda O'zbekiston Respublikasining Prezidenti Sh. M. Mirziyoyevning "Erkin va farovon, demokratik O'zbekiston davlatini birgalikda barpo etamiz" asarida aytilganidek, "... jahondagi ilg'or tajribalarni chuqur o'rganish amalda joriy etishni oldimizda turgan keng ko'lamlil vazifalarni amalga oshirishning muhim shartlaridan biri, deb hisoblaymiz" Tarix fanini samarali tashkil etish haqida fikr yuritishdan oldin "samarali ta'lim" tushunchasini mahalliy va xorijiy tadqiqotchilar fikrlarini tahlil etgan holda o'rganib chiqsak maqsadga muvofiq bo'ladi.

ASOSIY QISM.

O'quv fanlariaro aloqadorlikni ta'minlash bo'yicha o'qituvchilar tajribalarini umumlashtirib, fanlararo aloqadorlikda tashkil etiladigan darslarni uch guruhga bo'lish mumkin:

1. Ko'rgazmalilik asosida tashkil etiladigan darsda o'rganilayotgan mavzu yuzasidan alohida topshiriqlarni bajarish uchun qo'llaniladigan o'quv fanlariaro aloqador elementlarning turli jadval va modellarda ifodalanganligi asosida. Chunonchi, tarix darslarida O'zbekiston tarixi va Jahon tarixi darslarida mazmunan o'xshash bo'lgan "Osiyo mamlakatlari madaniyati", "Yevropada

o'rta asr shaharlari", "Osiyo mamlakatlarining o'rta asr shaharlari" kabi mavzularni o'rganish bo'yicha.

2. Mavzularning bir-biriga o'xshashligi: o'quv jarayonining uzviy tarkibiy qismida o'quv fanlariaro aloqadorlikdan foydalanish asosida darsning samaradorligini oshirish.

3. Umumlashtirish - o'quv fanlarining umumiy qonuniyatlari va tamoyillarini mukammal o'rgatish maqsadida turli o'quv fanlari bo'yicha maxsus tashkil etiladigan takrorlash-umumlashtirish darslarida o'quvchilarning egallagan bilimlarini takrorlashga imkon yaratish.

Agarda, dars jarayonida quyidagi didaktik shartlarga amal qilinsa, o'qitishga mujassam yondashishda samaradorlikka erishiladi: o'rganilayotgan o'quv fanlari bo'yicha mavzularni mazmunan uyg'unlashtirish orqali o'quv rejalariga fanlararo aloqadorlik asosida tashkil topgan dars soatlarini kiritish; o'quv fanlariaro aloqadorlik asosida tashkil etilgan darslarning ta'lim sifatini ta'minlash va uning tarbiyaviy jihatlarini kuchaytirish; darslarda mazmunan bir-biriga yaqin yoki aralash o'quv fanlari tarkibidagi tushunchalar yordamida o'quvchilarning ilmiy dunyoqarashi hamda muayyan ko'nikma va malakalarini shakllantirish; aralash o'quv kurslari bo'yicha, muammolilik, ko'rgazmalilik, mustaqil ishlar, individual topshiriqlar tashkil etish yordamida bunday maqsadga erishish mumkin.

Bizga ma'lumki tarix juda qadimiy fanlardan biri hisoblanadi. Tarix fanini kelajakni ko'rsatuvchi „Ko'zgu" desak bo'ladi va bu ko'zguna qarab har qanday insonjamiyat, xalq o'z kelajagini belgilab olishi mumkin. Hozirgi kunda O'zbekiston rivojlangan davlatlar qatoridan o'rin egallashi onson kechgani yo'q. Shuning uchun tarixni o'qitish jarayonida o'quvchilar bugungi kunning qadriga yetishini, o'tmishda yo'l qo'yilgan xatolarni takrorlamaslikni, o'tmishdagi xatolardan xulosa chiqarib olishini o'rgatish lozimdir. Qolaversa maktabda tarix fanini o'qitish orqali o'quvchilarda o'zlari mustaqil va ijodiy fiklashini rivojlantirishga, milliy ong va tafakkurni o'stirishga, eng asosiysi ma'naviy barkamol shaxsni, haqiqiy vatanparvar insonni tarbiyalab voyaga yetkazishga ahamiyat berish lozim.

XULOSA.

Dars jarayonida qo'llaniladigan metodlarning uyg'unligiga alohida e'tibor qaratish;

Og'zaki bayon; hikoya, monolog, dialog, suhbat, syujetli hikoya, analitik syujet usullaridan unumli foydalanish;

Dars jarayonida sinflarning o'ziga xoslik xususiyatidan kelib chiqqan holda tarixiy manba bilan ishlashni shakllantirish-tarixiy adabiyotlar, tarixiy hujjatlar, tarixiy ma'lumotlar;

Darslarda badiiy va tarixiy adabiyotlardan foydalanish natijasida o'quvchilarda kitobxonlik madaniyatini shakllantirish;

Mavzuga oid ko'rgazmali va shunga o'xshash vositalardan dars jarayonida foydalanish;

Yangi yaratilgan darsliklardan unumli foydalanish, faqat o'qib yoki o'quvchilarga o'qitish emas, tarixga oid bo'lgan rasm va materiallardan kengroq foydalanish;

Dars jarayonida (an'anaviy va noan'anaviy darslar, seminar mashg'ulotlari, o'quv ekskursiyalari, anjumanlar) larni tashkillashtirish;

Ta'lim sifatini oshirishda o'qituvchilarning ehtiyojlarini o'rganish, ta'lim jarayonini uning mazmunidagi yangiliklar hamda o'qitish metodikasiga oid so'nggi yutuqlar asosida shakllantirish².

Ilg'or tajribalarni ommalashtirish va targ'ib qilish maqsadida oliy ta'lim muassasalarining hamda hududiy malaka oshirish insitutlari professor-o'qituvchilari, metodistlar, ilg'or tajribali, tashabbuskor o'qituvchilarni jalb qilgan holda joylarda "Tayanch maktablar"ning imkoniyatlaridan

keng foydalanish maqsadga muvofiq. Dars o'tishda "Aqliy hujm", "BBB", "Bingo", "Cluster", "Toj", "Zinama-zina", "Marra sari olg'a", "Shar" va boshqa usullardan foydalanish tavsiya etiladi, ammo tavsiya etilayotgan metod va shakllar bilan cheklanib qolishi kerak emas. Ta'lim va tarbiya berishga qaratilgan har qanday uslubiy yondashish tarix o'qituvchisining shaxsiy tajribasining kamol topishiga xizmat qilishi kerak.

O'quvchilarning tarix faniga qiziqishini shakllantirish va rivojlantirish har bir darsning qanday saviyada tashkil qilinishiga bog'liq.

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KASB-HUNAR MAKTABLARIDA FIZIKA FANINI O'QITISHDA POLITEXNIK TA'LIMNI AMALGA OSHIRISH JIHLARI

Gulchexra Ergasheva

Sirdaryo tuman kasb-hunar maktabi o'qituvchisi

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Annotatsiya. Mazkur maqolada kasb-hunar maktablarida fizika fanini o'qitishda politexnik ta'limni amalga oshirish jihatlari masalalari yoritilgan.

Kalit so'zlar: Politexnik ta'lim, dual tizim, integrasiya, ultratovushli defektoskopiya, tolali optik aloqa.

ASPECTS OF IMPLEMENTATION OF POLYTECHNIC EDUCATION IN THE TEACHING OF PHYSICS IN VOCATIONAL SCHOOLS

Abstract. This article covers the aspects of the implementation of polytechnic education in the teaching of physics in vocational schools.

Key words: polytechnic education, dual system, integration, ultrasonic defectoscopy, fiber optic communication.

АСПЕКТЫ ВНЕДРЕНИЯ ПОЛИТЕХНИЧЕСКОГО ОБРАЗОВАНИЯ В ПРЕПОДАВАНИЕ ФИЗИКИ В ПРОФЕССИОНАЛЬНЫХ ШКОЛАХ

Аннотация. В статье рассматривается политехнического образования при преподавании физики в профессиональных школах.

Ключевые слова. Политехническое образование, дуальная система, интеграция, ультразвуковая дефектоскопия.

Hozirgi kunda mamlakatimizda ta'lim tizimini isloh qilish borasida keng qamrovli ishlar olib borilmoqda. Davlatimiz tomonidan chiqarilayotgan bir qancha farmon va qarorlar bunga yaqqol dalil bo'la oladi. Professional ta'lim tizimida ta'limni hozirgi zamon talablariga muvofiqlashtirish, sifati va samaradorligini oshirish, ularda xalqaro standartlarga mos mutaxassislarni tayyorlash dolzarb vazifalar sanaladi.

Davlatimiz rahbarining "2022-2026 yillarda xalq ta'limini rivojlantirish bo'yicha milliy dasturni tasdiqlash to'g'risida"gi farmoni, Vazirlar Mahkamasining 2021 yil 17 sentabrdagi "Maktabgacha, umumiy o'rta, o'rta maxsus, professional va maktabdan tashqari ta'limtashkilotlari pedagog kadrlarini attestatsiyadan o'tkazish tartibini takomillashtirish chora-tadbirlari to'g'risida"gi, 2021 yil 15 oktabrdagi "Ta'lim darajasi yuqori bo'lmagan maktablarga malakali o'qituvchi-pedagoglarni jalb qilish chora-tadbirlari to'g'risida"gi qarorlari bizlarga dastur amaldir.

Hozirgi kunda professional ta'limda mutaxassislarni tayyorlashda nazariy va amaliy ta'lim dasturlarini integratsiyalashtirishda Germaniyaning dual o'qitish tizimini joriy etishga qadam qo'yilmoqda. Bunday o'qitish professional ta'limning mehnat bozori ehtiyojlariga muvofiq yuqori malakali kadrlash tayyorlash uchun davlat, ish beruvchi va turli tashkilotlarning o'zaro yaqin munosabati mexanizmi bo'lgan ijtimoiy sheriklik mahsuli sifatida paydo bo'lishiga olib keladi.

Ta'lim va korxonalar o'rtasida sheriklik asosida amalga oshirilgan dual-ikki tomonlama ta'lim professional ta'lim o'quvchilariga ishlab chiqarish sharoitlariga moslashishi, kasbiy ko'nikmalarga ega bo'lishi, korxonaning o'ziga xos xususiyatlarini tushunishiga imkon beradi.

Integrativ darslar tizimli bilimlarni shakllantirish uchun samarali omil hisoblanadi. Chunki bunday darslarda turli o'quv fanlar bo'yicha bilimlar tahlili va sintezi amalga oshiriladi, natijada bu bilimlar bir-biriga birikishiga va chuqur o'zlashtirilishiga imkon beradi.

Integrativ darsning maqsadi – o'quvchilarga o'rganilayotgan mavzu haqida har tomonlama bilim berish, uning mohiyatini ochib berishdan iborat.

Integrativ darsning psixologik jihati: fanga bo'lgan qiziqishni uyg'otadi, ortiqcha zo'riqishni, o'ziga ishonchsizlikni yo'qotadi, tafsilot va dalillarni ongli ravishda o'zlashtirishga yordam beradi.

Bolajak mutaxassislarda maqsadga muvofiq yaxlit bilimlarni, zaruriy kasbiy fazilatlarini shakllantirish integrativ yondoshuv asosida fanlararo aloqadorlik prinsiplarining qo'llanilishi bilan amalga oshiriladi. Buning uchun dastlab:

1) kasbiy va pedagogik tayyorgarlikka ega bo'lgan kadrlarni yetishtirish, ularni qayta tayyorlash va o'zaro hamkorlikdagi malakasini oshirishni yo'lga qo'yish, ya'ni har ikkala yo'nalishda bilim beruvchilarni tayyorlash tizimini takomillashtirish;

2) bu sohani kelgusida rivojlantirishning istiqbolli dasturlarini ishlab chiqish;

3) ularga mos zamonaviy darsliklarni yaratish;

4) o'qituvchi hozirgi zamon fan-texnika yutuqlari, ularning sir-asrorlari bilan qurollangan bo'lishi;

5) integrativ mashg'ulotlarga oid ilmiy-metodik tavsiyalar, ko'rgazmali o'quv qurollari, video roliklarni yaratish zarur.

O'qituvchi psixologik muhit, o'quvchilarning yosh xususiyatlari, o'ziga xosliklarini yaxshi bilishi lozim. Bu unga fanlararo aloqadorlik (integratsiya)ni qanday amalga oshirish mumkinligini hal qilishga imkon beradi.

Integratsiyalashgan darslar tuzilishi alohida aniqlik va mukammallikni, puxta o'ylanganlik va o'rganilayotgan mavzuni barcha bosqichida mantiqiy o'zaro aloqadorlikni talab etiladi.

	Mavzular	Avtomobil ta'mirlash chilangari	Payvandlovchi va tokar	Axborot vositalari mashinalari	Tikuvchilik	Oshpazlik
1	Elektr toki.	Akkumulyatorlar ga texnik xizmat ko'rsatish.	Elektr qurilmalar ning montaj ishlari ni tashkil qilish. Avtomobillarga elektrofizik ishlov berish.	Elektr mashinalarida energiya aylanishlari		
2	Elektrolitlar. Elektroliz.	Akkumulyatorga quyiladigan suyuqlik. Avtomobillarni diagnostika qilishda ishlatiladigan jihozlar.	Suyuqlik va elektrolitlarning elektr o'tkazuvchanligi. Elektrolarda elektroliz, metallar olish va qoplashda foydalanish. Kappilyar defektoskopiya.		To'qimachilik matolarining o'tkazuvchanligi, yemirilish va ishqalanishga chidamliligi.	Oziq-ovqat mahsulotlarining elektr o'tkazuvchanligi.

3	Dvigatellar. Issiqlik dvigatellari va tabiatni muhofaza qilish. Ekologiya.	Avtomobil generatorlarini o't oldirish; akkumulyatorlarni zaryadlash; Ekologiya. Chiqindi gazlardagi zaharli moddalarning miqdorini kamaytirish usullari.	Zagatovka turlari va ularni yasash usullari. Avtomobillarni yig'ishning asosiy tamoyillari.		Siniq moki baxya hosil qiluvchi tikuv mashinalari.	
4	Transformatorlar. Uch fazali tok.	O'zgaruvchan tok mashinalari.	Uch fazali tok.	O'zgarmas tok mashinalari.		
5	Modda tuzilishi.	Avtomobil transportida ishlatiladigan mahsulotlar va materiallar. Avtomobillar dizel yonilg'ileri, moylari, plastic surkov moylari, rezina, elektroizolatsion, lak-bo'yoq va yog'och materiallar.	Payvandlashda ishlatiladigan materiallar va jihozlar. Materiallarga plazma bilan ishlov berish.	O'tkazgichlar, Izolyatorlar.	Tikuvchilik gazlamalarining fizik xossalari. Trikotaj matolarning tuzilishi va tarkibi.	Moddaning agregat va fazaviy holatlari. Yog'ni fizik-kimyoviy usulda rafinatsiya qilish.
6	Radioaloqa va teleko'rsatuvlarning fizik asoslari.		Tolali-optik aloqa tarmoqlari. Optik kabellar.	Turg'un mobil radioaloqani tashkil etish negizlari.		
7	Gravitatsion maydonda harakat. Kosmik tezliklar.		Yerda boshqarish va aloqa tarmoqlari.	Yerning sun'iy yo'ldoshlaridan foydalanuvchi aloqa tizimlari	Kosmonavtlar kiyimi materiallari haqida.	
8	To'lqinlarni modulyatsiya va detektorlash. Tovush to'lqinlari.	Dvigatelning nazorat ko'rigi va uni diagnostikalash.	Ultratovushli defektoskopiya. Avtomobilsozlikda ultratovush ishlov berish.	Mobil aloqa tizimlarida signallarni modulyatsiyalash va xalaqitlarga chidamli kodlash. Avtomobil elektr jihozlarini diagnostika qilish.	Sanoatda ultratovushdan foydalanish.	

9	Yarim o'tkazgichlar	Harorat, bosim va dvigatel tirsakli valining holat datchiklari.		Mikrosxemalar, mikrochiplar haqida.		Vizkozometriya.
10	Optika. Optik asboblari.	O't oldirish tizimini diagnostikalash.	Avtomobillarga lazer ishlov berish. Materiallarga electron nur, ion-nur va lazer nurlari yordamida ishlov berish.		Tikuvchilik gazlamalarinin g optik xossalari. Tolalarning olinishi va tuzilishi. Yorug'lik mikroskopi.	Nur tarqatish usuli. Moddalarni o'rganishning elektron va infraqizil Spektroskopiy Usuli. Fotoelektrokalmetriya.
11	Yorug'likning qutblanishi. Radiatsion nurlanish.		Radiatsion defektoskopiya.		Tabiiy tolalarning olinishi va tuzilishi.	Kraxmal miqdorini polyarimetrda aniqlash.

Jadvallardan ko'rinib turibdiki, o'qituvchi o'z fanini fanlararo, kasblararo integratsiyasini yaxshi bilsa, o'quvchini o'z faniga qiziqтира oladi. O'quvchi esa, har bir fanning mazmuni haqida o'ylab ko'radi, fanni tushunish muhim ahamiyat kasb etishini anglab etadi va fanlarni toifalashdan yiroqlashadi. Demak, o'qituvchi o'qitishni to'g'ri tashkil etmog'i, kelajakda o'quvchi o'zi tanlagan kasbining yetuk mutaxassisi bo'lib yetisha olishiga ishona oladigan ruhda bilim bermog'i lozim.

Xulosa qilib aytganda, o'quvchilarni kasbga yo'naltirish mazmuni respublikamizning ijtimoiy-iqtisodiy, madaniy taraqqiyoti, istiqboli, jamiyatning ehtiyojlari, texnika va texnologik jarayonlardan oqilona foydalanish maqsadlari kabi omillardan kelib chiqqan holda tanlanadi.

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SPSS DASTURI: QULAYLIKLARI VA IMKONIYATLARI.

Ramanov Botirbek Parxad o'g'li

Qoraqalpoq Davlat universiteti, "Amaliy psixologiya" yo'nalishi
2-bosqich talabasi,

botirbekromanov@gmail.com

<https://doi.org/10.5281/zenodo.10500925>

Annotasiya. Ma'lumotlarni tahlil qilish dunyosida to'g'ri dasturiy ta'minotga ega bo'lish hamma narsani o'zgartirishi mumkin. Tadqiqotchilar va tahlilchilar orasida mashhur tanlovlardan biri bu SPSS yoki ijtimoiy fanlar uchun statistik paketdir. Biroq, bozorda mavjud bo'lgan boshqa ko'plab ma'lumotlarni tahlil qilish vositalari bilan SPSS o'z raqobatchilariga qarshi qanday turishini tushunish muhimdir. Ushbu maqolada biz SPSS-ni boshqa ma'lumotlarni tahlil qilish vositalari bilan solishtiramiz, bu sizga oqilona qaror qabul qilishga yordam beradi.

Kalit so'zlar: SPSS, manipulyatsiya, vizualizatsiya, intuiv, interaktiv.

SPSS SOFTWARE: FEATURES AND CAPABILITIES.

Abstract. In the world of data analysis, having the right software can make all the difference. One popular choice among researchers and analysts is SPSS, or Statistical Package for the Social Sciences. However, with a plethora of other data analysis tools available in the market, it's important to understand how SPSS stacks up against its competitors. In this article, we will compare SPSS with other data analysis tools to help you make an informed decision.

Key words: SPSS, manipulation, visualization, intuitive, interactive.

ПРОГРАММНОЕ ОБЕСПЕЧЕНИЕ SPSS: ОСОБЕННОСТИ И ВОЗМОЖНОСТИ.

Аннотация. В мире анализа данных наличие правильного программного обеспечения может иметь решающее значение. Одним из популярных вариантов среди исследователей и аналитиков является SPSS, или Статистический пакет для социальных наук. Однако, учитывая множество других инструментов анализа данных, доступных на рынке, важно понимать, чем SPSS отличается от своих конкурентов. В этой статье мы сравним SPSS с другими инструментами анализа данных, чтобы помочь вам принять обоснованное решение.

Ключевые слова: SPSS, манипулирование, визуализация, интуитивно понятный, интерактивный.

SPSS (Statistical Package for the Social Sciences) dasturi statistik tahlil va ma'lumotlar analizi uchun ishlatiladi. Undan foydalanish uchun qulayliklar quyidagicha: grafiklar va ko'rsatkichlar: SPSS orqali ma'lumotlarni grafiklar, ko'rsatkichlar, histogrammalar va boshqa vizualizatsiyalar ko'rsatish mumkin.

Statistik tahlil: SPSS, ma'lumotlar bo'yicha ko'plab statistik ko'rsatkichlarni hisoblashga yordam beradi. Bu, o'rtacha, standart deviasiya, korrelatsiya va boshqa statistik ma'lumotlarni olishga imkoniyat beradi.

Ma'lumotlar bazasi: SPSS, ma'lumotlar bazasini yaxshi boshqarish imkoniyatini beradi. Ma'lumotlarni kiritish, tahrirlash va boshqa ma'lumotlar bilan ishlash uchun xizmat qiladi.

Ma'lumotlar filtratsiyasi va tanlashi: SPSS orqali ma'lumotlar filtirlash, tanlash va qayta ishlash oson.

T-test va ANOVA: Dastur, ma'lumotlar orasida farqni aniqlash uchun t-test va ANOVA kabi tahlil usullarini o'z ichiga oladi.

Regressiya tahlili: SPSS orqali ma'lumotlar orasidagi o'zaro bog'liqliklarni tahlil qilish, regressiya modellari yaratish va natijalarni baholash mumkin.

Ma'lumotlarni manipulyatsiya qilish har qanday ma'lumotlarni tahlil qilish jarayonining muhim qismidir. SPSS xom ma'lumotlarni tozalash va foydalanish mumkin bo'lgan formatga aylantirish uchun bir qator vositalarni taklif etadi. Uning intuitiv interfeysi foydalanuvchilarga ma'lumotlar to'plamlarini birlashtirish, o'zgaruvchilarni qayta kodlash va yangi o'zgaruvchilarni yaratish kabi vazifalarni osonlik bilan bajarishga imkon beradi. Bundan tashqari, SPSS yo'qolgan qiymatlarni hisoblash va kategorik o'zgaruvchilarni samarali boshqarish imkoniyatlarini taqdim etadi.

Biroq, murakkab ma'lumotlarni manipulyatsiya qilish vazifalari yoki katta ma'lumotlar to'plami bilan ishlash haqida gap ketganda, SQL yoki Excel kabi boshqa vositalar afzalliklarga ega bo'lishi mumkin. SQL foydalanuvchilarga kuchli buyruqlar yordamida ma'lumotlar bazalarini to'g'ridan-to'g'ri so'rash imkonini beradi, Excel esa ko'p foydalanuvchilarga tanish bo'lgan elektron jadval funksiyalarini taqdim etadi. Ma'lumotlarni tahlil qilish ehtiyojlarining tabiatiga qarab, ushbu vositalar muayyan vazifalar uchun ko'proq mos kelishi mumkin.

Vizualizatsiya va hisobot. O'z topilmalaringizni samarali etkazish ma'lumotlarni tahlil qilishda hal qiluvchi ahamiyatga ega. SPSS foydalanuvchilarga o'z natijalarini vizual tarzda jozibali ko'rsatishga yordam berish uchun diagrammalar, grafiklar va chizmalar kabi bir qator vizualizatsiya imkoniyatlarini taklif etadi. O'zining sudrab olib tashlash interfeysi bilan professional ko'rinishdagi hisobotlarni yaratish juda oson. SPSS shuningdek, oson almashish uchun natijalarni PDF yoki Excel kabi turli formatlarga eksport qilish imkoniyatlarini taqdim etadi.

SPSS asosiy vizualizatsiya va hisobot berish imkoniyatlarini ta'minlashda ustun bo'lsa-da, Tableau yoki Power BI kabi boshqa vositalar ma'lumotlarni vizualizatsiya qilishning yanada ilg'or xususiyatlarini taklif qiladi. Ushbu vositalar foydalanuvchilarga real vaqtda yangilanishi mumkin bo'lgan interaktiv boshqaruv paneli va dinamik vizualizatsiya yaratish imkonini beradi. Agar sizga murakkab vizualizatsiya kerak bo'lsa yoki interaktiv hisobotlar yaratmoqchi bo'lsangiz, bu muqobillarni ko'rib chiqishga arziydi.

Narxlari haqida gap ketganda, SPSS boshqa ma'lumotlarni tahlil qilish vositalariga nisbatan nisbatan qimmatligi bilan mashhur. U foydalanuvchining ehtiyojlariga qarab turli xil litsenziyalash variantlarini taklif qiladi, lekin umuman olganda, bu jismoniy shaxslar yoki byudjeti cheklangan kichik tashkilotlar uchun muhim sarmoya bo'lishi mumkin. Boshqa tomondan, R va Python kabi ochiq manbali vositalar bepul va hamma uchun ochiqdir.

Xulosa. SPSS, ma'lumotlar tahlili va statistik ma'lumotlarni vizualizatsiya qilishda keng qo'llaniladigan dasturdir. Muammolar paydo bo'lsa, yordam va qo'llanma izlash, formularda so'rov yuborish va statistika sohasidagi yangiliklarni kuzatib borish yordam bera olish imkoniyatlarini oshirishga yordam bera oladi. Dastur versiyasini yangilash ham muammolar yechishda muhim bo'lishi mumkin.

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O'ZBEK AN'ANAVIY MUSIQA IJROCHILIGIDA DUTOR SOZINING O'RNI.

Mirzaolimova Gulshanoy

Andijon davlat pedagogika intituti talabasi

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Annotatsiya. Maqolada o'zbek an'anaviy musiqa ijrochiligi, o'zbek xalqining musiqiy madaniyati, xalq mumtoz musiqasi, dutor va uning tarixi, yaratilish jarayoni, qadimda paydo bo'lgan dutor, uning torlari, dutor turlari, erkaklar uchun yaratilgan dutorlar, ayollar uchun yaratilgan dutorlar, dutor sozining muhim jihatlari, to'rt asosiy lokal uslub, "Dutor"- O'rta Osiyo xalqlarining eng sevimli cholg'u sozi haqida so'z yuritilgan.

Kalit so'zlar: mumtoz musiqa, an'anaviy, folklore, musiqiy meros, bastakorlik, "ustoz-shogird", ijrochilik, texnik, urf-odat, monumental, "individual", ijro talqini, zarblar, usul, ta'lim tizimi, mayin, xonaki, mumtoz va zamonaviy.

THE ROLE OF DUTOR IN UZBEK TRADITIONAL MUSIC PERFORMANCE.

Abstract. The article describes the performance of Uzbek traditional music, the musical culture of the Uzbek people, classical folk music, dutor and its history, the process of creation, the ancient dutor, its strings, types of dutor, dutor created for men, created for women. dutors, important aspects of the dutor word, four main local styles, "Dutor" - the most favorite musical instrument of the peoples of Central Asia.

Key words: classical music, traditional, folklore, musical heritage, composition, "master-disciple", performance, technique, tradition, monumental, "individual", performance interpretation, percussion, method, educational system, soft, homey, classic and modern.

РОЛЬ ДУТОРА В УЗБЕКСКОМ ТРАДИЦИОННОМ МУЗЫКАЛЬНОМ ИСПОЛНЕНИИ.

Аннотация. В статье исполнение узбекской традиционной музыки, музыкальная культура узбекского народа, народная классическая музыка, дутатор и его история, процесс создания, древний дутор, его струны, виды дутора, дутатор, изготовленный для мужчин, созданы женщины-дуторы, обсуждаются важные аспекты звучания дутора, четыре основных местных стиля, «Дутор» - самый любимый музыкальный инструмент народов Средней Азии.

Ключевые слова: классическая музыка, традиционная, фольклор, музыкальное наследие, композиция, «мастер-ученик», исполнение, техника, традиция, монументальное, «индивидуальное», исполнительская интерпретация, ударные инструменты, метод, образовательная система, мягкий, домашний, классический и современный.

O'zbek xalqining musiqa madaniyati juda uzoq tarixga ega. Tarixiy taraqqiyot davomida xalq mumtoz musiqasi, an'anaviy kasbiy musiqa, xalq bastakorlik yo'llari, shuningdek, folklor - havaskorlik musiqiy merosi singari shaklan va usluban bir-biriga yaqin ijrochilik ko'rinishlari bir-birini to'ldirib keldi. Ushbu musiqiy merosimiz bugungi kunimizda ham ma'naviy madaniyatimizning bir bo'lagi sifatida namoyon bo'lmoqda.

An'anaviy musiqa va qo'shiqlarimiz odamlarni hamisha iymonga, mehroqibatga, odamiylikka chorlab kelgan. Bugungi kunda ham shu dolzarbligini yo'qotmagan holda mehnatkashlar ongini shakllantirish yo'lida, barkamol avlod tarbiyasida vosita sifatida asosiy omillardan bo'lib qolaveradi.

Har bir xalq o'z hayoti, ma'naviyati va an'anasi asosida o'z milliy qadriyatlariga mos musiqiy cholg'ular yaratgan. O'zbek xalqining barcha udum va qadriyatlari, milliy an'analarini aks ettiruvchi dutor xalqimizning sevimli cholg'usidir. Amaliyotda, dutorning behisob ijrochilik namunalari shakllanganligi har bir yoshdagilar, jamiyatning har bir tabaqasida o'ziga xos o'rin topgan, xalq orasida eng go'zal ijro namunalari yuzaga kelgan.

O'zbek musiqa merosini o'rganish va uni munosib darajada kelajak avlodga yetkazish azal-azaldan ijrochilik an'alarining "ustozdan-shogirdga" qabilida amalga oshirib kelinayotgan mezonidir. "Ustoz-shogird" an'anasi asosidagi an'anaviy musiqa sabog'ini ta'lim tizimida qaror topishi zamonaviy ta'limning eng ahamiyatli bosqichlaridan hisoblanadi. Buni uzluksiz ta'lim tizimi doirasida shakllantirish, hamda uni har bir bosqich talablari asosida tartiblash, avvalo, bilimli mutaxassis tayyorlashning zamini, qolaversa barkamol avlod tarbiyasida muhim ahamiyat kasb etadi.

Odatda, ijrochilik masalalari uzoq muddat shug'ullanishni va shunga mos munosabatni talab etadi. Albatta, cholg'u ijrochiligida uning texnik o'zlashtirish darajalarini ta'limning boshlang'ich va o'rta bo'g'inlarida o'zlashtirish maqsadga muvofiqdir. Muhimi, ijrochi kasbni o'zlashtirish jarayonida asarni ham tarkiban ham ma'nau idrok etishi va tushungan holda talqin etish ko'nikmalarini hosil qilishi desak, mublag'a bo'lmaydi.

Shu bilan birga, ustoz-shogird an'anasini o'zlashtirish va fazilatlarini saboq jarayonida shakllantirish sozandalar uchun juda ahamiyatlidir.

O'zbek mumtoz musiqa merosi ko'p ma'noli monumental asarlarni o'zida mujassam etgan. Ularning munosib va go'zal talqinlari mumtoz va zamonaviy ustoz sozandalar tomonidan ijro etilib kelinmoqda. Ustoz-shogird ta'lim uslubining muhim qirralaridan biri ana shu ijrochilikda yuzaga kelgan "individual", ya'ni shaxsiy ijro talqinini tinglab o'zlashtirish ekanligini e'tirof etish joizdir. Lekin dutor ijrosida yangrayotgan asarni har bir sozanda o'zgacha jilo bilan, o'ziga xos ijro etishi bilan ajralib turadi.

Ma'lumki, Oz'bekistonning birinchi Prezidenti Islom Karimov o'zining "Yuksak ma'naviyat – yengilmas kush" asarida: - "...agar insonning qulog'i yengil-yelpi, tumataroq ohanglarga o'rganib qolsa, bora-bora uning badiiy didi, musiqa madaniyati pasayib ketishi, uning ma'naviy olamini sohta tushunchalar egallab olishi ham hech gap emas.

Oxir – oqibatda bunday odam Shashmaqom singari milliy merosimizning noyob durdonalarini ham, Mosart, Betxoven, Bax va Chaykovskiy kabi dunyo tan olgan buyuk kompozitorlarning asarlarini ham qabul qilishi qiyin bo'ladi"¹⁸, - deb yozganlar. Bundan xulosa shuki, mumtoz musiqamizning, maqomlarimiz tarixini, ijrosini o'z yurtimizda o'rganmasak, rivojlantirmasak ularni boshqa joyda rivojlantirib bo'lmaydi.

Har bir kashfiyot ilmiy-ijodiy izlanishlardan boshlanib, uzoq muddatli yaratilish jarayoni natijasida kelib chiqib kuzatiladi va so'ng tadqiq qilinadi. Bunday jarayonlar

¹⁸ Islom Karimov. Yuksak ma'naviyat – yengilmas kuch. T. "Ma'naviyat", 2011. 143-bet.

yillarni, kerak bolsa, asrlarni qamrab oladi, Yuksak namuna amaliy foydalanishda an'anaga aylanguncha davom etadi.

Ze'ro, kashfiyot an'anaga aylanmas ekan, keng miqyosda qabul qilinmas ekan u xalq mulki, milliy iftixori darajasiga ko'tarilmaydi. Dutor – o'zbek xalqi ma'naviyatining in'ikosidir. Shu bois uzoq o'tmishdan nola-yu sadolari bilan qalblarimizni to'lqinlantirib, inson ruhiga madad berib keladi.

Tarixiy yozma manbalarda bayon etilishicha, dator dastlab XV asrda ilk bor tilga olinadi. O'z asrining musiqashunos allomasi Zaynullobiddin al-Husayning "Qonuni ilmi va amali musiqiy" risolasida dator haqida ma'lumotlar zikr etilgan. Risolada tasvirlangan cholg'u sozi zamonaviy dutordan unchalik farq qilmaydi. Mavjud farqlarni esa, asosan datorlarning shakillanishida ko'rish mumkin. Xususan, cholg'uni dasta qismi qisqaroq bo'lib, kosasi zamonaviy dutorga nisbatan kattaroq (ud sozining kosasidan kichikroq) bo'lganligi qayd etilgan.

Dutor va uning tarixi, yaratilishi jarayoni, ommalashish davrlari xususida ham bir qator rivoyatlar mavjud. Sharqning buyuk allomasi Fisag'ursning ilk cholg'uni yaratishga turtki bo'lgan rivoyatini musiqashunos olim I.Rajabov "Maqomlar masalasiga doir" risolasida keltiradi.

«Bir kuni Fisag'ursning tushida bir mo'ysafid uning boshiga kelib shunday deydi: «Sen ertaga barvaqt turib, kaddof (paxta tituvchi)lar bozoriga borgil. U yerda senga hikmat sirlaridan biri namoyon bo'ladi». Fisag'urs ertalab kaddoflar rastasiga boribdi va u yerda hech narsani tushunmay qaytib kelibdi. Mo'ysafid shu kuni kechasi tushiga yana kirib, kecha aytgan gapini takrorlabdi.

Fisag'urs uyg'onib, ikkinchi marta bozorga borganida, paxta tituvchilar yoyining ipidan chiqayotgan tovush uning diqqatini jalb etibdi. Fisag'ursning ko'ngliga bir fikr kelibdi va u yerda yotgan ot dumining tolasini olib, bir uchini tishlab, ikkinchi uchini qo'li bilan tortib turib chertgan ekan, mayin va yoqimli bir ovoz eshilibdi. Keyinchalik Fisag'urs qilni ipak ipga almashtiribdi. So'ng, shu ipni taqib chalinadigan torli cholg'u asbobi yaratish ustida mulohaza yurita boshlabdi.

Kunlarning birida Fisag'urs hakim tog' tomon yo'l olibdi. Tog'ning etagida kuchli shamol esib, qandaydir hushtak ovozi eshilibdi. U yoq bu yoqqa qarab, ichi kavak bo'lib, bo'shab qolgan toshbaqa kosasiga ko'zi tushibdi. Uning bosh, qo'l, oyoq, dumi chiqib turadigan teshiklaridan o'tayotgan shamol shunday tovush hosil qilayotganligini aniqlabdi. «Bir narsaga yarab qolar», deb uni yerdan olibdi.

Keyinroq toshbaqa kosasidagi eng katta teshika (tosh baqaning boshi chiqib turadigan yerga) dasta o'rnatibdi va unga ip taqib, chala boshlabdi. Bu tovush chiqaruvchi asbob dastlab juda sodda va oddiy bo'lgan ekan. Insonlar uni o'zaro «barbat» deya atay boshlashgan».

Fisag'ursdan keyingi davrlarda yashagan musiqachilar yoqimli ohang taratuvchi mazkur cholg'u (barbat)ni takomillashtirdilar va uning asosida 2-3-4torli musiqa cholg'ularini yaratdilar. Bundan tashqari, endilikda bizlar «dutor» deb biladigan cholg'uning mungli nolasini eshitib g'azabidan tushgan podshohlar haqida ko'plab rivoyatlar ham mavjud. Bularning hammasini dutorning xalq orasida keng tarqalgani, hayot bilan hamnafas bo'lganidan darak beradi, albatta.

XIX asrda tadqiqotchilar, o'lkashunos va etnograflar musiqa mahalliy aholining qon-qoniga singib ketganligini qayd qilib o'tadilar. Deyarli har bir o'zbek xonadonida dutor sozini ko'rish mumkinligi va u O'rta Osiyo xalqlarining eng sevimli cholg'u sozi ekanligini yozib, o'z kundaliklarida hamda ilmiy risolalarida bayon etganlar.

Dutor Markaziy Osiyoning o'zbek, tojik, turkman va uyg'ur xalqlari orasida keng tarqalgan cholg'ulardan biridir. O'lkamizning musiqa sozlari orasida dutor o'zining mayin, xonaki tovushi bilan alohida ajralib turadi. Ayni paytda bizning Respublikamizda dutor ijrochiligi to'rt asosiy lokal uslubga bo'linadi.

Bular: Xorazm, Samarqand-Buxoro, Qashqadaryo-Surxondaryo va Farg'ona-Toshkent uslublaridir. Bu uslublar ichida Xorazm va Farg'ona-Toshkent mahalliy yo'llari alohida ajralib turadi. Nafaqat folklor va klassik san'atida, balki ijrochilikda shu vohalar cholg'u sozining tuzilishi va ijro etilishida o'ziga xos xususiyatlar bilan bir-biridan farq qiladi.

Vohalar ijro uslublarining takomillashib borishi natijasida dutor ijrochiligida turli maktablar vujudga keldi. Bu ijro maktablari vohalarining o'ziga xos an'analari, shevalari va urf-odatlar bilan uyg'unlashib ketgan. Bu, avvalo, cholg'u sozi ko'rinishida gavdalandi.

Dutor turlari haqida so'z yuritadigan bo'lsak, tarixiy rivojlanish jarayonida turkman, tojik, uyg'ur, xorazm, o'zbek dutorlari shakllangan. Bular tuzilishi jihatidan unchalik farqlanmasa-da, har holda ko'rinishi, torlari bilan bir-biridan biroz ajralib turadi. Masalan, uyg'ur va tojik dutorlarining bir-biriga oxshashlik tomonlari shundaki, ularning kosasi turkman va xorazm dutoriga nisbatan birmuncha kattaroq bo'ladi.

Odatda turkman dutoriga metallardan yasalgan sim taqiladi. Tojik dutorlarini ayrimlari o'zbek dutoriga o'xshaydi. Ular kosasining o'rtacha hajmi bilan bir-biriga yaqin turadi. Shuni alohida qayd etish lozimki, O'zbekistonning o'zida ham dutorlar azaldan ikki xil yasalgan, ya'ni erkaklar dutori va ayollar uchun mo'ljallangan dutorlar. Erkaklar dutorining kosasi kattaroq, dastasi esa uzunroq bo'ladi.

Ayollar dutorlari aksincha, kosasi kichikroq va dastasi ham nisbatan qisqa, ayollarga yarashadigan va nozikroq qilib mohir soz ustalari tomonidan yasaladi. Vohalar va turli xalqlarga xos dutorlarning ko'rinishi ijro an'alariga ham ta'sir etishi muqarrardir. Shu nuqtayi nazardan biz o'zbek, turkman, xorazm dutor ijrochiligi maktablari shakllanishini ko'rishimiz mumkin. Dutor hatto yirik asarlarning yaratilishiga ham asos bo'lganligini qayd etish joizdir.

Qadimiy madaniyat o'choqlaridan biri bo'lgan – O'rta Osiyoda yashagan xalqlar jahon fani va madaniyati xazinasiga salmoqli hissa qo'shganlar. Ular musiqa madaniyati sohasida ham juda boy qadimiy merosga egadirlar. O'zbekiston hududida keng tarqalgan cholg'ular xususida to'xtaladigan bo'lsak, shulardan biri dutordir.

Uning juda qadimiylikidan darak beruvchi, Tuproq qal'a miloddan avvalgi IV-III asrlardan topilgan ikki torli cholg'ularning keyinchalik dutor, dombra va qo'biz shaklida takomillashganligini ko'rsatadi. Bu cholg'ular tut yoki o'rik yog'ochidan yasaladi.

Ular qovurg'ali o'yima dutor va o'yib ishlangan dutor bo'lgan. Qopqog'i esa tut yog'ochidan yupqa qilib ishlangan. Dutorlar tori sozlanishi bo'yicha kichik oktava «re» notasidan, katta oktava «so'l» yoki «lya», ba'zan esa qo'shtor qilib ham sozlanadi.

Bu cholg'u o'zbek an'anaviy musiqa ijrochiligida juda katta ahamiyat kasb etadi. Ma'lumki, u yakka tarzda, jo'rsozlikdaz jo'rnovozlikda va ansambllarda o'z o'rniga ega.

Og'ir kuylar yakka tarzda ijro qilinganda dutor shunday bir mungli va sehrli ovozga egaki, insonning ruhini tinchlantiradi va ma'naviy oziqlantiradi. Agar, sho'xchan va tez quvnoq kuylar ijro qilinsa, tinglovchining qalbini quvontiradi va zavq bag'ishlaydi.

Dutor cholg'usi boshqa cholg'ularimizga qaraganda zarblar jihatidan ham keng imkoniyatlarga ega. Shuning uchun ham xalq kuylari, maqomlarning qashqarcha, soqinoma, ufor kabi sho'xchan taronalari bu cholg'uda o'zgacha jarang topadi.

Jo'rnovozlikda «dutor» va «tanbur» cholg'ulari ijrosidagi kuylar bir biriga hamohangdir. Xususan, bu cholg'ularda ijro qilinadigan kuylar yoki ashulalar misolida ko'rishimiz mumkin. Bu cholg'ular bir birini shunday to'ldiradiki ulardan go'zal yangi bir ohang paydo bo'ladi.

Dutor cholg'usining yana bir muhim jihati shundaki, bu sozda yakka ijro qilinganda o'ng qo'ldagi zarblarning «usul beruvchi» vazifasini bajarishi aksariyat hollarda doirasiz yakka ijro qilinishiga sabab bo'ladi.

O'zbek an'anaviy musiqa ijrochiligida keng tarqalgan ijro amaliyotida tanbur, rubob, dutor, g'ijjak, chang, nay, surnay, qonun, doira kabi har tomonlama takomillashgan cholg'u asboblari mavjud. Cholg'ularning takomillashuvi ularning ovozigacha, ovoz diapazoniga, shakllariga ta'sir ko'rsatgan.

Dutor cholg'usi manbalarda yozilishicha deyarli o'zgarmagan. Qadimda dutor cholg'usi asosan ayollar tomonidan ijro qilingan va ijro amaliyotida keng ommalashgan. Shu bois bo'lsa kerak, dutor sozining mayin va xonaki ovozga egaligi bizgacha o'zgarmastan yetib kelgan.

Dutor ijrochiligida zabardast ustozlar ko'p o'tgan. Hammalari ham musiqa madaniyatida benazir iz qoldirgan. Ular o'z ijrolari bilan el qalbidan joy olgan va kelajak avlodga ijro xazinalaridan meros qoldirishgan. Faxriddin Sodiqov, Turg'un Alimatov, Mahmud Yunusov, Zohidjon Obidov, Komiljon Jabborov, Hoji Abdulaziz Abdurasulov, Nurmuhammad Boltaev, Orif Qosimov, G'ulomjon Qo'chqorov, Abdurahim Hamidov shular jumlasidandir.

Ulkan iste'dod egalari bo'lgan bu ustoz bastakorlar o'z ijodiy faoliyatlari bilan Borbad, Forobiy, Ibn Sino, Hoja Abdulqodir Marog'iy asos solgan o'zbek an'anaviy musiqa merosining nodir namunalarini targ'ib qilishdi va davom ettirishdi. Sir emaski, milliy musiqa merosi masalasiga yaqin-yaqinlargacha asosan g'arbiy musiqashunoslikda qabul qilingan talablar bilan yondashildi.

Shuningdek kompozitorlik ijodi uchun birdan bir xos bo'lgan sabablar umuman zamonaviy musiqiy ijodkorlikning shartli mezonlariga aylandi.



O'zbek milliy dutor cholg'usi.

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SOG'LOMLASHTIRUVCHI MASHG'ULOTLARNING TURLARI VA SAMARADORLIGI.

Yarasheva Dilnoza

Asian International University Physical Education Department Lecturer

Email: yarashevadilnozaismoilqizi@oxu.uz

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Annotatsiya. *Sog'lomlashtirish mashg'ulotlari o'zining mazmun mohiyati bilan sog'lom turmush tarzi jismoniy madaniyati tarkibida vosita tarzida munosib o'ringa ega bo'lib, jamiyat a'zolarini organizimini kundalik hayotiy faoliyatiga tayyorlash, shu faoliyat uchun zaruriy biologik quvvatni yuzaga keltirish va ulardan aqliy, jismoniy mehnat jarayonida foydalanishni nazarda tutadi. Bu mashg'ulotlar inson hayotiy faoliyati davomidagi maqsadli mashg'ulotlardan farqlanadi.*

Shuning uchun ham sog'lomlashtirish mashg'ulotlarining vositalari va ulardan foydalanish nazariyasi va ularni amaliyotda qo'llaydigan vositalarni turkumlash, tizimga solish va amaliyotga tavsiya etish muhim.

Kalit so'zlar: *akrobatika rok-n-roll, yoga, asana, bouldring, gidroerobika, djaz gimnatika, disko-gimnastika, kanat (arg'amchi) tortish.*

TYPES AND EFFECTIVENESS OF FITNESS TRAINING.

Abstract. *With its essence, fitness training has a worthy place as a tool in the physical culture of a healthy lifestyle, preparing the body of society members for daily life activities, creating the necessary biological strength for this activity, and refers to their use in the process of mental and physical work. These trainings are different from targeted trainings during the life activity of a person.*

That is why it is important to categorize, systematize and recommend the theory of health training tools and their use and the tools that use them in practice.

Keywords: *acrobatics, rock-n-roll, yoga, asana, bouldering, hydro aerobics, jazz gymnastics, disco gymnastics, tug-of-war.*

ВИДЫ И ЭФФЕКТИВНОСТЬ ФИТНЕС-ТРЕНИРОВОК.

Аннотация. *По своей сути оздоровительная тренировка занимает достойное место как средство физической культуры здорового образа жизни, подготавливающее организм членов общества к повседневной жизнедеятельности, создающее необходимые для этой деятельности биологические силы. в процессе умственной и физической работы. Эти тренинги отличаются от целевых тренингов в процессе жизнедеятельности человека.*

Вот почему важно классифицировать, систематизировать и рекомендовать теорию инструментов медицинского обучения, их использование, а также инструменты, которые используют их на практике.

Ключевые слова: *акробатика, рок-н-ролл, йога, асаны, боулдеринг, гидроаэробика, джазовая гимнастика, диско-гимнастика, перетягивание каната.*

Jismoniy barkamol avlod tarbiyasi va uning kamoloti, barqaror turmush tarzi madaniyati orqali yo'lga qo'yiladi. Unga asosiy mezon bo'lib individning salomatlik darajasi olinadi. Salomatlik esa inson jismining kamolotiga borib taqaladi va uning tamal toshini qo'yish biologik yoshining ilk davridan amalga oshiriladi.

Jamiyatimizning salomatligi, uzoq umr ko'rishi, uning jismi a'zolarining yuqori ishchanlikda faoliyat ko'rsatishi uning organizmini mashqlanganligi bilan bog'liq. Mashqlanish darajasi esa jamiyat a'zosi o'zi uchun dinamik striativga aylantirgan sog'lomlashtirish mashg'ulotlari jarayoni bilan bog'liq va bu muammo mustaqillik yillarida o'zining muhimligi bilan davlatimiz rahbariyati va hukumatimiz siyosatida ustivor yo'nalish bo'lib qolaveradi.

Qator kasalliklarni oldini olishda turli harakatlardan vosita sifatida foydalanish haqida Abu Ali ibn Sino o'z davridan boshlab ilmiy-nazariy tadqiqotlar, ayrim fikrlar hozirgacha o'z ahamiyatini yo'qotgani yo'q. Chunki inson organizmini kasallanishini oldini olishda sog'lomlashtirishda jarayoni harakatlarsiz kechmasligi, ularni organizmga funksional ta'sir hozirgacha o'rganilmoqda.

Markaziy asab tizimiga jismoniy mashqlarni vosita sifatida sog'lomlashtirish ta'siri XIX asrdayoq o'rganib bo'lingan. Akademiklar I.M.Sechenov va I.A.Pavlovlar mushaklar ishlagan paytda miyaga keladigan impulslar bosh miya po'stloq qismida sodir bo'ladigan jarayonlarga katta ta'sir qilishini isbotlaganlar.

Sog'lomlashtirish mashg'ulotlarining vositalarini asosiy maqsadi muskullarni faol ishlatish bo'lib u o'ta muhim. Mashg'ulotlar orqali optimal jismoniy tarbiya vositalari orqali harakatlarni salomatlikka ijobiy ta'siri nimada ekanligiga Rossiya federatsiyasining akademigi Yu.I.Yevseev (2008) ning tadqiqotlari - "Ishlayotgan mushaklar, muskullar, impulslar potogini yuzaga keltirishi nazariyasi" bilan javob berdi. Bu impulslar shug'ullanuvchi organizmida modda almashinuvi, nerv tizimi va boshqa barcha organlar faoliyatini stimullashi, to'qimalarni esa kisloroddan foydalanish holatini yaxshilashi, vujudimizda ortiqcha yog' hosil bo'lishi va to'planishiga yo'l qo'ymasligi hamda organizmni tashqi muhitning zararli ta'sirlaridan himoyalanih xususiyatini kuchaytirishi mumkinligini aniqladi.

Organizmni o'sish davrida kuch-quvvatni oshib borishi, tananing rivoji (aqliy va ruhiy rivojlanishi), jismoniy barkamollikning zaminini tashkil qiladi. Sog'lom rivojlangan tanagina kundan-kun oshib borayotgan yangi ham aqliy ham jismoniy ilmlarni singdirish imkoniyatini yaratadi.

Sog'lomlashtirish mashg'ulotlari natijasida tanada faqat kuch ko'payibgina qolmay, uning fikrlash imkoniyatlari ham kengayadi. Jismoniy va aqliy kamolot nihoyasiz, chegarasiz bo'lib unga sekin yoki tez sur'at bag'ishlash har kishining intilishiga, mehnatsevarligiga, sabru-toqatiga, irodasiga bog'liq.

AKROBATIKA ROK-N-ROLL. Rok-n-roll raqsi sifatida mana 25 yildan ortiq vaqt davomida o'z muxlislariga ega. Avvaliga rok-n-roll raqs – monolog sifatida yuzaga kelib, hozirda uni guruh bo'lib o'yin (raqs)ga tushmoqdalar. Endilikda ayol va erkak texnikasi takomillashgan sari unga akrobatika elementlari qo'shilmogda va ommaviy sog'lomlashtirish sportiga aylanmogda. Rok-n-rollning o'zini halqaro uyushmasi bo'lib – Halqaro rok-n-roll federatsiyasi deb nomlandi. O'z tarkibida bu o'ttizdan ortiq ishtirokchi mamlakatlarni birlashtirgan. Yiliga 20 dan ortiq halqaro turnirlar, shular qatorida Jahon, Ovrupa chempionatlari, Jahon, Ovrupa kuboklari va boshqalar o'tkaziladi. Hozircha Rossiyada juda ommaviy tus olgan bo'lib, raqsning ayrim

elementlaridan sogʻlomlashtirish mashgʻulotlarida foydalanish mumkin.

Yoga – bu qadimgi hind taʼlimotlaridan biri. U hind halqining etik, ahloqiy, falsafiy, jismoniy qarashlarini oʻz ichiga oladi. Yoglarning barcha boʻlimlari ichida “XATXA-YOGA” hozirgi kunda koʻpchilik halqlar orasida ommaviy tus olgan, qiziqish uygʻotgan. Bu jismoniy jihatdan takomillashtirish qoidalarini oʻz ichiga olgan boʻlib, asosan nafasning ichki va tashqi gigenasiga, oʻz organizmning faoliyati – ishi ustidan vjud sohibining nazorati, kuzatuvini yoʻlga qoʻyishdir. Hatxa-yog nafas, jismoniy mashqlardan tashqari dinamik va Asana mashqlaridan ham vosita sifatida foydalanishni tavsiya qiladi.

ASANA – bu gavnani belgilangan holatda, oʻzgartirmay ushlab tura olish. Bunday holat u yoki bu organga, yohud organlar gruppasiga koʻproq taʼsir koʻrsatish maqsadida qoʻllanilmoqda.

Asana mashqlarining birinchi guruhigʻi bosh miya, orqa miya funksiyasini, xotira, koʻrish, eshitish, sezishni yaxshilashga, hazm qilish apparati, qalqonsimon bezlarning, boʻyin yelka muskullarini ishini normallashtiradi, miyani qon bilan taʼminlashini yaxshilaydigan holatlardir. Masalan oddiygina yelkada turish, yoki oyoqlarni osmonga koʻtarib bosh bilan turish oyoqlarni tepaga koʻtarib qoʻllarning kaftida turish holatlari shu guruh mashqlari sanaladi.

Asaning “ideal dam olish” deb nomlanadigan mashqiga yoglar katta ahamiyat beradilar.

Bu – oyoq – qoʻllar gavda boʻylab uzatilib, chalangancha yetgan holda butun gavnani boshdan oyoq boʻshashtirish mahoratidir.

Eng foydali Asana tarzida oʻrganishingizni tavsiya qilassiz.

Beysbol (ingliz tilida beys-baza, bol-toʻp). Oʻyin maydonda oʻtkaziladi, sektor tarzida boʻlib, ichida kvadrat shaklidagi tomonlarning uzunligi 27 m. 45 sm.li kvadrat metrli maydondan iborat. Kvadratning burchaklarida bazalar joylashgan, kvadratning ichiga doira chizilgan boʻlib oʻyinga toʻp oʻsha yerdan kiritiladi. Oʻyin ruslarning laptasini eslatadi, oʻyinchi toʻpni qaytaradigan soʻng bazalardan bazalarga yugurib oʻtabolaydi. Bir vaqtni oʻzida ikki jamoa vaqtni chegaralamay oʻyinda ishtirok etadi. Gʻolib jamoa deb toʻqqizta “inningda” (har bir inningda jamoalar bir marta xujumda oʻynasin, bir marta himoyada oʻynaydi) bazalar boʻyicha toʻliq yugurib oʻtishlarni koʻp bajargan jamoa eʼlon qilinadi, chunki, ularning ochkosi koʻp boʻladi. Oʻyinda durang natija boʻlmaydi. Hisob teng boʻlsa oʻyinchi, oʻnbirinchi inning oʻynaydi va gʻolib aniqlanguncha davom etadi. Beysbolni turli yoshdagilar oʻynayveradilar.

BOULDRING (boldring, boldering) – maksimal qiyinlikga ega boʻlgan (balandligi 1-3 m) qoya bloklariga tirmashib chiqish. .

GIDROEROBIKA - turli yoshdagilarni tayyorgarligini darajasini oshirish uchun samarali vosita tarzida suvda bajariladigan jismoniy mashqlarni bajarish. Mashgʻulotlarning tuzilishi, jismoniy yuklamalar meʼyorini belgilash, musiqasi, ritmik gimnastikanikiga oʻxshab ketadi. Lekin suvning qarshiligi xarakatlarni qiyinlashtiradi, uni yengil quriqlikda kuchni rivojlantirish uchun fodalanadigan mashqlardan samaraliroq va koʻproq mushaklarni qamrab oladi. Hidroaerobika vazinni yoʻqotish uchun eng yaxshi vosita. Suvda jismoniy mashqlar bilan tizimli shugʻullanish asab-yurak tomir tizimi faoliyatini yaxshilaydi, ortiqcha qoʻzgʻoluvchanlikni pasaytiradi, yoʻqqa chiqaradi, uyqini yaxshilaydi, terini elastikligi va pishiqligini oshiradi. .

DJAZ GIMNATIKA. Oxirgi vaqtlarda djaz-gimnastikasini jismoniy tarbiya vositasi sifatida fodalanish kuchaygan sari uning ishqibozlari koʻpayib bormoqda. Bu yoʻnalishni kuchayishi taniqli Amerikalik raqqosa Aysedroga Dunkamning nomi bilan bogʻliq. U hozirgi zamon djaz sahna raqsining pioneri sanaladi. Uning sanaʼtini xususiy tomoni antik raqsni

yangitdan qayta tiklash qonuniyatlari asosida asosida raqsga “pantomima” (so‘zsiz, imo-ishoralar bilan gapirish) elementlarini kiritganligidadir. Bu o‘z navbatida turli formadagi raqs ritma-plastikasi gimnastikasi shakllanishiga ahamiyatli daraada ta’sir ko‘rsatadi.

Djaz-gimnastikaning xarakterli xususiyati, an’anaviy vositalaridan tashqari, unda djaz raqsi elementlaridan keng foydalaniladi, djaz musiqasi bilan birga keng rivojlanmoqda.

Djaz raqsi va uning musiqasini Amerikalik negrlar afrikaliklar raqslarining asosiy elementlari bilan yevropa raqslari harakatlarini birlashtirib yaratganlar. Raqslarning yevropa usuli raqqos yoki raqqosadan gavnani to‘g‘ri tutib, qorin pressi mushaklari va orqa muskullarini yuqori tonusda – oshirilgan tonusda ushahni talab qiladi. Bu xususiyatlar yevropa gimnastikasi uchun ham xarakterli. Afrikalik raqqoslar uni teskarisi ular raqsga mushaklarni o‘ta bo‘shashtirgan holatda tushadilar. Shunday tassavur yuzaga keladiki ularning harakatlari, bo‘shashtirilgan mushaklar, tana a‘zolaridan oqib chiqayotgandek, tana a‘zolarining blaklari bir biri bilan bog‘lanmagan, aloqador emasdek, ayrim holatarda turli xil tezlikda, boshqacharoq amplitudada xarakatlangandek ko‘rinadi.

Djaz – gimnastikasi harakat koordinatsiyasini a‘lo darajada rivojlantiradi, vujudi a‘zolarini boshqarish, mushaklarni bo‘shashtira olish (eng foydali malaka), hozirgi zamon raqslarini tez o‘zlashtirish va chiroyli raqsga tushishga o‘rgatadi. Eng muhim djaz –gimnastikasi bo‘g‘inlar, bog‘lovchilarni mustahkamlashning a‘lo darajadagi vositasi hisoblanali. Uni unday, yotoqxonalar, mahalla sport zallari, dam olish xonalarida turli yoshdagilar uchun tashkillash mumkin. . [64]

DISKO-GIMNASTIKA – asosida “doirada” aylanish – gardish (yumaloq) atrofila turli xildashi qadamlar bilan, oldinga, orqaga, yonga, sapchishlar, chalishtirma qadamlar, oddiy yurib, tezlab burilish, aylanishlar va boshqalar musiqa ritmi bilan birgalikda bajariladi.

Shug‘ullanuvchilar organizmiga ta’sir jihatidan biska-gimnastika quyidagi faol harakatlarning turlarini ta’siri bilan: “tursunoy” (djogging-yengil yugurush), soatiga 2,5-3 km tezlikda suzish, soatiga 20-25 km tezlikda velosipedda yurishdek mashqlar ta’siriga tenglashtiriladi. Disko-gimnastika semizlikdan qutilishning eng yaxshi vositasi ekanligi isbotlangan dalil.

KANAT (arg‘amchi) TORTISH – tashkillangan sport turi tarzida o‘tgan asrning 70-yillarida Angliyada yuzaga kelgan. 1900 yilda o‘tkazilgan Pirijs shahrida va 1912 yili Stokcholdta o‘tkazilgan Olimpiada dasturiga kiritilgan. 1963 yili Xalqaro federatsiya tashkillangandan so‘ng bu sport turi federatsiyasi faoliyatida yangi etab boshlanadi va jahonning 20 dan ortiq mamlakat unga a‘zo bo‘lib kiradi. Jamoa bir xil vaznda musobaqalashadi (jamoaning umumiy vazni 560 kg.gacha), yarim o‘rta vazn (640 kg.gacha), o‘rta vazn (680 kg.gacha), yarim og‘ir vazn (720 kg.gacha) va og‘ir vazn (800) kg.gacha. har bir jamoa 8 nafardan o‘yinchiga va jamoa kapitani, uning aynan o‘zi musobaqalarda ishtirok etmaydi va o‘z jamoadoshlarining faoliyatiga rahbarlik qiladi. Kanat kamida 35 m. uzunlikda bo‘lishi lozim, aylanrasi 10 dan 12,5 sm hajmida bo‘lishi lozim. Koridor oxiriga oq bayroqcha, kanatning o‘rtasi belgilanadi, qizil bayroqchalar markazdan orqaga 2 m masofaga o‘rnatiladi, o‘sha chiziqdan raqib jaomasini a‘zolarini tortib qo‘lga kiritiladi.

Yerga yotib olib kanatni toritish man qilinadi. Bunday qoida buzish ogohlantiriladi, ogog‘lantirish uch martadan oshsa, jamoa o‘yindan chetlashtiriladi.

Ayollar faqat bitta toifasida – erkn, yoki ochiq, ya’ni vaznining chegarisi o‘rnatilmaydi.

Musobaqa paytida ayollar (qizlar)ga qo‘lqop kiyishga ruxsat beriladi

SKPAKIAKROU – qo‘l bilan o‘ynalmaydigan voleybol. Malaziya tilida “Oyoq bilan to‘p o‘ynash” deb nomlanadi, Janubiy-Sharqiy Osiyo mamlakatlarida keng tarqalgan. O‘yinda 5 nafardan o‘yinchisi bilan ikki jamoa ishtirok etadi. O‘yin maydoni badminton korti o‘lchamicha teng (setkasi bilan). To‘p qo‘l bilan uni o‘yinga kiritayotgan jamoa o‘yinchisi oyog‘iga tashlab beriladi, uni qabul qiluvchi jamoa oyoi yoki boshi bilan qabul qiladi (qo‘l bilan faqat to‘pni o‘yinga kiritiladi xolos). So‘ng voleybol qoidasi bo‘yicha hisob yuritiladi, o‘z maydonida uchta uzatish qilish mumkin xolos. O‘yin Yevropa mamlakatlariga ham tarqalmoqda. Uni yoshu-qari, xatto qizla qiziqib o‘ynamoqdalar.

FITNES-AEROBIKA. Fitnesning ma‘nosi – ko‘pchilikning fikricha bu aerobika insonni jismoniy va mental salomatligiga olib boruvchi hayot tarzidir. Aerobika fitnesning bir qismi hisoblanadi. Hozirgi zamon aerobikasi yo‘nalishlarini turli hilligi bilan farqlanadi.

1. “Tana skulpturasi” – rezina lentalar bilan o‘yinga tushish mashg‘ulotlaridir.
2. “Kardiofank” – yurakni mustaxkamlash (moslama)lardagi maxsus mashg‘ulotlar.
3. “Step” – maxsus platforma (moslama)lardagi maxsus mashg‘ulotlar.
4. “AKVA” – suvda mashq qilish; Djasesayz – djaz ritmidagi raqslar.
5. «Kalanetika» - statik rejimda bajariladigan jismoniy mashqlar kompleksi. Mashqning uchdan bir qismi umurtqani cho‘zish, orqasiga qayrish, belning va oyoqning orqa qismidagi mushaklarni cho‘zish, tortishga bag‘ishlangan mashqlar.

Yuqorida qayd qilingan turli xildagi sog‘lomlashtirish trenerovkalari qatoriga oxirgi yillarda kelib qator *fitnes-yangilik* paydo bo‘ldi, ular;

1. **Pamp** – vazni 2 kg.dan 18 kilogrammcha bo‘lgan shtanga bilan kuch aerobikasi.
2. Mashq musiqa ritmi ostida to‘xtamasdan 45 min. davomida bajariladi. O‘yin elementlari komplekslar tarkibida mavjudligi istisno emas. Mashqlanish effekti bu aerobikada yuqori bo‘lishiga qaramay bunday mashg‘ulotlar faqat jismoniy tayyorgarligi yuqori sanalgan, hisoblanganlar uchungina ruxsat etiladi.

3. **Spining yoki saykl ribok** – bu moda amerikalik Djonni Goldberning ixtirosi bo‘lib velosipedda (siljmaydigan, o‘rnatilgan) turli xildagi dinamik rejim bilan mashq qilishni videofilm tomosha qilish bilan qo‘shib olib boriladi. Atigi 45 minut davomida, ruhingizni birdamlashtiruvchi musiqa sadosi ostida, ko‘kalamzorlar, soy, anhor bo‘yi bo‘ylab, past-balandli joylar, adirlik yoki sahro yoki cho‘lda “sayr” qilib yaxshigina terlab ortiqcha vazningizni pasaytirishingiz, qo‘l oyoqlar mushaklarini, qorin pressi, tos qisimingizni mustahkamlab olam-olam quvonch olishingiz mumkin.

Harakatni jadalligidan kelib chiqadigan oqibatlar haqida tushunchaga ega bo‘lish, taqlid qilib “men ham kam emasman” yo‘sinida kuchiga yarasha bo‘lmagan harakatga zaruriy tayyorgarliksiz o‘tmaslik; 2) bir xil ko‘rinishdagi mashqlarni turli xildagi dastlabki holatlarda turib bajarishni odatga aylantirish, mushak tolasini cho‘zilishi (izometrik), taranglashishi, statik qisqarish evaziga bajariladigan kuch sarflash harakatlarini farqlay olish; 3) jismoniy rivojlanganligi, jismoniy tayyorgarligiga oid o‘zgarishlarni nazoratini yo‘lga qo‘yish, ovqatlanishni ratsional tarkibi va me‘yoriga oid maxsus bilimlarga ega bo‘lish.

Xulosa va Tavsiyalar

Mashg‘ulotlarni eng sodda harakatlardan boshlab so‘ng murakkab harakatlarga o‘tish, keskin harakatlarni mashg‘ulotning o‘rtasida bajarish lozimligi qoidasiga rioya qilish, har bir harakat akti yoki harakat faoliyatining bajarish sur‘atini asta-sekinlik bilan oshirish; mashqlar,

harakatalarini bajarishda yuzaga keltiradigan yuklama me'yorini o'z ichki imkoniyatidan kelib chiqib tanlash (bilmasa mutaxassis maslahatini olish), harakatlar, mashqlarni muayyan malaka xosil bo'lgungacha bosqichma-bosqich o'zlashtirish va bajarishni odatga aylantirish;

Yuqorida qayd qilingan sog'lomlashtirish mashg'ulotlarining noan'anaviy shakllarining ayrimlari mamlakatimiz yoshlari orasida keng tarqalgan, lekin ayrimlarini turmush tarziga kirib borishi va sog'lomlashtirish mashg'ulotlari tarzida foydalanish uchun lozim bo'lgan nazariy, uslubiy, ayniqsa, moddiy resurslarga bog'liqligi bo'lib ular ma'lum darajadagi moliyaviy harajatlarni talab qiladi.

Harakatni jadalligidan kelib chiqadigan oqibatlar haqida tushunchaga ega bo'lish, taqlid qilib "men ham kam emasman" yo'sinida kuchiga yarasha bo'lmagan harakatga zaruriy tayyorgarliksiz o'tmaslik; bir xil ko'rinishdagi mashqlarni turli xildagi dastlabki holatlarda turib bajarishni odatga aylantirish, mushak tolasini cho'zilishi (izometrik), taranglashishi, statik qisqarish evaziga bajariladigan kuch sarflash harakatlarini farqlay olish; jismoniy rivojlanganligi, jismoniy tayyorgarligiga oid o'zgarishlarni nazoratini yo'lga qo'yish, ovqatlanishni ratsional tarkibi va me'yoriga oid maxsus bilimlarga ega bo'lish.

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SPORT VA FALSAFA O'RTASIDAGI ALOQA

Axrurjon Nuriddinov

Osiyo Xalqaro Universiteti

Jismoniy madaniyat kafedrası o'qituvchisi

Email: nuriddinovaxrorjonbahodirugli@oxu.uz

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Annotatsiya. Inson taraqqiyoti ixtisoslikni talab qiladi. Ammo mehnat taqsimotiga ega jamiyat aqliy falsafaga ega bo'lmaguncha – jamiyatning maqsadi, ya'ni inson ongini insoniylikka, ya'ni kontseptuallikka tarbiyalashdan iborat bo'lgan asosiy tamoyillarning mustahkam poydevoriga ega bo'lmaguncha yashay olmaydi. Shu zaruriyatdan faylasuf va faylasufni jamiyat, huquq, tarix, fizika, metafizika, bilim, fan, din, axloq, san'at, siyosat, sport va hokazolar qiziqtiradi. Bu sohalar va falsafa tushunchalarini shubha ostiga olib, yangi ma'nolar bera boshladi; Fan falsafasi, bilish falsafasi, metafizika, ontologiya, din falsafasi, axloq falsafasi, san'at falsafasi, tarix falsafasi, siyosiy falsafa, sport falsafasi kabi kichik tarmoqlar vujudga kela boshladi. Bugungi kunda sport shiddat bilan o'zgarib borayotgan va ommaviy axborot vositalari bilan torayib borayotgan dunyomizda inson hayoti va jamiyatiga ta'sir ko'rsatish qudratiga ega bo'lgan hodisadir. Bunday hodisaning falsafa tomonidan ko'rib chiqilishi juda qimmatli ishdir. Shuning uchun bizning ushbu tadqiqotdagi maqsadimiz sportning falsafaning predmetiga aylanishi jarayonini tushuntirish va falsafa va sport o'rtasidagi munosabatlarning turli o'lchovlarini umumlashtirishdir.

Kalit so'zlar: falsafa, sport, sport falsafasi, qadriyat, madaniyat.

THE CONNECTION BETWEEN SPORT AND PHILOSOPHY

Abstract. Human development requires specialization. But a society with a division of labor cannot survive until it has a philosophy of mind - until it has a solid foundation of basic principles that the purpose of society is to educate the human mind to humanity, that is, to conceptuality. From this necessity, philosophers and philosophers are interested in society, law, history, physics, metaphysics, knowledge, science, religion, ethics, art, politics, sports, etc. It began to question and give new meanings to the concepts of fields and philosophy; Sub-fields such as philosophy of science, philosophy of knowledge, metaphysics, ontology, philosophy of religion, philosophy of ethics, philosophy of art, philosophy of history, political philosophy, philosophy of sports began to emerge. Today, sport is a phenomenon that has the power to influence human life and society in our world, which is rapidly changing and narrowed by mass media. Philosophical consideration of such a phenomenon is a valuable task. Therefore, our aim in this study is to explain the process of sport becoming a subject of philosophy and to summarize the different dimensions of the relationship between philosophy and sport.

Key words: philosophy, sport, philosophy of sport, value, culture.

СВЯЗЬ СПОРТА И ФИЛОСОФИИ

Аннотация. Человеческое развитие требует специализации. Но общество с разделением труда не может выжить, пока у него не будет философии разума — пока у него не будет прочного фундамента основных принципов, согласно которым цель общества состоит в воспитании человеческого разума к человечности, то есть к концептуальности. По этой необходимости философы и философы интересуются обществом, правом, историей, физикой, метафизикой, знанием, наукой, религией, этикой, искусством,

политикой, спортом и т. д. Оно начало подвергать сомнению и придавать новое значение понятиям полей и философии; Стали возникать такие подобласти, как философия науки, философия познания, метафизика, онтология, философия религии, философия этики, философия искусства, философия истории, политическая философия, философия спорта. Сегодня спорт – это явление, способное влиять на жизнь человека и общества в нашем мире, который быстро меняется и сужается средствами массовой информации. Философское рассмотрение такого явления представляет собой ценную задачу. Поэтому наша цель в этом исследовании — объяснить процесс превращения спорта в предмет философии и обобщить различные аспекты отношений между философией и спортом.

Ключевые слова: философия, спорт, философия спорта, ценности, культура.

Kirish

Sport va falsafiy izlanishning sport uchun ahamiyati va dolzarbligi nimada? Ushbu amaliyotlarda ishtirok etayotgan odamlarning ko'pligi bu savolga javobdir. G'arb jamiyatlarida aholining yarmidan ko'pi haftada kamida bir marta jismoniy mashqlar bilan shug'ullanadi. Elita sportiga jamoatchilik qiziqishi katta va sport xalqaro ko'ngilochar bozorda eng mashhur mahsulotlardan biridir. Shuningdek, u bosma yoki elektron mahsulotlar va umumiy ommaviy axborot vositalarida juda muhim o'rin tutadi. Sog'lom sport siyosati, amaliyoti va sport tadqiqotlari uchun kontseptual asos sifatida sportning imkoniyatlari va chegaralarini baholash uchun bizga falsafiy bilim kerak. Sport haqida falsafa qilish hech qachon yangi fikr emas. Sport va falsafa olamlari hech bo'lmaganda Platonning Istmian o'yinlarida kurashga birinchi qiziqishi va o'z respublikasidagi faylasuf shohlarning asosiy ta'limida jismoniy tarbiya (gimnastika) bo'yicha tavsiyalaridan beri bir-biriga qarama-qarshi bo'lib kelmoqda.

Bu qarama-qarshilik tufayli sport falsafasi falsafaning fan falsafasi, bilim falsafasi, metafizika, ontologiya, din falsafasi, axloq falsafasi, san'at falsafasi, tarix falsafasi va siyosat falsafasi kabi kichik tarmog'i sifatida vaqt o'tishi bilan maydonga chiqa boshladi. . Atletika hodisalarini falsafiy tahlil qilish insoniyat tarixining aksariyat qismida nisbatan kam uchraydi. Platon, Sokrat, Mark Tullius Tsitseron, Desiderius Erasmus, Tomas Hobbes va Fridrix Nitsche kabi bir qancha taniqli faylasuflar kengroq masalalar va fikrlarni tasvirlash uchun sport musobaqalarini misol yoki metafora sifatida ishlatgan bo'lsa-da, bunday musobaqalar faol va barqaror bo'lmagan. faylasuflarning tadqiqotlaridagi roli. Bunday holatning asosiy sabablarini tarix davomida sportning rivojlanishidan izlash kerak. Masalan, sxolastik tafakkur hukmronlik qilgan o'rta asrlarda cherkovning munosabati ham sport, ham falsafa rivojiga muhim to'siq bo'lgan.

Boshqa fan sohasida bo'lgani kabi, jismoniy tarbiya va sport fanining rivojlanishiga falsafiy oqimlar katta ta'sir ko'rsatadi. Jismoniy tarbiya va sport fanlari sohasiga e'tibor qaratgan g'arb sport olimlari bakalavriat ta'lim davrida odatda falsafani o'rganishgan. 1776 yilda Oldenburgda tug'ilgan va 1841 yilda Gettingenda vafot etgan Iogan Fridrix Gerbart bu avlodning kashshoflaridan biridir. Bakalavr bosqichida o'qiyotganda Jena ham falsafaga yuzlanib, Fichtening eng yaxshi talabasi bo'ldi. Bu davrda odamlar Fixte idealizmiga murojaat qilib, realizm, kantcha fikrlash tarzidan katta ta'sir o'tkazdilar. 18-asr boshlarida Yevropada falsafa va bu sohadagi akademik martaba muhim ahamiyatga ega edi. Darhaqiqat, bugungi falsafiy dunyoda ko'plab fikrlash harakatlari Kant bilan bog'liqdir. Ayniqsa, Kantning "burchni axloqiy tushunishi" sportning axloqiy jihati bo'yicha ko'plab tadqiqotlar uchun manba va asos bo'ldi.

So'nggi paytlarda sport, o'yinlar va musobaqalar bo'yicha Eugen Herrigelning "Zen va kamondan otish san'ati" (1953) va Yoxan Xyuizinganing "Homo Ludens: madaniyatdagi o'yin elementini o'rganish" kabi yuqori sifatli dastlabki asarlar mavjud bo'lsa-da. "(1934), u hali akademik sohada bo'lmagan. Tizimli va tanqidiy ravishda sport falsafasining rivojlanishi Ikkinchi jahon urushidan keyin akademik muhitning umumiy kengayishi va farqlanishi bilan bog'liq. Hans Lenk (1969), Govard S. Slusher (1967), Eleanor Metheny (1965) va Pol Vayss (1969) tomonidan AQSH va Yevropada olib borilgan tadqiqotlar falsafaning yanada formal bo'limi sifatida sport falsafasining rivojlanishiga zamin yaratdi.

Institutsiyaviy jihatdan aytish mumkinki, sport falsafasi 1972-yil 28-dekabrda Bostonda bo'lib o'tgan Amerika falsafiy jamiyatining (PSSS) yig'ilishida professor Uorren Fralining katta sa'y-harakatlari tufayli Sport tadqiqotlari falsafiy jamiyati tashkil topgan paytdan boshlab vujudga kelgan. Brokportdagi Nyu-York Davlat Universiteti. 1999 yilda PSSS o'zini Xalqaro Sport falsafasi jamiyati deb o'zgartirdi. Assotsiatsiya Sport falsafasi jurnalini 1974 yildan buyon yiliga bir marta, 2001 yildan esa ikki yilda bir marta nashr etib keladi. Bu soha AQSH va Kanadada mustahkam asosga ega bo'lsa-da, butun dunyo bo'ylab uning rivojlanishi bir xil bo'lmagan. Yaqin vaqtgacha Yaponiya sport falsafasi va jismoniy tarbiya jamiyati va Germaniya sport fanlari jamiyati qoshidagi sport falsafasi bo'limi 1970 yilda tashkil etilgan milliy sport falsafasi uyushmalari edi. 2002 yilda Britaniyaning Sport falsafasi assotsiatsiyasi, keyin esa 2008 yilda Yevropa sport falsafasi assotsiatsiyasi, 2012 yilda esa Chexiya sport falsafasi uyushmasi tashkil etilgan.

Ushbu tadqiqotda o'tmishdagi voqea va faktlarni tadqiq qilish uchun "tarixiy usul" va "adabiyot skanerlash usuli" ishlatilgan. Tarixiy jarayonda; Sport va falsafa o'rtasidagi munosabat va sportning falsafaning predmeti ekanligi haqida to'xtalib o'tishga harakat qilindi. Shu nuqtai nazardan, adabiyotlar tahlili o'tkazildi va topilmalar xronologik tartibda tushuntirildi va muhokama qilindi. Ishlatilgan manbalar tadqiqot oxiridagi manbalar bo'limida keltirilgan. Sport falsafasi sportning metafizikasidir. Bu sport, xususan, sport fanlari haqidagi barcha texnik, falsafiy va hatto mifologik ma'lumotlarga asoslanib, sport tushunchasini, sport tushunchasida ifodalangan haqiqatni tushuntirishga, tushunchaning ma'nosini chuqurlashtirishga intilishdir. Bu yerda, birinchi navbatda, sport tushunchasi tahlil qilinadi va yuzaga keladigan barcha elementlar; Tana, harakat, ishlash, raqobat, g'alaba qozonish, mag'lub bo'lish va boshqa tushunchalar xuddi shunday munosabat bilan ta'kidlanadi. Aslida fanning asosiy maqsadi nazorat qilish va bashorat qilish emas, balki tushunishdir. Samarali tekshirish tushunish uchun mukofotdir va bashoratlarning aniqligi tushunish uchun tekshiruvdir.

Bunday sharoitda falsafa faylasuflar yoki "falsafalar" tomonidan kelishilgan yaxlitlik va birlikka ega emas. Boshqa tomondan, "tizimli" va "tizimli" g'oyalar doimo mavjud bo'lib, bu g'oya bilan falsafiy an'analarni tizimli ravishda tasniflashga urinishlar doimo amalga oshiriladi. Quyidagi tasnifni qo'pol bo'linish sifatida tushunish kerak.

Falsafa sohalari

Nazariy falsafa

- Adolat ta'limoti
- Umumiy metod doktrinasi
- Fanning umumiy nazariyasi

- bilimlarning umumiy nazariyasi

- Mantiq

Amaliy falsafa

- Umumiy amaliyot

- Umumiy etika

- Biznes falsafasi

- O'yin falsafasi

- Yaratilish falsafasi

Madaniyat falsafasi

- Madaniyat nazariyalari

- Madaniyatning tizimli falsafasi

- Jamiyatning umumiy falsafasi

- Tarix falsafasi

- Til falsafasi

- Ta'lim falsafasi

- Tibbiyot falsafasi

- San'at falsafasi

- Davlat va huquq falsafasi

- Texnik falsafa

- Iqtisodiyot falsafasi

Absolyut falsafasi

- Ilohiyot falsafasi

- Din falsafasi

- Mistik falsafa

- Mif falsafasi

Matematika falsafasi

Falsafa tarixi

Falsafiy antropologiya

Tabiiy falsafa

Fanning bir tarmog'i bo'lgan sport to'g'risida falsafa qilish uzoq tarixiy asosga ega mavzudir. Birinchi faylasuflardan beri sportga oid falsafiy tushuntirishlar va tadqiqotlar bilan sport falsafasi falsafaning bir bo'limi sifatida maydonga chiqdi. Yuqoridagi tasnifni ko'rib chiqsak, biz sport falsafasi o'yin va biznes falsafasi bilan bir xil toifada bo'lishi kerakligini tushunamiz. Boshqacha aytganda, sport falsafasining falsafa sohalari ichida tutgan o'rni amaliy falsafadir.

Dunyo bo'ylab sport falsafasi bilan shug'ullanadigan tashkilotlar mavjud. Ushbu muassasalardan ba'zilari:

- Xalqaro sport falsafasi jamiyati: www.iaps.net

- Yevropa sport falsafasi assotsiatsiyasi: www.philosophyofsport.eu

• Britaniya sport falsafasi assotsiatsiyasi: www.philosophyofsport.org.uk Sport falsafasiga oid ba'zi davriy nashrlar;

- Sport falsafasi jurnali: www.tandfonline.com/toc/rjps20/current

- Sport, etika va falsafa: www.tandfonline.com/toc/rsep20/current magazines.

Muhokaza

Sport falsafasi falsafaning buyuk oilasi ichida qanday o'rin tutadi? Ba'zi mutafakkirlar sport falsafasini Etika sohasida ko'rib chiqadilar. Shu sababli, sport falsafasini axloqiy nazariya sifatida axloq falsafasiga (Etika) kiritish mumkin deb o'ylash mumkin. Ba'zi mutafakkirlar, shuningdek, sport falsafasini inson falsafasi doirasida ko'rib chiqish kerakligini ta'kidlaydilar.

Biz asosan kontinental Yevropada uchraydigan mutafakkirlar uni ijtimoiy falsafa doirasida muhokama qilishni afzal ko'radilar. Biroq, hayot falsafasi doirasida sport falsafasini ko'rib chiqish kerak. Chunki sport hayotning bir qismi bo'lib, doimo o'zgarib turuvchi dinamik tuzilishga ega. Shunday ekan, sport falsafasidan uzoqlashish deganda eskirgan sport namunalari va shiorlari asosida shartlangan sportchilar, murabbiylar, menejerlar, prezidentlar, muxlislar va OAVlar tushuniladi. Yashash falsafasi haqida gap ketganda, biz ikkita asosiy tushunchaga duch kelamiz. Bulardan biri qadriyat, ikkinchisi madaniyat. Jamiyatlar o'zlarining o'ziga xosligini va mavjudligini o'zlari asoslagan qiymat maydoni tufayli saqlab qoladilar. Shaxslar o'zlari yashayotgan jamiyat qadriyatlarini o'z ichiga olgan darajada foydali, konstruktiv va ijodiy a'zo bo'lishlari mumkin. Shuning uchun qadriyatlar jamiyat va shaxslar uchun asosiy elementlar sifatida qaraladi. Har qanday qadrsiz jamiyat va shaxsni ko'rib chiqa olmaganidek, o'z qadriyatlariga munosib ahamiyat bermagan xalqlarning ham sog'lom rivojlanishi mumkin emas. Qadriyatlar masalasi falsafada ham, sotsiologiyada ham ko'rib chiqiladi. Uning falsafada ko'rib chiqilishida qadriyatlarning tabiati, ular o'rtasidagi ierarxiya va tanqidga urg'u beriladi.

Sotsiologiyada qadriyatlarning tavsifi, ularning paydo bo'lish yo'li, ijtimoiy hodisalar, institutlar va jarayonlar bilan o'zaro ta'siri, ularning turlari va muayyan konkret vaziyatlarda uchraydigan qiymat ziddiyatlari muhokama qilinadi. Sotsiologik tushuncha sifatida qadriyatlar inson yashaydigan jamiyatning rahbarligi natijasida qadriyatlar tizimi sifatida paydo bo'ladi. Shaxs uchun "mazmunli" ijtimoiy qadriyatlar deyarli hamma uchun umumiy qadriyatlardir.

Demak, bir xil narsalar jamiyatning barcha a'zolari tomonidan bir xil baholanadi, deb taxmin qilish mumkin. Shunday qilib, qadriyatlar erishish mumkin bo'lgan narsa emas, balki erishish mumkin bo'lgan ideal maqsadlarning ideal ko'rsatkichlari. Shu sababli, sport etikasining umumiy qadriyatlar tizimidagi o'rnini aniqlash individual faktlarni birlashtiruvchi falsafiy o'lchovni ko'rsatadi, deb o'ylangan. Chunki har bir ijtimoiy aktyor mentalitetni yaratuvchi qadriyatlar tizimi doirasida o'z rolini bajaradi. Ushbu qadriyatlar tizimi falsafiy ta'limotlarni, qadriyatlarni va dunyoqarashni o'z ichiga oladi. Inson o'z harakatlarini boshqarish uchun qadriyatlar tizimiga muhtoj. "Qadriyat" - bu insonning erishmoqchi bo'lgan va himoya qilmoqchi bo'lgan narsasi, "Ezgulik" esa insonning uni qo'lga kiritish va saqlash uchun qilgan harakatidir. Falsafaning maqsadi fazilatdir. Bu fazilat domlalar aytganidek tik, tik va chiqmas tog' cho'qqisida qad rostlagani yo'q. Aksincha, u go'zal, unumdor va gulli vodiya. Haqiqiy fazilat boy, qudratli va bilimli bo'lishni va xushbo'y to'shaklarda qanday uxlashni biladi. U hayotni sevadi; U go'zallikni, shon-shuhratni va hurmatni, sog'likni yaxshi ko'radi. Lekin uning asl ishi bu ne'matlardan me'yorida foydalanish va ularni mardona tark etishdir. Boshqacha aytganda, ezgulik sportda umuman axloq, xususan, qoidalarga rioya qilish qanchalik muhimligini ko'rsatadi. Buni amalga oshirishda u o'zi tegishli bo'lgan qadriyatlar tizimidan harakat qiladi.

Nutq, xulq-atvor, mafkura, turmush tarzi, texnologiya, qadriyatlar tizimi va jamiyatdagi o'rganilgan o'xshashliklar odamlarni madaniyat doirasida birlashtiradi va ularga o'zlari

yashayotgan dunyoni tushunish va shakllantirishga yordam beradi. Madaniyat dinamik; Har bir avlod o'ziga meros bo'lib qolgan madaniyatni o'zgartiradi va unga yangi elementlar qo'shadi.

Shu sababli sportning har bir sohasida madaniy o'zgarishlarni amalga oshirish va sportga yangi unsurlar qo'shish uchun an'anaviy usullardan ko'ra ilm-fan va falsafaga ochiq bo'lish, takabburlikdan ko'ra kamtarlik, qo'pollikdan ko'ra odobli bo'lish kerak.

Madaniyat nimadan manfaatdor? Omon qolish. Kimning tirikligi? O'zining. Madaniyat o'z-o'zidan maqsaddir. Chunki madaniyat o'zining klassik ma'nosida insonning falsafa, fan va san'atdagi yutuqlari yig'indisidir. Jamiyatni o'z qo'shnilaridan butunlay ajratib bo'lmaydi, degan taxminga asoslanib, u har doim turli madaniyatlarning innovatsiyalariga (ularni butunlay o'zlashtirish yoki o'zgartirish orqali) ma'lum darajada ochiq bo'lishi ehtimoli mavjud. Bunday madaniy o'zgarishlar nisbatan kichik va ahamiyatsiz o'zgarishlardan tortib, boshqa madaniyatga to'liq assimilyatsiya qilishgacha bo'lgan keng miqyosda sodir bo'lishi mumkin. Ikki ekstremal chegara o'rtasidagi o'rta miqyosdagi o'zgarishlar madaniy tanazzul yoki korrupsiya deb ataladi va ikkita turli madaniyat o'rtasida o'zaro ta'sir mavjud bo'lib, ulardan biri texnologik jihatdan ancha qoloq, bu erda yaxshiroq vaziyatga moslashish ustunlik qiladi.

Jamiyatdagi madaniyatni har tomonlama tadqiq qilish uchun insonning qondirishi shart bo'lgan ehtiyojlari uch guruhga bo'linadi: biologik, ijtimoiy va ma'naviy. Fiziologik yoki asosiy ehtiyojlar inson tabiatining talabidir. Inson nasl-nasabini davom ettirish uchun oziq-ovqat, sovuqdan, issiqdan va namlikdan himoyalani, qoplama, boshpana va turmush o'rtog'iga muhtoj. Madaniyat bu borada nafaqat imkoniyat va vositalarni taqdim etadi.

Shuningdek, ularning turi, shakli, uslubi va shakli haqida o'lchovlar, qoidalar va me'yorlar mavjud. Asosiy ma'naviy ehtiyojlar - Xudoga intilish va kundalik hayotning qiyinchilik va haqiqatlaridan qochish, tushuntirib bo'lmaydigan voqealar oldida his qilingan nochorlik, qo'rquv, dahshat va hayratdan xalos bo'lish, kelajak yoki kelajak haqidagi tashvishlarni bartaraf etishdir, va doimiy ichki tinchlikka erishish. Ushbu uchta ehtiyojni qondirishda rol o'ynaydigan har bir vosita madaniy element, ular yaratadigan uyushmalar esa madaniy tartibga solish yoki faoliyat deb ataladi. Shuning uchun sport madaniyatida mavjud bo'lgan unsurlar haqida to'g'ri va haqiqiy ma'lumotlarga erishish uchun sport falsafasidan foydalanish zarur. Chunki sportga munosabatni shakllantirishda madaniy muhit muhim ahamiyatga ega.

Xulosa

Binobarin, aql-zakovat, tasavvur va his-tuyg'ularni qayta ishlash orqali odamlarni baxtga, insoniyatni esa farovonlikka yetaklaydi. Yaratgan har bir insonga butun umri davomida mashq qilish va rivojlantirish uchun tana va ruh beradi. Endi uni boshqarish va rivojlantirish inson va jamiyatga bog'liq. Qiziqish kashf qilish va o'rganish uchun zarur bo'lib, qiziquvchanlik falsafaning negizida muhim o'rin tutadi. Hayron bo'lish, shubha qilish va savollar berish orqali inson o'zi kashf etmoqchi bo'lgan va o'rganmoqchi bo'lgan ma'lumotga erishadi. Shunday ekan, sportchilarimizni umuman falsafaga, xususan, sport falsafasiga qiziqtirish choralarini ko'rish kerak. Bizningcha, shunday chora-tadbirlardan biri Jismoniy tarbiya va sport maktablari hamda sport fanlari fakultetlarida "Sport falsafasi" kursini majburiy kurs sifatida o'qitishdir. Shuningdek, sport falsafasiga oid kitob va maqolalarni rag'batlantirish sportchilarimizning sport falsafasiga qiziqishini oshiradi.

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IJTIMOY FObIYANING SPORTGA TA'SIRI

Sirojev Shoxrux

Asia International University

Physical culture chair manager

Email: sirojevshoxruxfayzulloughli@oxu.uz

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Annotatsiya. Ijtimoiy muhitda sport bilan shug'ullanish, sotsializatsiya jarayonidan oldin odamda tashvish va keyingi qo'rquvga olib kelishi mumkin. Bu jarayonda, tashvish juda yuqori darajaga ko'tarilishi bilan, fobik shaxsning sportga moyilligi jiddiy ravishda buziladi. O'ziga ishonchi yo'q, sharmandalikdan qo'rqib, ijtimoiy muhitga kira olmagan shaxs sport bilan shug'ullana olmaydi. Ushbu tadqiqotda ijtimoiy fobik shaxslarning sport bilan shug'ullanishga jismoniy va ruhiy ta'siri ko'rib chiqiladi.

Kalit so'zlar: ijtimoiy fobiya, sport, tashvish, sport faoliyati.

EFFECTS OF SOCIAL PHOBIA ON SPORTS

Abstract. Playing sports in a social environment can lead to anxiety and subsequent fear in a person before the socialization process. In this process, as anxiety rises to a very high level, the phobic person's inclination towards sports is seriously impaired. A person who does not have self-confidence, is afraid of embarrassment and cannot enter the social environment, cannot do sports. This study examines the physical and psychological effects of socially phobic individuals on sports participation.

Key words: social phobia, sport, anxiety, sports activity

ВЛИЯНИЕ СОЦИОФОБИИ НА СПОРТ

Аннотация. Занятия спортом в социальной среде могут привести к возникновению у человека тревожности и последующего страха перед процессом социализации. В этом процессе, когда тревога достигает очень высокого уровня, склонность человека, страдающего фобией, к спорту серьезно ухудшается. Человек, который не уверен в себе, боится конфуза и не может войти в социальную среду, не может заниматься спортом. В этом исследовании изучается физическое и психологическое влияние людей, страдающих социофобией, на занятия спортом.

Ключевые слова: социофобия, спорт, тревога, спортивная деятельность.

Kirish

Anksiyete buzilishining bir turi sifatida tanilgan ijtimoiy fobiya ham tashvish deb ataladi. Ijtimoiy muhitda haddan tashqari tashvishli vaziyatlarga duch kelgan odam qayg'u, tashvish va hayajonni his qiladi. Biror kishi yangi odam bilan uchrashganda qayg'u va hayajonni his qila olmaydi.

Tashvish tufayli ko'pchilik oldida ko'p gapirmaydi, gapirsa ham qizarib ketadi, qo'llari qaltiraydi, boshqa muhit va mashg'ulotlarda qatnashishdan chekinadi. Dabowskaning so'zlariga ko'ra, ijtimoiy fobiya o'smirlik davrida kuzatilgan qo'rquv va tashvish holatlaridan biridir. Ijtimoiy fobiya bolalik davridagi ruhiy kasalliklar orasida eng keng tarqalgan anksiyete buzilishidir.

Bolalar va o'smirlarning 1 foizida ijtimoiy fobiya tashxisi qo'yilgani va ijtimoiy fobiya asosan o'smirlik davrida boshlangani ta'kidlangan. O'smirlik davrida boshlangan ijtimoiy fobiya

yoshning ishida va ijtimoiy faoliyatida sezilarli buzilishlarga olib keladi. Ko'pgina tadqiqotlar shuni ko'rsatadiki, ijtimoiy tashvishlanishning o'rtaacha yoshi 13-14 yosh orasida o'zgarib turadi.

Anksiyete shaklida bo'lgani kabi, ijtimoiy fobiyalarda; “Nima bo'lsa, uddasidan chiqmasam, sharmanda bo'laman” kabi fikrlar imkoniyat sifatida ifodalanganligi sababli, salbiy bashoratlar bir muncha vaqt o'tib bashoratga aylanmaydi, deb ishoniladi. Shaxs o'zini sharmanda qilishdan qo'rqadi, uzoqlashadi, qochadi. Qanchalik ikkilansa, shunchalik xato qiladi. Shunday qilib, u o'z-o'zini anglash uchun yo'l ochadi. Salbiy hodisalarning nima uchun sodir bo'lishini tushuntirganda, ularning mavjudligida shaxsning roli e'tiborga olinmaydi. Psixologiyada o'z-o'zini amalga oshirishni belgilaydigan uch turdagi xatti-harakatlardan biri bu qochish harakati ekanligi da'vo qilinadi. Qochadigan odam odamlar bilan munosabatlardan uzoqlashadi va munosabatlarning yo'qligini salbiy talqin qiladi va ularni o'ziga bog'laydi. Bizda ijtimoiy fobik shaxslarning sport bilan shug'ullanishdagi kayfiyati va bu holat ularning xulq-atvorida qanday aks etishiga kengroq nuqtai nazardan qarash imkoniga ega bo'lamiz.

Ijtimoiy fobiya

Ijtimoiy fobiya, boshqalar tomonidan baholanishi mumkin bo'lgan bir yoki bir nechta vaziyatlardan doimiy qo'rquv; Bu odamni sharmanda qiladigan yoki sharmanda qiladigan tarzda harakat qilish yoki biror narsa qilishdan qo'rqish sifatida tavsiflanadi; misollar orasida omma oldida gapirganda nutqini davom ettira olmaslik, ovqatdan bo'g'ilib qoladigandek his qilish kiradi. Boshqalar oldida ovqat yeyish, jamoat hojatxonasidan foydalana olmaslik, boshqalar oldida yozganda qo'l silkitish, ijtimoiy vaziyatlarda bo'lish, savollarga javob bera olmaslik, axmoqona gaplarni aytish kabi holatlar aytiladi.

Ijtimoiy fobiya va sport

Sport muhiti ijtimoiy muhit bo'lgani uchun, odamlar fobik xatti-harakatlarni namoyon qilishi mumkin. Ijtimoiy fobiya paydo bo'lishi bilan shaxsning sportga bo'lgan qiziqishi sezilarli darajada kamayadi. Sport faoliyatida ishtirok etishda asosiy rol o'ynaydigan sotsializatsiya tushunchasi fobik shaxslarni qo'rquvga olib keladi. Buning sababi shundaki, fobik shaxslar xijolat bo'lish, masxara qilish yoki o'z iste'dodlarini namoyish eta olmaslikdan qo'rqib, muloqot qilishdan va ijtimoiy muhitga kirishdan qochishadi. Sport bilan shug'ullanish vaqtida ijtimoiy fobiya tufayli qaltirash, terlash, oshqozon muammolari, mushaklarning kuchlanishi kabi salbiy omillar yuzaga kelganda sport bilan shug'ullanish kamayadi. “Qolimdan kelmaydi, xato qilaman, eplolmaydi, sharmanda bo'laman” kabi singdirilgan fikrlar faoliyat davomida bezovtalikni keltirib chiqaradi.

Ijtimoiy fobik shaxslarning xatti-harakatlari

Sungurning fikricha, ijtimoiy fobiyaning tipik xulq-atvor modellarini quyidagicha umumlashtirish mumkin: Insonning qiziqishi va e'tiborini o'ziga qaratish, o'ziga salbiy baho berish, qochish va qochish xatti-harakatlarini ko'rsatish, normal funktsiyalarning uzilishi, ijtimoiy ko'nikmalarning yetishmasligi.

Ijtimoiy fobik shaxslarning sportdagi ishtiroki

Ijtimoiy fobiya tufayli sport bilan shug'ullana olmaydigan odamlar faqat xavfsiz, kuzatilmaydigan muhitda o'zlarini qulay his qilishlari mumkin. O'ziga ishonchi yo'qligi sababli ular raqobatni talab qiladigan o'yinlar, musobaqalar, mashg'ulotlar va sport turlarida qatnashishni xohlamaydilar. Ularda iste'dod ko'p bo'lsa-da, bu haqda bilishmaydi va o'zlarini past baholaydilar. Ular o'zlarini omadsiz deb hisoblaydilar, chunki ular amalga oshirish mumkin bo'lgan juda oddiy narsalarni ham sinab ko'rishni xohlamaydilar.

Ijtimoiy fobiya belgilari

Ijtimoiy fobiyada odam jismoniy alomatlarini ham ko'rsatadi. Bu alomatlar odatda; Tremor, terlash, yurak urishi, oshqozon bezovtaligi, bosh og'rig'i, ko'krak qafasidagi noqulaylik, mushaklarning kuchlanishi va issiq chaqnash kabi belgilar. Perfeksionizm, perfeksionizm, men hech kimni uyaltirmasligim kerak, hamma meni yoqtirishi kerak, men xato qilmasligim kerak, men juda bo'shashmasligim va tashvishli ekanligimni ko'rsatishim kerak degan fikrlar, shuningdek, yoqtirmaslik hissi, xunuk his qilish, his-tuyg'ular. kuchsizlik va qobiliyatsizlik ijtimoiy fobiyaning ruhiy belgilaridir. Ijtimoiy fobiyada atrof-muhitdan qochish, ahamiyatsiz va ma'nosiz fikrlar va orzularga kirishish, mavzudan mavzuga o'tish va mavzuni o'zgartirish kabi xatti-harakatlar belgilari mavjud. Ijtimoiy fobiya birinchi o'ringa chiqadigan paytlar bor. Bu daqiqalar; Bular omma oldida nutq so'zlash, ko'pchilik oldida yeb-ichish, biror ishni bajarayotganda yoki biror narsa yozayotganda kuzatuvda bo'lish, omma oldida kuzatish, begonalarning ko'ziga qarash kabi lahzalardir. Ma'lumki, ijtimoiy fobiya bolalarda ota-onalarning ko'proq rad etuvchi va himoyaviy munosabati tufayli yuzaga keladi. Sokin va yaxshi xulqli deb nomlanuvchi ijtimoiy fobik bola ham qo'rqqoq, ham harakatsiz. Maktabga borishni istamaydi va guruh faoliyatida qatnashmaydi. Shunday qilib, bolada chekinish boshlanadi va bostirilgan his-tuyg'ular paydo bo'ladi.

Sport bilan shug'ullanish paytida ijtimoiy fobiya belgilari

Qiyin elementlar bilan mashg'ulotlarda qatnashadigan shaxslar qo'rqqoq va harakatsiz bo'lib, ularni nima kutayotgani haqida o'ylay boshlaydi. Bu fikrlar uning xato qilishiga sabab bo'ladi va u eng oddiy harakat va harakatni ham bajara olmay qoladi. Faoliyat davomida jismoniy va psixologik alomatlar kuchayishda davom etmoqda. Birinchi imkoniyatda undan qochish yo'lini qidiradigan fobik shaxs o'zini bajarayotgan harakatiga to'liq bag'ishlay olmaydi. Ular tashqi omillar bilan mashg'ul bo'lsalar-da, ular amalga oshirishlari kerak bo'lgan haqiqiy harakatlarga e'tibor qarata olmaydilar.

Ijtimoiy fobiyada ko'rilgan qo'rquv va qochish xususiyatlari

Ijtimoiy fobiya, odam boshqalar tomonidan baholanishi mumkin bo'lgan bir nechta vaziyatlardan doimiy qo'rquv; Bu o'zini kamsitadigan, uyaltiradigan yoki masxara qiladigan tarzda tutishdan qo'rqish deb ta'riflanadi. Ijtimoiy fobiyaning asosiy psixologik jihati ijtimoiy muhitda xijolat bo'lish yoki kamsitishdan haddan tashqari va doimiy qo'rquvdir, bu odamning xatti-harakatlari nomaqbul yoki noadekvat deb baholanadi degan fikrdan kelib chiqadi. Ijtimoiy fobik shaxslarda ikkita xulq-atvor xususiyati kuzatiladi. Bu xususiyatlardan biri qo'rquv, ikkinchisi esa qochishdir. Sevgi, g'azab, quvonch yoki qayg'u kabi tabiiy his-tuyg'ulardan biri qo'rquvdir.

Qo'rquv - bu xavf qarshisida yuzaga keladigan va insonning omon qolishini ta'minlaydigan himoya reaksiyasi. Qo'rquv - bu o'z fikrlari tufayli yuzaga keladigan tuyg'u. Ushbu fikrlar xavfni o'z ichiga olganligi sababli, qo'rquv reaksiyasi beriladi. Shu sababli, bir xil vaziyatga duch kelgan turli odamlar turli xil fikrlari natijasida turlicha munosabatda bo'lishlari mumkin. Biroq, ko'pincha, qo'rquvni boshdan kechirgan odamlar bu o'z fikrlaridan kelib chiqqanligini bilmasliklari sababli, ular samarali echim ishlab chiqarishga intilmaydilar va umidsizlikka tushib, qo'rquvlarini inqiroz darajasiga olib borishlari mumkin. Ushbu inqirozlar qochish xatti-harakatlarini oshiradi va hayotdan zavqlanish potentsialini kamaytiradi. Boshqa tomondan, qo'rquv hissi paydo bo'lgan muhitda o'z fikrlarini shubha ostiga qo'ygan va bu muhitdan qochmagan odamlar, bu his-tuyg'ularni yengish natijasida muhim ko'nikmalarga ega bo'ladilar va o'zlariga bo'lgan ishonch

hissini oshirish kabi mazmunli rivojlanishlarni ko'rsatadilar. va kompetentsiya. Voyaga etgan fobiyalar bolalik davrida aniq ildizlarga ega, ba'zilari esa balog'at yoshida saqlanib qoladi.

Bolalikda ko'rigan ko'plab qo'rquvlar kundalik tajribalardan kelib chiqadi.

Qo'rquvning paydo bo'lishida genetika va temperament xususiyatlari samarali.

Qo'rquvni boshdan kechirayotgan bolada; Yurak urishining kuchayishi, tez nafas olish, quruq og'iz, mushaklarning kuchlanishi - bularning barchasi qo'rquv holatida tanani qochishga yoki jang qilishga tayyorlaydigan normal reaksiyalardir. Qo'rquv ham bolalarning fikrlarini o'zgartirishi mumkin. "Men qila olmayman, qila olmayman" kabi salbiy umidlar tez-tez uchraydi.

Qo'rqinchli vaziyatni tahdid sifatida qabul qilishi mumkin. Xulq-atvor darajasida ba'zi bolalar qo'rquv qo'zg'atuvchisidan yoki atrof-muhitdan qochib ketishadi. Qochish qo'rqinchli ob'ektdan uzoqlashishdir. Qochish bilan ob'ekt uzoqlashadi va qo'rquv kamayadi. Shu tarzda harakat qilib, vaqtinchalik qulaylikka erishiladi. Biroq, bu uzoq muddatda hayotga ta'sir qiladigan disharmoniyaga olib kelishi mumkin.

Ijtimoiy fobiyaning paydo bo'lishi

Ijtimoiy tashvish 15-25 yoshda, ya'ni o'smirlik davrida boshlanib, jamiyatda hammaning ko'zi siz tomonda bo'lganda boshdan kechirgan qo'rquvdan kelib chiqishini bildiradi. Sungurning so'zlariga ko'ra, ijtimoiy fobiya boshlanadigan yosh 13 yoshdan 20 yoshgacha bo'lsa-da, odamlar muammo boshlanganidan keyin o'rtacha 10 yil o'tib, davolanish uchun klinikalarga murojaat qilishadi. O'smirlik davrida ijtimoiy fobiya paydo bo'lishining sababi; Shaxs jamiyat tomonidan o'zini avtonom shaxs sifatida qabul qilishga va o'zini ko'rsatishga intiladi. O'smir uchun ijtimoiy munosabatlardagi samaradorlik va boshqalarda qoladigan taassurotlarning sifati juda muhimdir. U bu boradagi muvaffaqiyati borasida o'zidan katta umidlar kutadi. Shaxs uchun umidlarni qondirmaslik ijtimoiy tashvish darajasini oshiradigan omil sifatida namoyon bo'ladi. Bu holat, ayniqsa, maktab yoshidagi bolalar va yoshlar uchun halokatli oqibatlariga olib kelishi mumkin.

Ijtimoiy tashvishning paydo bo'lish yoshi odatda 13-19 deb belgilangan bo'lsa-da; Buni 5 yoshda yoki 35 yoshda ko'rish mumkin. Garchi u ko'pincha umr bo'yi davom etsa-da, balog'at yoshida yomonlashishi yoki to'xtashi ham kuzatiladi. Funktsionallikdagi buzilish darajasi stress manbalari va inson hayotidagi ehtiyojlarga qarab o'zgarishi mumkin. Masalan, qarama-qarshi jins bilan bo'lishdan qo'rqqan odamning ijtimoiy tashvish darajasi nikohdan keyin pasayib, turmush o'rtog'i vafotidan keyin yana oshishi mumkin. Hech qachon omma oldida nutq so'zlashni talab qiladigan vaziyatga duch kelmagan odamning ommaviy nutqini talab qiladigan nutq ijtimoiy tashvishga olib kelishi mumkin.

Ijtimoiy tashvish birdaniga kamsituvchi tajribadan so'ng boshlanishi mumkin yoki asta-sekin boshlanishi mumkin. Qo'rquqlik, tortinchoqlik va uyatchanlik bunday qo'rquvlarning paydo bo'lishining muhim sabablaridan biridir. Bolalik va o'smirlik davrida uyda, maktabda va yig'ilishlarda amalga oshirilgan ta'lim tizimining ta'siri tufayli ko'pchilik uyatchan, xijolat tortadi, qo'llari terlaydi va titradi, ko'z bilan aloqa qilish yoki yuzma-yuz aloqa qilish uchun. Ayniqsa yoshlarda ko'proq uchraydigan tortinchoqlik va uyatchanlik asosida; E'tibor va sevgining etishmasligi, o'ziga va boshqalarga ishonmaslik, o'zini haddan tashqari noto'g'ri, xunuk, yomon, to'liqsiz, salbiy, boshqalarga his qilish; To'g'ri, chiroyli va yaxshi narsalarni ko'rish, o'z-o'zini hurmat qilishni yo'qotish, boshqalar tomonidan tushunilmaslik, chetlatish va rad etish qo'rquvi mavjud. Asosan o'smirlik davrida namoyon bo'ladigan ijtimoiy tashvish, balog'at yoshiga sog'lom o'tish imkonini beradigan rivojlanish vazifalariga erishishga to'siqlik qilishi mumkin. Bu holat

shaxsning ijtimoiy munosabatlarni o'rnatish va qo'llab-quvvatlash, ilmiy sohada muvaffaqiyatga erishish, ish topish va o'z karerasida rivojlanish imkoniyatlarini cheklaydi.

Ijtimoiy fobiyada genetika va oilaning ta'siri

Ijtimoiy fobiyasi bo'lgan bolalar doimiy ravishda ijtimoiy muhitdan qochish xulq-atvorini ko'rsatishi va ularning onalarining sezilarli darajada qochish xatti-harakatlari borligi aniqlandi.

Adabiyotlarda ijtimoiy fobiyaning irsiy darajasi 30% atrofida ekanligi va ijtimoiy fobiya bilan og'rigan odamlarning qarindoshlarida nazorat guruhidagi qarindoshlariga qaraganda 2,5 baravar yuqori ekanligi taklif qilingan. Alloman va Krاندall ota-onaning avtoritar va haddan tashqari himoyaviy uslublari ijtimoiy tashvish paydo bo'lishida muhim rol o'ynashini va ota-onaning cheklovchi va haddan tashqari himoya qilish uslublari bolaning mustaqilligi, mustaqilligi va qobiliyatlarini cheklashini va bu holat ota-onaga qaramlik sifatida qaytadi. Ota-onaning befarq va chetlab o'tadigan munosabati ma'qullash va qabul qilish uchun kuchli ehtiyojni keltirib chiqarishi mumkin. Ota-onalarning bolaning haqiqiy ehtiyojlariga e'tibor bermasliklari ham noto'g'ri baholanishidan qo'rqishning rivojlanishiga olib kelishi mumkin.

Haddan tashqari himoyalani sh va rad etish

Ta'sir Bögels va boshqalarning fikriga ko'ra, ota-onalarning bolaning anatomiyasini blokirovka qilishlari yoki bolani atrof-muhitdan olishlari mumkin bo'lgan tajribalaridan ajratib qo'yishlari "haddan tashqari himoyalani sh" deb ataladi. Haddan tashqari himoyalani sh ijtimoiy tashvish bilan bog'liq. Bolada ijtimoiy ko'nikmalar rivojlana olmaydi, chunki uning o'z tashabbusi to'sqinlik qiladi yoki u ijtimoiy tajribalardan ajratiladi. Ota-onalar bolaning avtonom xulq-atvoriga haddan tashqari himoyalangan yoki rad etganda, bola avtonomiyani uyatchanlik yoki tashvish bilan bog'lashni o'rganadi. Oilada sotsializatsiyaning yo'qligi, boshqalarni baholashga haddan tashqari e'tibor berish, bolani izolyatsiya qilish, haddan tashqari himoya qilish, rad etish va hissiy qo'llab-quvvatlashning etishmasligi, ijtimoiy tarbiya xatti-harakatlari ijtimoiy tashvish bilan bog'liq.

Xulosa

Sport mashg'ulotlarida qatnashadigan fobik shaxslar, majburan bo'lsa ham, qo'rqq va harakatsiz bo'lib, ularni nima kutayotgani haqida o'ylay boshlaydi. Bu fikrlar shaxsni xato qilishga majbur etsa-da, u eng oddiy harakat va harakatni ham bajara olmay qoladi. Faoliyat davomida jismoniy va psixologik alomatlar kuchayib boraverar ekan, birinchi imkoniyatda undan qochish yo'lini izlagan fobik shaxs o'zini bajarayotgan harakatiga to'liq bag'ishlay olmaydi. Ular tashqi omillar bilan mashg'ul bo'lsalar-da, ular amalga oshirishlari kerak bo'lgan haqiqiy harakatlarga e'tibor qarata olmaydilar. Shu nuqtai nazardan, fobik shaxslar tomonidan boshdan kechirilgan qiyinchiliklar tekshiruv mavzusi bo'ldi.

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РАЗВИТИЕ ЭЛЕКТРОННОЙ КОММЕРЦИИ НА ОСНОВЕ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ

Донабоева Ф.Р.

Сагтаров А.

Профессор.

Университет Мировой Экономики и Дипломатии

Ташкент г., Узбекистан.

<https://doi.org/10.5281/zenodo.10501077>

Аннотация. *Электронная коммерция (e-commerce) стала ключевым аспектом современной экономики, предоставляя уникальные возможности для предпринимателей и потребителей. В данной статье рассматривается динамика развития электронной коммерции на фоне инновационных информационных технологий. Анализируются ключевые тенденции, методы и подходы, способствующие устойчивому росту электронной коммерции.*

Ключевые слова: *Электронная коммерция, информационные технологии, блокчейн, искусственный интеллект, интернет вещей, аналитика данных, тенденции, логистика, персонализация, безопасность, маркетинг.*

DEVELOPMENT OF E-COMMERCE BASED ON INFORMATION TECHNOLOGY

Abstract. *Electronic commerce (e-commerce) has become a key aspect of the modern economy, providing unique opportunities for entrepreneurs and consumers. This article examines the dynamics of the development of e-commerce against the backdrop of innovative information technologies. Analyzes key trends, methods and approaches driving sustainable e-commerce growth.*

Keywords: *E-commerce, information technology, blockchain, artificial intelligence, Internet of things, data analytics, trends, logistics, personalization, security, marketing.*

Введение:

С появлением интернета и информационных технологий электронная коммерция претерпела революцию, предоставив бизнесу и потребителям новые возможности в сфере торговли и обмена товарами и услугами.

В последние десятилетия инновации в области информационных технологий, такие как блокчейн, искусственный интеллект, аналитика данных и интернет вещей, стали двигателями развития электронной коммерции.

Этот обзор направлен на выявление основных факторов, влияющих на развитие электронной коммерции, и исследование того, как информационные технологии формируют ее будущее.

Метод:

Для анализа развития электронной коммерции на основе информационных технологий были использованы методы исследования трендов, статистического анализа и сравнительного анализа. Также проведен анализ влияния ключевых информационных технологий на функциональные аспекты электронной коммерции, включая улучшение пользовательского опыта, оптимизацию логистики, обеспечение безопасности транзакций и развитие персонализированных маркетинговых стратегий.

Результаты и Обсуждение:

Анализ показывает, что использование новых информационных технологий стимулирует рост электронной коммерции, делая ее более эффективной и доступной.

Благодаря блокчейн-технологиям обеспечивается прозрачность и безопасность транзакций, а искусственный интеллект улучшает персонализацию предложений для потребителей. Интернет вещей и аналитика данных помогают оптимизировать логистику и предоставлять точные данные для принятия решений.

Заключение:

Электронная коммерция продолжает эволюционировать под воздействием информационных технологий, создавая новые возможности и вызовы. Интеграция современных технологий в бизнес-процессы становится ключевым фактором успеха.

Понимание этих тенденций позволяет предприятиям адаптироваться к изменениям рынка, повышая свою конкурентоспособность и обеспечивая удовлетворение потребностей современного потребителя.

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REFLECTIONS OF THE COMPETITIVE ACTIVITY SYSTEM OF YOUNG HANDBALL PLAYERS AND ITS SPECIFIC CHARACTERISTICS

Наргиза Шермухамедова

Ўзбекистон Миллий университети,
Таэквандо ва спорт фаолияти кафедраси ўқитувчиси.

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Abstract. This article analyses some issues related to the training of handball players of the training group of the specialized sports school for children and teenagers. Particularly, the educational normative documents belonging to the group, the planning of loadings by its types of preparation, during the annual cycle, the program materials, their structure and content were examined.

Keywords: young handball players, curriculum, planning, distribution of training hours, technical and tactical actions, the volume of technical and tactical actions, the effectiveness of technical and tactical actions.

СТРУКТУРА СОРЕВНОВАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ ЮНЫХ ГАНБОЛИСТОВ И ЕЕ ОСОБЕННОСТИ

Аннотация. В статье исследуются вопросы касающейся подготовки юных гандболистов учебно-тренировочных групп, специализированных детских и юношеских спортивных школ. В частности, исследована учебно-нормативная документация, планирование учебных нагрузок по видам подготовок на разных этапах годовичного цикла, их содержание и структура, а также структура соревновательной деятельности юных гандболистов.

Ключевые слова: юные гандболисты, учебная программа, планирование, распределение учебных часов, технико-тактические действия, объём технико-тактических действий, эффективность технико-тактических действий.

In our country, handball is one of the most important sports in the system of physical education and sports. Because playing handball has a positive effect on the player's organism in many ways and closely contributes to physical development and increase of functional capabilities.

As for the issues of professional training of handball players in Uzbekistan, it should be noted that issues of handball development have not lost their relevance today [1]. Because the few positive results achieved by our handball players in international competitions are the basis for such a conclusion.

Today, one of the main factors in increasing the international reputation of handball and achieving high results is the training of reserve athletes. Among the main aspects of training that deserve attention are the issues of correctly and rationally planning the training loads at the stages of the multi-year training process, ensuring their compatibility with the age, gender and level of training of the participants [4].

Another aspect is the management of preparation through rational planning of training loads based on the characteristics of the competition and the results (indicators) recorded in it, experts in the field emphasize. Among the factors that ensure the effectiveness of the competition, it is recognized by experts that the tools and methods used in the training are suitable for the

periods and stages of the training, and the direction of the loads depends on the suitability of the tasks of the training [5,6].

Modern handball is characterized by high demands on athletes' training. The intense nature of competition conditions, the fact that technical and tactical actions performed by athletes are required to be carried out quickly, in a short period of time, and in conditions of high activity of resistance from the opponent's players, set the highest requirements for competition preparation [2,7]. In this regard, experts in the field emphasize that first of all, knowing the structure of the existing competition, having a clear idea about its specific features, is considered as a factor that allows for more effective management of future preparation processes.

The purpose of the study. Studying the structure of the competition activity of the training group handball players and determining their characteristics.

Methods of research work: analysis of scientific and methodical literature related to the topic, methods of pedagogical observation and recording of the process of competition activity, methods of mathematical and statistical analysis of the collected results.

Results of research work.

The problems of training and competition load control have been widely researched by mature specialists such as V.M. Zatsiorsky, Yu.V. Verkoshansky, L.P. Matveev, M.A. Godik. Our local scientists T. E. Nabiev, J. A. Akramov conducted relevant research in these areas. The issues of training young athletes were studied by V. Ignateva, A. Gamayun, V. P. Filin, N. A. Fomin, N. J. Bulgakova, L. P. Makarenko and others. At the same time, it is worth saying that the analysis of special sources has shown that the issues of training of young handball players in Uzbekistan have not been paid enough attention to this point, and that research aimed at increasing the effectiveness of the training process has not been carried out in this regard.

According to the results of a number of relevant research studies, the indicators reflecting the competition activity of highly qualified and young handball players are sharply different from each other. It is known that young handball players (13 years old) perform more mobility activities compared to adults. It has been determined that during the 40 minutes of the competition, young people perform the same amount of attacking movements as they do during the 60 minutes of competition for adults. A third of the attacks in young people correspond to the proportion of very fast attacks. But the efficiency indicators of movements will have lower manifestations than those of skilled athletes. For this reason, experts emphasize that it is necessary to pay attention to this aspect when working with young people.

A number of research works carried out by V. Ignateva made it possible for young handball players to have a detailed information base about the structure of competition activities. It is known from the studies that during the execution of offensive actions in girls, the actions of hitting the goal in the base position are caught in 33-34% of the total shots, and by the age of 15-16, this figure is observed to decrease to 25%, that is, as the age of the athlete grows, his complex actions the ratio of execution increases and vice versa the ratio of simple actions decreases. In the case of boys, the actions of hitting the goal in the base position are relatively stable in competitive conditions (around 30-35%), by the age of 15, the proportion of such shots is 24% of the total shots.

Attempts to shoot at the goal in a jumping position are made in 43-60% of cases compared to total attempts. In girls, this indicator was 50-65%. Another type of kicking movement is the

most complicated one, which is a jump shot. In girls, these actions account for 4-15% of total strokes, and in boys, this figure is 10-23%. At the age of 13-14, the ratio of such blows in boys is found to increase to 25%. The specialist suggests that this period should be evaluated as a sensitive period in the formation of complex manifestations of shock [5,6].

Competition studies have provided information on turnovers. In particular, the cases of 16-year-old handball players losing the ball in different situations during the competition were as follows:

- losing the ball by pressing the line – 20%;
- exclusion from the game - 16%;
- due to receiving a red card - 6%;
- due to errors in carrying the ball – 6%;
- probe – 12%;
- error in catching the ball -10%;
- error in passing the ball - 20%;
- carrying the ball in two hands - 6%;
- in other cases – 4%.

According to the results of personal pedagogical observation and analysis, there was not enough balance between the training loads of the young handball players of the 1st training group of the specialized sports school for children and teenagers and the structures of competition activities. Experts admit that the observation of such a situation is negative. Planned loadings for the development of technical and tactical movements of athletes in complex game situations do not fully reflect the characteristics of the competition, that is, the ratios of movement recorded by the athletes during the competition are manifested in other ratios during training. In most cases, it is being developed in insufficient proportions, that is, time is allocated [3]. This situation, in turn, prevents the training from becoming more effective. In the loading planning program, 40% of the time was devoted to improving the passing movements in the active phases of the attack and only 5% of the time was organized in the closing phases of the attacks. However, it was found out from the pedagogical observation of handball players of this age during the competition activity that the majority of them used ball passing movements in the final phases of attacks. This situation is the basis for our conclusion that the distribution of hours planned for loading during training was not carried out in a rational way.

Team	Various technical and tactical actions of passing the ball						In total meeting EIT
Specialized sports school for children and teenagers	In the passive phase of the attack		In the active phase of the attack		In the final phase of the attack		
	The number of movement	Ratio %	The number of movement	Ratio %	The number of movement	Ratio %	

<i>EIT volume</i>	93 ± 9	49	74 ± 7	39	22 ± 4	12	190 ± 14
<i>EIT TA %</i>	75.5		59.4		38.2		57.3

Note: EIT TA % - efficiency indicator of technical and tactical actions %

Conclusions. Issues of organizing the training of young handball players in our country remain relevant. In this case, one of the main aspects is to ensure that the issues of planning the training load are in accordance with the requirements of the time.

The analysis of the results of personal research showed that a large number of mistakes were made in the main technical and tactical actions performed by young handball players during the competition. In complex game situations, in particular, in the active and final phases of the attack, the effectiveness indicators of the technical-tactical actions of passing the ball were at a low level.

It is necessary to improve the effectiveness of technical and tactical actions in the active or final phases of offensive actions. For this, rational planning of training loads should be understood as the main issue. In order to ensure the high efficiency of the actions performed in game situations where a strong opponent opposes, it is necessary to organize the training processes of athletes in such a way (planning of training loads), the tools and methods used in the process should serve for the development of these actions and help to increase the level of special training of athletes.

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TALABA DZYUDochILARNI OG'IR ATLETIKA MASHQLARI YORDAMIDA MUSOBOQA IMKONIYATLARINI OSHIRISH.

Ibragimov Murod Arslanovich

Dotsent.

Mirzo Ulug'bek nomidagi O'zbekiston Milliy universiteti
O'zbekiston Toshkent

Atanazarov Amirxon Allaberganovich

Mirzo Ulug'bek nomidagi O'zbekiston Milliy universiteti
O'zbekiston Toshkent

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Annotatsiya. Mazkur maqolada talaba dzyudochilarining mashg'ulot jarayonlari tahlili, dzyudo sport turining shiddati, amplitudasini inobatga olgan holda kuch sifatlarini o'g'ir atletika mashqlari yordamida oshirish orqali musobaqa imkoniyatlarini oshirishga qaratilgan maxsus mashqlar moduli ishlab chiqilgan.

Kalit so'zlar: Dzyudo, musobaqa faoliyati, baholar nisbati, maxsus modul.

INCREASING THE COMPETITIVE CAPABILITIES OF JUDOIS STUDENTS USING WEIGHTFUL ATHLETICS EXERCISES.

Abstract. This article analyzes the training process of judo students, taking into account the intensity and amplitude of judo sports, and develops a special module of exercises aimed at increasing competitive capabilities by increasing strength qualities with the help of weightlifting exercises. was developed.

Key words: judo, competitive activity, rank, special module.

ПОВЫШЕНИЕ СОРЕВНОВАТЕЛЬНЫХ ВОЗМОЖНОСТЕЙ СТУДЕНТОВ ДЗЮДОИСТОВ С ПОМОЩЬЮ ТЯЖЕЛЫХ АТЛЕТЧЕСКИХ УПРАЖНЕНИЙ.

Аннотация. В данной статье проведен анализ тренировочного процесса студентов-дзюдоистов с учетом интенсивности и амплитуды занятий спортом дзюдо, разработан специальный модуль упражнений, направленный на повышение соревновательных возможностей за счет повышения силовых качеств с помощью тяжелоатлетических упражнений. был разработан.

Ключевые слова: дзюдо, соревновательная деятельность, разрядность, специальный модуль.

Dunyoning ko'pgina rivojlangan mamlakatlarida dzyudo sport turi bilan shug'ulanuvchi sportchilar hozirgi kunga kelib 8 milliondan ortiq ekanligi sir emas. Yurtimizda ham dzyudo sport turi qiziquvchilar juda ko'pchilikni tashkil qiladi. Hozirgi kunga kelib sportga berilyotgan e'tibor va maqbul siyosat tufayli dzyudo bilan shug'ullanish uchun juda keng imkjoniyatlar yaratilgan buning misoli sifatida Respublikamizdagi "sport maktablarining" qariyb 254 Sport maktablaridan qariyb 70% ni dzyudo sport turi shug'ullanish uchun barcha sharoitlar yaratilgan. O'zbekistonda olib borilayotgan sayi harakatlarning natijasi sifatida Osiyo, Jaxon chempionatlari va Olimpiya o'yinlarida ishtrok etip yaxshi natijalarga erishilmoqda.

O'zbekiston Respublikasi Prezidentining 2022-yil 14-fevral kuni qabul qilingan "Dzyudo sport turini yanada rivojlantirish chora-tadbirlari to'g'risidagi" PQ-286 qarorlari ijrosini taminlash va hissa qo'shish maqsadida, dzyudo sport turining shiddati va dunyo bo'yicha raqobatni

yuqoriligini inobatga oladigan bo'lsak, dzyudo sport turida barcha jismoniy sifatlarning yuqori ahamiyatga egaligini, portlovchi kuch sifatlari asosiy va muhim ahamiyat kasb etishi, og'ir atletika mashqlaridan foydalanish orqali talabalarning dzyudo sport turida qo'llash va texnik taktik harakatlarni takomillashtirish, portlovchi kuch hamda chidamkorlik sifatlarini yaqqol namoyon qilish orqali sport natijalarini yaxshilashga erishish bo'yicha adabiyot va manbalarni kamligi tadqiqot ishimizni dolzarb ekanligini belgilab beradi va sportchilarimizni yuqori natijalarni qo'lga kiritishiga imkon beradi.

So'nggi yillarda yurtimizda ko'p sonli yuqori malakali dzyudochilar tayyorlandi. Osiyo chempionatlari hamda gram-pr birinchiliklarida o'zbek dzyudochilari ko'p karra eng yuksak sovrinli o'rinlarni egallab, vatanimiz sharafini xalqaro musobaqalarda munosib himoya qilib kelmoqdalar. Zamonaviy sportda mashg'ulot va musobaqa yuklamalari hajmi hamda shiddatining oshishi o'quv-mashg'ulot jarayonini tashkil qilishda yangi yo'llarni va foydalanilmagan zahirani izlab topishni taqozo etadi. Ayniqsa ko'p tsikli tayyorgarlikning hamma bosqichlarida tiklanish sport va ish qobiliyatini oshirish vositalaridan foydalanish muhim ahamiyatga ega. Biroq juda zarur bo'lishiga qaramasdan, tayyorgarlik davrlarida dzyudochilarni ish qobiliyatlarida yuzaga keladigan o'zgarishlarni o'rganish va tahlil qilish muammosini o'rganishga qaratilgan tadqiqotlar aniq etarli emas. Har xil sport turlarida bajarilgan qator ishlarda (S.S.Tajibayev va R.D.Xalmuxamedov) tadqiqotlar qisman olib borilgan.

Tadqiqotimizni tashkil qilishda vazifa etib:

1. Dzyudo sport turi bilan shug'ulanuvchi talaba sportchilar va og'ir atletika mashqlarining dzyudochilar uchun samaradorligi bo'yicha adabiyotlar va manbalar taxlil qilindi.
2. Dzyudochi talabalar uchun maxsus og'ir atletika mashqlar modulini ishlab chiqish.
3. Maxsus modul orqali dzyudochi talabalarning musoboqa imkoniyatlarini oshirishning ilmiy asoslari.

Dzyudochi talabalar uchun maxsus mashqlar modulni ishlab chiqish

Talaba dzyudochilarni musoboqa imkoniyatlarini oshirish uchun maxsus tezkor-kuch sifatlarini aniqlash va ularni rivojlantirish uslubiyati orqali o'quv-mashg'ulot jarayonlaridagi yuklamalarini optimal rejalashtirish bellashuvlarda yuqori natijalarni berdi.

Dzyudochilarda tezkor-kuch sifatlarini rivojlantirish dzyudo chining raqib qarshiligini yengib o'tish uchun tadqiqotimizda qo'lanilayotgan mashqlarimiz samaraliy bo'ldi. Talaba dzyudochilarda og'ir atletika mashqlari mushak kuchlanishi hisobiga unga qarshilik ko'rsatish qobiliyatini oshirdi. Kuchning quyidagi turlarini ajratish qabul qilingan: umumiy va maxsus, mutlaq va nisbiy, tezkor va portlovchan, kuch chidamliligi.

O'quv-mashq hamda tajriba jarayonlarining faqat asosiy qismidagi maxsus tezkor-kuch sifatlarini tayyorgarlik bosqichida ularni rivojlantiruvchi o'quv-mashq yuklamalari tahlili olindi. o'quv-mashq jarayonlarida bosqichli tayyorgarligini asosiy vositalarining hajmi har xilligi, o'rtacha hajm, standart og'ish keltirilgan. Asosiy qilib dzyudochilarning darajasiga va murakkablik koeffisientiga qarab tadqiqot jarayonlarida mashqlarni taqsimlash qabul qilindi. Hamma maxsus mashqlar o'z ichiga yuqori bo'lgan vositalarini olgan, ya'ni dzyudochilar og'ir atletika toshlarida bajariladigan mashqlar ularning xolatiga qarab tadqiqot o'tkazilgan og'ir atletikaga bog'liq bo'lgan mashqlar dzyudochilarni texnik-taktik mahoratni takomillashtirish uchun ishlab chiqilgan maxsus mashqlar bo'lib bajariladigan mashqlar olingan.

Dzyudochilarga kuch sifatлари aynan qarshi hujum va himoya texnikalari bajarishda raqibga nisbatan harakatlanish suratining tezligi tezkor-kuch sifatini rivojlantirish zarur ekanligini bildiradi. Muommoning yechimini topish maqsadida dzyudo bilan shug'ullanuvchi sportchilar uchun maxsus mashqlar moduli ishlab chiqdik (1-jadval). Bu maxsus mashqlar yordamida sportchilarning kuch-chidamkorligini oshirish harakatlarini samaradorligini oshirish uchun tezkor-kuch hamda chidamkorlik sifatlarini rivojlantirishga mo'ljallangan bo'lib ushbu modul

1-jadval

Talaba dzyudochilar uchun maxsus mashqlar moduli.

	Maxsus mashqlar	Takrorlashlar soni	Takrorlashlar soni	Ko'tarilgan og'rliklar
1.	Yotgan xolda shtangani sqib ko'tarish 4 (urnish)	40 kg 2 x 6	50 kg 2 x 5	(980 kg)
2.	Toshni (disk) bosh tepasida o'ng tomonga aylantirish 4 (urinish) 30s	10t kg 2 x 20	15t kg 2 x 20	(1000 kg)
3.	Shtangani bo'yin orqasiga qo'yib o'tirib tirish 4 (urnish)	30 kg 2 x 6	50 kg 2 x 4	(760 kg)
4.	Start xolatidan (bilni) o'ng va chap yelka uzra ko'tarish 4 (urinish) 30s	10t kg 2 x 15	15t kg 2 x 20	(1100 kg)
5.	Tik turgan holda shtangani dast ko'tarish 4 (urnish)	30 kg 2 x 4	40 kg 2 x 4	(560 kg)
6.	Tik turgan holda shtangani siltab ko'tarish bo'yin ostigacha 4 (urinish)	30 kg 2 x 6	50 kg 2 x 5	(860 kg)
7.	Toshni (disk) bosh tepasida chap tomonga aylantirish 4 (urinish) 30s	10t kg 2 x 20	15t kg 2 x 20	(1000 kg)
8.	Shtangani bosh tog'risiga otish 4 (urinish) 30s	20t kg 2 x 15	20t kg 2 x 20	(1000 kg)

bellashuv vaqtida hamda musobaqa faoliyatida dzyudo sport turining tezkor va shiddatli kechadigan bellashuvlari davomida raqibga qarshi hujum, himoya va qarshi hujum texnikalarini bajarishda, taktik harakatlar kombinatsiyasini bajarishda juda yuqori samara beradi. Kuchchidamkorlik harakatlarni yuqori amplitudada bajarilishini taminlaydi.

Ushbu maxsus mashqlar moduli aynan dzyudo sport turida texnik-taktik tayorgarlikni rivojlantirishda tezlik, kuch, chidamkorlik, sifatini rivojlantirish uchun yuqori darajada samara beradi.

Ixtisoslashtirilgan mashg'ulot mashqlari hajmi jihatidan ularni murakkabligiga qarab taqsimlandi. Kuzatuvlar shuni ko'rsatadiki, ayrim trener-o'qituvchilar qisqa muddat ichida dzyudochilarni tayyorlash maqsadida jismoniy sifatlarni rivojlantiruvchi mashqlarni zo'rma-zo'raki qo'llaydilar. Bu borada ayniqsa maxsus tezkor-kuch sifatini tarbiyalash bolaning jismoniy imkoniyatini e'tiborga olish zaruriyatini belgilaydi. Me'yoridan ortiq beriladigan surunkali maxsus tezkor-kuch mashqlari shug'ullanayotgan bolani zo'riqish holatiga tushirib qo'yishi muqarrar. Shuning uchun maxsus og'ir atletikadan foydalangan mashqlari sportchilarimizni kuchini oshirishga bo'lgan mashqlarini qo'llashda avval maxsus tezkor-kuch sifatini baholovchi ommabop maxsus test mashqlaridan foydalanish maqsadga muvofiqdir.

Yuqorida bildirilgan fikrlarni aniqlash uchun, shu qatorda qo'llaniladigan o'quv mashg'ulot yuklamalarining xususiyatlarini topish maqsadida, biz talaba dzyudochilaridan 20 nafar bir xil yoshdagi teng jismoniy va maxsus tayorgarlikka ega sportchilarni saralab oldik. **Tadqiqot va nazorat** guruhlariga ajratildi. Saralab olingan 20 nafar sportchilardan maxsus mashqlar moduli testlari jamlanmasi orqali normativ testlar qabul qilindi

Jadvaldan ko'rinib turibdiki (**2-jadval**), misol sifatida (TG) tadqiqotimiz boshida yotgan holda shtangani sqib ko'tarish mashqida 75 kg bo'lgan bo'lsa tadqiqot ohirida 105 kg yetkazgan.

Tadqiqot boshida toshni (disk) bosh tepasida o'ng va chap tomonga aylantirish 30 sekund ichida 15 marotaba bo'lgan bo'lsa tadqiqot ohiriga kelib 25 kgni, tadqiqot boshida shtangani bo'yin orqasiga qo'yib o'tirib tirish 70 kg bo'lgan bo'lsa tadqiqot ohiriga kelib 110 kg tashkil qilgan. Tadqiqot boshida Start xolatidan (disk) o'ng va chap yelka uzra ko'tarish 14 marotaba bo'lgan bo'lsa tadqiqot ohiriga kelib 25 marotabaga tashkil qilgan. Tadqiqot boshida Tik turgan holda shtangani dast ko'tarish 30 kg bilan bajarilgan bo'lsa tadqiqot ohiriga kelib 60 kg vazn bilan bajarildi. Tadqiqot boshida Tik turgan holda shtangani siltab ko'tarish 45 kg bilan bajarilgan bo'lsa tadqiqot ohiriga 65 kg gacha yetkazildi. Tadqiqot bosshida Shtangani bosh tog'risiga otish 30 sekund davomida 14 marotaba bajarilgan bo'lsa tadqiqot oxiriga kelib 27 marotaba bajarishga erishildi.

Talaba dzyudochilarni og'ir atletika mashqlari yordamida musoboqa imkoniyatlarini oshirishga mo'ljallangan maxsus mashq modulining testlarining tadqiqot boshidagi ko'rsatgichlari (TG-NG)

2-jadval

1	TG/NG	Yotgan xolda shtangani sqib ko' tarish 4 (urnish)	Toshni (disk) bosh tepasida o' ng tomonga aylantirish 4 (urnish) 30s	Shtangani bo' yin orqasiga qo' yib o' tirib tirish 4 (urnish)	Start xolatidan (disk) o' ng va chap yelka uzra ko' tarish 4 (urnish) 30s	Tik turgan holda shtangani dast ko' tarish 4 (urnish)	Tik turgan holda shtangani siltab ko' tarish bo' yin ostigacha 4 (urnish)	Toshni (disk) bosh tepasida chap tomonga aylantirish 4 (urnish)	Shtangani bosh tog' risiga otish 4 (urnish) 30s
1	TG-1	105 kg	25	110 kg	25	60 kg	65 kg	25	27
2	NG-1	90 kg	21	96 kh	20	50 kg	50 kg	22	22
3	TG-2	100 kg	28	100 kg	24	65 kg	70 kg	26	25
4	NG-2	85 kg	23	90 kg	21	55 kg	55 kg	23	21
5	TG-3	110 kg	27	105 kg	26	70 kg	75 kg	25	28
6	NG-3	95 kg	22	94 kg	22	55 kg	60 kg	22	24
7	TG-4	103 kg	25	103 kg	24	66 kg	63 kg	28	29
8	NG-4	92 kg	21	96 kh	21	55 kg	55 kg	23	24
9	TG-5	102 kg	27	103 kg	26	70 kg	75 kg	27	27
10	NG-5	89 kg	23	95 kg	22	57 kg	60 kg	22	23
11	TG-6	107 kg	28	105 kg	27	75 kg	80 kg	26	26
12	NG-6	97 kg	21	95 kg	21	60 kg	65 kg	20	20
13	TG-7	104 kg	26	107 kg	27	65 kg	70 kg	27	28
14	NG-7	96 kg	20	98 kh	21	56 kg	60 kg	21	22
15	TG-8	100 kg	28	105 kg	25	67 kg	75 kg	26	25
16	NG-8	90 kg	23	96 kg	20	58 kg	60 kg	20	20
17	TG-9	110 kg	27	104 kg	27	76 kg	80 kg	25	28
18	NG-9	95 kg	22	94 kg	22	62 kg	70 kg	21	24
19	TG-10	100 kg	25	111 kg	26	70 kg	75 kg	29	27
20	NG-10	90 kg	19	97 kh	21	56 kg	65 kg	23	21

Xulosa

1. Dastlabki tajriba doirasida tahlil qilingan adabiyotlar va o'tkazilgan pedagogik kuzatuvlar natijalari shuni ko'rsatadi.

2. Dzyudo sport turning shiddati, mashg'ulot jarayonlarining hajmi hamda hozirgi kunda dzyudo musobaqalarida texnik-taktik harakatlarni yuqori amplitudada bajaralishi kuch hamda portlovchi va tezkor kuch sifatlarini talabining balandligini inobatga olib og'ir atletika mashqlaridan foydalangan holda maxsus mashqlar moduli musobaqa hamda o'quv bellashuvlarida yetarlicha samara berishi kuzatildi.

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OG'IR ATLETIKA BO'YICHA KATTALAR O'RTASIDA O'ZBEKISTON
CHEMPIONATIDA TERMA JAMOA HAMDA TERMA JAMOA TARKIBIDAGI
TALABA SPORTCHILAR ISHTIROKINING PEDAGOGIK TAHLILI.

Kim D.

O'zDJTSU, kafedra professori

Qayumov B.U.

O'zDJTSU, kafedra dotsenti

Mamishov O.E.

O'zDJTSU, katta o'qituvchi

Norqulov Z.Ch.

O'zDJTSU, katta o'qituvchi

Yesirkegov A.R.

O'zDJTSU, o'qituvchi

Kazoqov R.T.

O'zDJTSU, o'qituvchi

Muallif bilan bog'lanish uchun: znorkulov94@mail.ru

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Annotatsiya. Ushbu maqolada og'ir atletikachilarning musobaqa mashqlarini samarali bajarishga hamda og'ir atletikachilarning texnik-taktik tayyorgarligini baxolash me'zoni, musobaqalarda berilgan imkoniyatlardan samarali foydalanish ko'rsatkichlari tahlil qilinadi.

Kalit so'zlar: musobaqa mashqlarini samarali bajarish, og'ir atletikachilarning texnik-taktik tayyorgarligini baxolash.

PEDAGOGICAL ANALYSIS OF THE PARTICIPATION OF STUDENT
ATHLETES IN THE SWEDISH TEAM AND THE SWEDISH TEAM IN THE
UZBEKISTAN CHAMPIONSHIP IN HEIGHT ATHLETICS.

Abstract. In this article analyzes the norms of evaluation of technical and tactical training of weightlifters for effective performance of competitive exercises of weightlifters, indicators of effective use of the opportunities given in competitions.

Key words: effective performance of competition exercises, evaluation of technical and tactical training of weightlifters.

ПЕДАГОГИЧЕСКИЙ АНАЛИЗ УЧАСТИЯ СТУДЕНТОВ-СПОРТСМЕНОВ В
СБОРНОЙ ШВЕЦИИ И СБОРНОЙ ШВЕЦИИ В ЧЕМПИОНАТЕ УЗБЕКИСТАНА
ПО ЛЕГКОЙ ЛЕГКОЙ АТЛЕТИКЕ.

Аннотация. В данной статье анализируются критерий оценки технико-тактической подготовки тяжелоатлетов к эффективному выполнению соревновательных упражнений и показатели эффективного использования предоставляемых на соревнованиях возможностей.

Ключевые слова: эффективное выполнение соревновательных упражнений, оценка технико-тактической подготовки штангистов.

Bugungi kunda barcha sohalar singari ijtimoiy sohada ham keng islohotlar olib borilmoqda. Xususan, mamlakatimiz taraqqiyoti yo'lida olib borilayotgan islohotlardan biri o'sib kelayotgan yosh avlodni har tomonlama aqliy, axloqiy va jismoniy jixatdan rivojlantirish sanaladi.

Bunda esa jismoniy tarbiya va sport muhim ahamiyat kasb etadi. O'zbekiston Respublikasi prezidentining 2021 yil 5 noyabrdagi "sport-ta'lim muassasalari faoliyatini 2025 yilgacha rivojlantirish dasturi" to'g'risida PQ-5280-sonli qarori sport-ta'lim muassasalari faoliyati rivojlanishining o'rta va uzoq muddatli istiqbollarini belgilash, ularda olimpiya va paralimpiya sport turlari bo'yicha sportchilar zaxirasini tayyorlash uchun zarur shart-sharoitlar yaratish, shu jumladan ularni boshqarish va moliyalashtirish tizimini takomillashtirish, shuningdek, moddiy-texnik va resurs imkoniyatlarini yanada kengaytirish yuzasidan mamlakatimizda keng ko'lamli ishlar olib borilishidan dalolatdir.

Mavzuning dolzarbligi.

Ish amaliyotida va maxsus tashkil etilgan pedagogik tajribalarda sport takomillashuvi bosqichidagi malakali og'ir atletikachilarning umumiy va maxsus jismoniy tayyorgarlik mashg'ulot vositalari va yuklamalarini bugungi kunning zamonaviy mashg'ulot rejasi asosida me'yorlash masalasi ham biz tanlagan mavzuni dolzarbligini ko'rsatadi.

Pedagogik taxlil maqsadi:

Yuqori malakali og'ir atletikachilarni kattalar o'rtasida O'zbekiston chempionati musobaqasidagi texnik-taktik tayyorgarligini baholash.

Pedagogik tahlilni tashkil etish:

O'zbekiston terma jamoasining texnik-taktik tayyorgarligini baholash maqsadida maxsus pedagogik tahlil o'tkazildi. Yuqori malakali og'ir atletikachilarni 2022 yil Xorazm viloyati, Xiva shaxrida o'tkazilgan kattalar o'rtasida O'zbekiston chempionatida og'ir atletikachilarning ishtiroki video suratga olinib, pedagogik kuzatuvlar yordamida musobaqada boshlang'ich og'irlikka buyurtma berish, og'irlik qo'shish, shtangaga yondashuvlar o'rtasida berilgan vaqtdan unumli foydalanish holati, zaif joylarni va ularning sabablari o'rganildi.

Ushbu pedagogik tahlillarda faqat erkaklar terma jamoasining musobaqadagi natijalari ko'rib chiqildi.

Og'ir atletikachilarning texnik-taktik tayyorgarligini baxolash me'zoni, musobaqalarda berilgan imkoniyatlardan samarali foydalanish ko'rsatkichlari bilan baxolanadi.

Ya'ni 85 % dan yuqori imkoniyatlardan foydalanilsa a'lo, 70 % dan yuqori imkoniyatlardan foydalanilsa yaxshi, 60 % dan yuqori imkoniyatlardan foydalanilsa qoniqarli, 60 % dan past imkoniyatlardan foydalanilsa qoniqarsiz.

O'zbekiston milliy terma jamoasi shug'ullanuvchilari hamda terma jamoa tarkibida shug'ullanuvchi talaba-sportchilar musobaqada ko'rsatgan natijalar quyidagi 1.1.-, 1.2, 1.3.- va 1.4.-jadvallarda keltirilgan.

1.1-jadval

O'zbekiston milliy terma jamoasining kattalar o'rtasida O'zbekiston chempionatidagi ko'rsatkichlari

(Toshkent viloyati, Chirchiq shahri, 2023 yil, mart)

№	F.I.SH.	Dast ko'tarish	Siltab ko'tarish
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		1	2	3	Foydalanilgan yondoshuvlar	1	2	3	Foydalanilgan yondoshuvlar
1	Ergashev Adxamjon	130	135	140	3	160	170	175	2
2	Yoqubov Doston	135	140	143	2	170	175	180	2
3	Toshtemirov Muxammadqodir	150	157	161	3	180	190	194	2
4	Zafarjonov Sarvar	155	160	163	2	185	195	-	2
5	Olimov Xojiakbar	150	155	-	1	178	185	-	1
6	Amriddinov Sharofiddin	160	165	168	2	195	201	207	1
7	O'sarov Sunnat	165	170	173	2	195	195	201	2
8	Nomozov Qurbonmurod	140	145	148	2	170	175	-	2
9	Nurudinov Ruslan	170	180	185	3	220	230	-	2
10	Jo'rayev Akbar	175	180	185	3	220	232	-	2
11	Mirzaboyev Mirxosil	165	170	175	3	200	200	207	2
Jami:		0	1	6	26	2	2	8	21

1.2-jadval

O'zbekiston milliy terma jamoasida shug'ullanuvchi "Og'ir atletika NvaU" kafedrasida tahsil oluvchi talaba sportchilarning ko'rsatkichlari
(Toshkent viloyati, Chirchiq shahri, 2023 yil, mart)

№	Mashqlar	Muvaffaqiyatsiz yondoshuvlar						Muvaffaqiyatli yondoshuvlar	
		1		2		3		soni	%
		soni	%	soni	%	soni	%		
1	Dast ko'tarish	0	0	1	3	6	18,1	26	78,9
2	Siltab ko'trish	2	6	2	6	8	24,2	21	63,8
Jami:		2	3	3	4,5	14	21,2	47	71,3

1.3-jadval

O'zbekiston milliy terma jamoasida shug'ullanuvchi "Og'ir atletika NvaU" kafedrasida tahsil oluvchi talaba sportchilarning ko'rsatkichlari
(Toshkent viloyati, Chirchiq shahri, 2023 yil, mart)

№	F.I.SH.	Dast ko'tarish	Siltab ko'tarish
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		1	2	3	Foydalanilgan yondoshuvlar	1	2	3	Foydalanilgan yondoshuvlar
1	Toshtemirov Muxammadqodir	150	157	161	3	180	190	194	2
2	Zafarjonov Sarvar	155	160	163	2	185	195	-	2
3	Jo'raev Akbar	175	180	185	3	220	232	-	2
4	Mirzaboyev Mirxosil	165	170	175	3	200	200	207	2
5	Raxmonov Asadbek	155	160	165	2	180	190	190	1
6	Raximov Musharraf	127	132	136	2	155	160	161	2
7	Sharipov Valijon	125	129	131	1	155	160	166	2
8	Muxammadaminov Zaynobiddin	140	147	152	2	167	177	182	2
Jami:		0	1	5	18	1	2	6	15

1.4-jadval

O'zbekiston milliy terma jamoasida shug'ullanuvchi "Og'ir atletika NvaU" kafedrasida tahsil oluvchi talaba sportchilarning ko'rsatkichlari
(Toshkent viloyati, Chirchiq shahri, 2023 yil, mart)

№	Mashqlar	Muvaffaqiyatsiz yondoshuvlar						Muvaffaqiyatli yondoshuvlar	
		1		2		3		soni	%
		soni	%	soni	%	soni	%		
1	Dast ko'tarish	0	0	1	4,1	5	20,8	18	75,1
2	Siltab ko'tarish	1	4,1	2	8,3	6	25	15	62,6
Jami:		1	2	3	6,2	11	22,9	33	68,9

Pedagogik tahlil natijalari

2023 yil Toshkent viloyati, Chirchiq shahrida o'tkazilgan kattalar o'rtasida O'zbekiston chempionatida, dast ko'tarish mashqida, milliy terma jamoada shug'ullanuvchi sportchilardan start olgan 13 nafar og'ir atletikachidan dast ko'tarishda 33 yondashuvdan 26 tasi muvaffaqiyatli yakunlandi, bu 78,9 % tashkil etdi.

Siltab ko'tarish mashqida 33 yondashuvdan 21 tasi muvaffaqiyatli yakunlandi, bu 63,8 % tashkil etdi.

Dast va siltab ko'tarish mashqlarida jami 66 yondashuvdan 47 tasi muvaffaqiyatli yakunlandi, bu 71,3 % tashkil etdi.

O'zbekiston milliy terma jamoasida shug'ullanuvchi "Og'ir atletika NvaU" kafedrasida tahsil oluvchi 8 nafar talaba sportchilarning ko'rsatkichlari quyidagicha:

- Dast ko'tarish mashqida 24 yondashuvdan 18 tasi muvaffaqiyatli yakunlandi, bu 75,1 % ni;

- Siltab ko'tarish mashqida 24 yondashuvdan 15 tasi muvaffaqiyatli yakunlandi, bu 62,6 % ni tashkil etdi.

- Dast va siltab ko‘tarish mashqlarida jami 48 yondashuvdan 33 tasi muvaffaqiyatli yakunlandi, bu 68,9 % tashkil etdi.

Og‘ir atletika bo‘yicha O‘zbekiston milliy terma jamoasining kattalar o‘rtasida O‘zbekiston chempionatidagi natijalar bo‘yicha o‘tkazilgan pedagogik tahlillar natijalari bo‘yicha

XULOSALAR

1. Og‘ir atletika bo‘yicha O‘zbekiston milliy terma jamosi sportchilarining kattalar o‘rtasida O‘zbekiston chempionatida dast ko‘tarish mashqida o‘tkazilgan pedagogik tahlil natijalarida 33 yondashuvdan 26 tasi muvaffaqiyatli yakunlandi, bu 78,9 % ko‘rsatkich aniqlandi.

Siltab ko‘tarish mashqida 33 yondashuvdan 21 tasi muvaffaqiyatli yakunlandi, bu 63,8 % ko‘rsatkich aniqlandi.

Dast va siltab ko‘tarish mashqlarida jami 66 yondashuvdan 47 tasi muvaffaqiyatli yakunlandi, bu 71,3 % tashkil etdi.

2. O‘zbekiston milliy terma jamoasida shug‘ullanuvchi “Og‘ir atletika NvaU” kafedrasida tahsil oluvchi 8 nafar talaba sportchilarning ko‘rsatkichlari quyidagicha:

- Dast ko‘tarish mashqida 24 yondashuvdan 18 tasi muvaffaqiyatli yakunlandi, bu 75,1 % ni;

- Siltab ko‘tarish mashqida 24 yondashuvdan 15 tasi muvaffaqiyatli yakunlandi, bu 62,6 % ni ko‘rsatkich aniqlandi.

- Dast va siltab ko‘tarish mashqlarida jami 48 yondashuvdan 33 tasi muvaffaqiyatli yakunlandi, bu 68,9 % tashkil etdi.

3. Pedagogik tahlil natijasi ko‘rsatkichlari terma jamoa sportchilari hamda terma jamoada shug‘ullanuvchi talaba sportchilarning dast va siltab ko‘tarish mashqlarida texnik-taktik tomondan qoniyatli tayyorgarlik darajasiga ega ekanligini ko‘rsatdi. Dast va siltab ko‘tarish mashqlarida terma jamoa a‘zolari to‘liq imkoniyalardan foydalana olmadilar, bu esa terma jamoa a‘zolarida jismoniy tayyorgarlik bo‘yicha katta zaxiraga ega ammo texnik jihatdan xato va kamchiliklar mavjudligini ko‘rsatdi.

4. Musobaqa yakuniga ko‘ra terma jamoa sportchilari hamda terma jamoada shug‘ullanuvchi talaba sportchilari tomonidan dast va siltab ko‘tarish mashqlarida jami: 8 ta oltin, 5 ta kumush hamda 2 ta bronza medallar qo‘lga kiritildi.

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ONA TILI DARSLARIDA INNOVATSION PEDAGOGIK TEXNOLOGIYALAR

Ikromova Nazokat O'tkir qizi

Oriental universiteti

Boshlang'ich ta'lim yo'nalishi 3-bosqich talabasi

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Annotatsiya. Mazkur maqolada hozirgi kunda ona tili darslarida innovatsion texnologiyalardan foydalanish, ta'lim jarayoni vaqtida interfaol uslublar, pedagogik va axborot texnologiyalarini o'quv darslari jarayoni vaqtida foydalanishga bo'lgan qiziqishini oshirish, ona tili fanini o'qitish jarayonini yanada shakllantirish borasida o'z isbotini kutayotgan bir qator dolzarb muammo va kamchiliklar haqida to'liq bayon etiladi. Ona tili darslarining samaradorligini oshirishdgi ahamiyati haqida to'xtalib o'tilgan.

Kalit so'zlar: pedagogik texnologiya, metod, innovatsiya, innovatsion texnologiyalar, interfaol uslublar, axborot texnologiyalari, interaktiv metodlar, metodik ta'minot.

INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN MOTHER LANGUAGE LESSONS

Abstract. In this article, the use of innovative technologies in mother tongue lessons, interactive methods during the educational process, increasing interest in the use of pedagogical and information technologies during the educational process, and the further formation of the teaching process of mother tongue science are proven in this article. A number of current problems and shortcomings are fully explained. The importance of increasing the effectiveness of mother tongue lessons was discussed.

Key words: pedagogical technology, method, innovation, innovative technologies, interactive methods, information technologies, interactive methods, methodological support.

ИННОВАЦИОННЫЕ ПЕДАГОГИЧЕСКИЕ ТЕХНОЛОГИИ НА УРОКАХ РОДНОГО ЯЗЫКА

Аннотация. В данной статье рассматривается использование инновационных технологий на занятиях родного языка, интерактивных методов в ходе учебного процесса, повышение интереса к использованию педагогических и информационных технологий в учебном процессе, дальнейшее формирование процесса преподавания науки. В статье обсуждаются родной язык, подробно описан ряд текущих проблем и недостатков, ожидающих доказательства з. Обсуждалась важность повышения эффективности уроков родного языка.

Ключевые слова: педагогическая технология, метод, инновация, инновационные технологии, интерактивные методы, информационные технологии, интерактивные методы, методическое обеспечение.

KIRISH

Bugungi ta'lim jarayoni vaqtida interfaol uslublar, innovatsion texnologiyalar, pedagogik va axborot texnologiyalarini o'quv darslari jarayoni mobaynida foydalanishga bo'lgan intilish, e'tibor kundan – kunga ortib bormoqda. O'qituvchi ushbu jarayonda o'quvchining shaxsiy takomillanishi, rivojlanishi, bilim olishi va tarbiyalanishiga muhit yaratadi va shuning bilan bir qatorda boshqaruvchilik, yo'naltiruvchilik funksiyasini ham bajaradi. Innovatsiya (inglizcha innovation) – yangilik kiritish, yangilikdir. Innovatsion texnologiyalar pedagogik jarayon,

shuningdek o'qituvchi faoliyatiga yangilik, o'zgarishlar kiritish bo'lib, uni amalga oshirishda asosan interaktiv metodlardan keng foydalaniladi. Interaktiv metodlar – bu jamoa bo'lib fikrlash deb yuritiladi, ya'ni pedagogik ta'sir qilish metodlari bo'lib ta'lim mazmunining tarkibiy qismi hisoblanadi. Ushbu metod va uslublarning o'ziga xosligi shundan iboratki, ular pedagog va o'quvchilarning birgalikda faoliyat ko'rsatishi yordamida amalga oshiriladi.

METOD VA MEDOLOGİYASI

Ma'lumki, ona tili darslarida innovatsion texnologiyalardan foydalanishning yuzdan ortiq turi mavjud bo'lib, ularning ayrimlari tajriba-sinovdan o'tib, yaxshi natija ko'rsatgan. Keng qo'llaniladigan usullar – “Klaster”, “Aqliy hujum”, “Davom ettir”, “Taqdimot”, “Blits-so'rov”, “Muammoli vaziyat” kabilardan foydalanib, darsda keng ko'lamli natijalarga erishish mumkin.

Darsning o'tilgan mavzuni so'rash jarayonida “Sinkveyn”, “Teskari test”, “Aql charxi” uslublarini, yangi mavzuni tushuntirish vaqtida “Insert”, “Pinbord”, “Zinama-zina”, “Bumerang” texnologiyalarini, mavzuni mustahkamlash jarayonida “Venn diagrammasi”, “Baliq skeleti”, “Nima uchun?”, “Qanday?”, “Konseptual jadval”, “Nilufar guli” kabi grafik tashkil yetuvchilar hamda “Tushunchalar tahlili”, “T-jadval”, “Rezyume”, “Kungaboqar”, “Charxpalak” metodlarini, uyga vazifa berishda “FSMU”, “Klaster”, “BBXB” texnologiyalarini dars mobaynida qo'llash dars samaradorligini ta'minlab, o'quvchilarning bilimini oshirishga yordam beradi. Ona tili fanini o'qitish jarayonini yanada takomillashtirish borasida o'z yechimini kutayotgan bir qator dolzarb muammo va kamchiliklar saqlanib qolmoqda.

Jumladan: -ona tili fanini o'qitishda asosan nazariy ma'lumotlarga e'tibor berilgan bo'lib, o'quvchining nutqiy kompetensiyasini shakllantirishga yetarlicha diqqat-e'tibor qaratilmagan; -ona tili fanida o'qitiladigan mavzular sinflar kesimida tahlil qilinganda, o'quvchi uchun murakkab bo'lgan ko'plab grammatik mavzularning borligi; ona tili fanini hayot bilan bog'lab o'tishga, ona tilimizning boy sharoitlaridan yetarlicha foydalangan tarzda, o'quvchilarga mazmunli, sodda va qiziqarli shaklda yetkazib berishga diqqat-e'tibor berilmagan; -o'quvchilar darsliklardagi mavzularni o'zlashtirishida intilish, ishtiyoq, maylni paydo qiladigan, mantiqiy, kreativ, ijodiy fikrlashga chorlovchi mashqlar, topshiriqlar bugungacha o'z aksini topmagan; umumiy o'rta ta'lim maktablarida ona tili fanini o'qitishning yangi, samarali metodlari, ilg'or pedagogik texnologiyalarini keng joriy etish talab darajasida emas; -ona tili fanining ilmiy metodik ta'minoti yetarli darajada ishlab chiqilmagan; -o'qituvchi va pedagoglarning metodik ta'minotini takomillashtirish, ona tili va adabiyot fani o'qituvchilari va mutaxassislar uchun masofadan o'qitish kurslari keng joriy qilinmagan; -mavjud oliy ta'lim muassasalarida ona tili fani yo'nalishida o'qituvchi, pedagog, kadrlarni tayyorlash sifati hozirgi kun talablariga xos kelmasligi ona tili fanini o'qitishni tubdan qayta ko'rib chiqish va zamon talabiga mos tarzda yangilashni taqozo etmoqda.

Natijalar: Ona tili fanidan "Gapning ikkinchi darajali bo'laklari mavzusi o'rganilgandan so'ng o'quvchilarga "Guruhlarda ishlash texnologiyasi" yordamida "Men to'ldiruvchiman!" mavzusida ijodiy matn tuzish beriladi. Ushbu metod yakka tarzda, kichik yoki yakka tartibda, kichik yoki katta guruhlar tomonidan ham amalga oshishi ham mumkin. Mavzu borasidan matn o'quvchilar yordamida taqdim etiladi.

Bu texnologiya yordamida o'quvchilarning jamoada ishlash malakalari shakllantiriladi, xotirasi mustahkamlanadi, yozma yoki og'zaki savodxonligi o'stirilib, ijodiy matn yaratish ko'nikmasi yanada mustahkamlanadi. Ona tili darslarida o'quvchilarning yozma nutqi va imloviy savodxonligini mustahkamlash niyatida matn yaratish borasidan ko'pgina qiziqarli topshiriqlar

taqdim etish mumkin. Shuningdek, "Morfologiya" bo'limini o'tish vaqtida har bir so'z turkumi borasidan grammatik ertak to'qish vazifasi berilsa, o'quvchilarning grammatik savodxonligi yaxshilash bilan birgalikda mantiqiy mushohada qilish qobiliyati takomillashadi, ijodkorligi oshadi. Bugungi kunda innovatsion texnologiyalardan foydalanish sohasidagi muhim yo'nalishlardan biri interfaol ta'lim va tarbiya metodlarini joriy etishdan iborat.

TADQIQOT NATIJASI

Innovatsion texnologiyalar ta'lim sifati va samaradorligini yanada takomillashtirib, ta'lim jarayonining markaziga o'quvchi va talabalarning o'quv bilish faoliyatini oshirishga yordam beradi, ta'lim jarayoni yaxlitligini ta'minlaydi. O'quvchi faoliyatining yuqori darajadagi ko'rsatkichi, o'quv-bilish faoliyatini tashkil qilish, iroda va faoliyatning o'quvchi ongining predmetiga aylanishdir. Ushbu maqsadni amalga oshirish uchun, dastlab, ta'lim beruvchi maqsadga eltuvchi texnologiyalarni tanlay bilishi, o'quv tarbiyaviy jarayon yaxlitligini ta'minlashi zarur.

O'qituvchi dars vaqtida boshqa ma'lumotni taqdim qilish bilan bir qatorda internet ma'lumotlari, multimedia dasturlari, jadvallar va shunga o'xshash mavzuga doir qo'shimcha ma'lumotlarni ko'rsatib o'tsa, bu nafaqat o'quvchilarning darsga bo'lgan intilishini oshiradi, balki o'quvchilarning erkin o'qishini talab darajasida rivojlantirishiga, mavzuni imkon darajasida to'la o'zlashtirishiga ham yordam beradi. Innovatsion texnologiyalarni qo'llash natijasida o'quvchilarning erkin fikrlash, tahlil qilish, xulosalar chiqarish, o'z g'oyasini bayon etish, uni asoslangan tarzda himoya qila bilish, sog'lom muloqot, munozara, bahs olib borish malakalari takomillashib, shakllanib boradi.

XULOSA

Xulosa qilib aytganda, ona tili darslarida innovatsion texnologiyalardan foydalanishdan assosiy maqsad, o'quvchilarni mustaqil, erkin fikrlashga, izlanishga, har bir masalaga ijodiy yondashish, mas'uliyatni sezish, tahlil qilish ona tili darslarini yanada kengaytirish ushbu yo'lda innovatsion texnologiya va metodlardan foydalanishni kuchaytirishdir. Innovatsion texnologiyalarni ta'lim jarayoniga joriy qilish, ta'lim samaradorligini yanada shakllantirish uchun tinimsiz izlanish hozirgi kunning ehtiyojiga aylanmoqda. Yangi texnologiyalarni ta'lim jarayoniga tatbiq qilish pedagoglar oldida turgan muammolardan biri hisoblanadi.“

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**ЎРТА МАСОФАЛАРГА ЮГУРУВЧИ СПОРТЧИЛАРНИ
АНТРОПОМЕТРИК – ФИЗИОЛОГИК КЎРСАТКИЧЛАРИ ВА УЛАР
ОРГАНИЗМИНИНГ МАШҒУЛОТЛАРДА ТИКЛАНИШИ.**

**Акбаров А.
Ибрагимова С.Б.
Ольховская И.В.
Казақов Р.Т.
Тўраева Н.М.
Абдиев Б.Ш.
Джўрабоев А.М.
ЎзДЖТСУ., Чирчиқ.**

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Аннотация. Ушбу мақолада Ўрта масофаларга югурувчи спортчиларни антропометрик – физиологик кўрсаткичлари ва улар организмнинг машғулотларда тикланиши ҳақида малумотлар берилган.

Калим Сўзлар: Организмнинг ўсиши, антропометрик – физиологик кўрсаткичлар, анатомик процесс, ўсмирлик даври.

ANTHROPOMETRIC-PHYSIOLOGICAL INDICATORS OF MIDDLE-DISTANCE RUNNERS AND RECOVERY OF THEIR BODY DURING TRAINING.

Abstract. This article provides information on the anthropometric-physiological indicators of middle-distance running athletes and the recovery of their bodies during training.

Key Words: Body growth, anthropometric-physiological parameters, anatomical process, adolescence.

**АНТРОПОМЕТРО-ФИЗИОЛОГИЧЕСКИЕ ПОКАЗАТЕЛИ БЕГУНОВ НА
СРЕДНИЕ ДИСТАНЦИИ И ВОССТАНОВЛЕНИЕ ИХ ОРГАНИЗМА ВО ВРЕМЯ
ТРЕНИРОВКИ.**

Аннотация. В статье представлены сведения об антропометро-физиологических показателях спортсменов, бегущих на средние дистанции, и восстановлении их организма во время тренировки.

Ключевые слова: Рост тела, антропометро-физиологические показатели, анатомический процесс, подростковый возраст.

Организмни ўсиш деганда тана массаси ва ҳажмининг ундаги хужайра ва тўқималарнинг кўпайишини ҳисобига ошиб боришидир. Ўсиш инсон соғлиги ва жисмоний ҳолатларининг энг муҳим кўрсаткичи ҳисобланади. Ўсиш натижасида организмнинг ривожланиш ҳам юзага келади. Ривожланиш организм тузилишининг мураккабланиши ёки тўқима ва органларининг морфологик ўзгаришлар жараёни ҳисобланади.

Ривожланиш туфайли бутун бир организмнинг функциялари ва хулқатвори мукамаллашади. Ўсиш ва ривожланиш бир-бири билан чамбарчас боғлиқ бўлиб улар туфайли организмдаги барча сон кўрсаткичлар маълум вақт ўтиши билан сифат кўрсаткичларига айланади.

Инсон организмнинг ўсиш анатомик процесс бўлиб, бу вақтда озиқ моддаларни истеъмол қилиш, энергия уларни сарфлашда устун бўлади. Ўсиш кўрсаткичлари тана

масса, бўй, барча суякларнинг ўсиши ва йўғонлашуви ҳам киради. Бир организмдаги турли орган ва тизимларни ўсиш тезлиги ҳам турлича бўлади.

Спорт амалиётида ўғил ва қиз болаларда ўсиш тезлиги 10 ёшгача бир хил бўлса, шу ёшдан кейин қиз болаларда жинсий ривожланишнинг бошланиши билан бўй ўсиш анча тезлашади. Қиз болаларни энг тез ўсиш 12 ёшда бўлиб, бу вақтда бир йиллик ўсиш ўрта ҳисобда 8 см.ни ташкил қилади. Ўғил болалар одатда 15 ёшга борганда бўй жиҳатидан қиз болаларни кувиб етади ва бундан кейинги ўсишда улардан ўсиб кетади. 16 ёшдан кейинги ўсиш анча секинлашади ва қиз болаларда 18 га келиб ўғил болаларда эса 20 га келиб тўхтади. Баъзан хотин-қизларда 21-22, эркекларда 24-25 ёшгача бўй ўсишнинг давом этиши кузатилади.

Организмнинг ўсиши ва ривожланишига ташқи муҳит омилари ҳам таъсир этади.

Жисмоний иш, жисмоний тарбия ва спорт билан шуғулланувчи организмнинг ўсиши мушаклар ҳажми ортишини тезлаштиради. Бошқа томондан ҳаддан ташқари ортиқча иш бажариш организм ўсишни секинлаштиради. Жисмоний иш бажариш билан биргаликда тўлиқ қийматли овқатланиш ўсишни кучайтиради. Ўсиш ва ривожланишга кучли таъсир этадиган факторлардан яна бири ташқи муҳит таъсири ҳисобланади. Жуда юқори даражадаги иссиқ иқлимда одамларда ўсиш сусаяди, ривожланишнинг маълум босқичларига келиб баъзи орган ва организмни нормал ўсишдан қолдиради. Овқат таркибида витаминларнинг кам бўлиши ҳам ўсиш ва ривожланишга салбий таъсир кўрсатади. Эндокрин тизим ўсиш ва ривожланишга яқиндан туриб таъсир этади. Гипофиз безини гормонал ўсиш ва ривожланишида иштирок этади. Жинсий безлар балоғатга етиш даврида иштирок этади. Ўсиш ва ривожланиш ирсиятга боғлиқ бўлади. Организмни тузилиши, хусусиятлари, ўсиш тезлиги мушакларни тузилиши наслдан-наслга ўтади.

Ирсий белгиларни асосий моҳияти бола организмда охирги белгиларнинг ҳосил бўлишида кўпроқ ишларнинг қатнашишидир.

Генотипнаслдан-наслга ўтиб келадиган ирсий ахборотни сақлаб боради. У организмдаги барча белгилар йиғиндисини -фенотипи назорат қилиб турувчи тизимдир.

Одам организмнинг яшаш даврида ўсиш ва ривожланиш тезлигининг бир хил бўлмаслигининг умумий қонуниятлари асосида инсон ёшнинг даврларга тавсия этилган.

Инсон ҳаётининг бутун босқичи бир қанча даврларга ажратилиб, уларда организмнинг ўсиш ва ривожланиш жараёни, шунингдек морфофункционал хусусиятлари ўхшаш бўлади.

Болаларни жисмоний ривожланишининг ўсмирлик даври 13- 16, қизлар 12- 15.

Ўсмирлик даврида нафас органи узул-кесил шаклланади ўғил болаларда қорин билан нафас олиш кузатилса, қиз болаларда эса кўкрак билан нафас олиш фарқ қилади. Бу даврда ўсиш суръатининг ортиши, моддалар алмашинувини кучайиши, кислород сарфининг ортиши, ички секреция безлари фаолиятининг кескин кучайиши билан ҳаракатланади, бўйи бир йил ичида 6-7 ва ҳатто 10 см ўсади. Шунда қизлар ўғил болаларга нисбатан бир қадар ўзиб кетади. Ўғил болалар 14-15 ёшдан бошлаб ўсишда қизлардан ўзиб кетади. Йигитларда 17-21 ёшда, қизларда 16-20 ёшда. Балоғатга етиш даврида ўсмир организм гиноксияга катта ёши одам организмдан кўра камроқ чидайдиган бўлади. Таянч – ҳаракат аппаратида суякланишнинг янада зўрайиши ва мушак кучининг ортиб бориши билан характерланади.

Биологик ёш – организми морфо-функционал хусусиятлари-жисмоний ривожланиш, саломатлик даражаси билан белгиланади.

15 яшар ўсмирларда 36,6 фоизга 17-18 ёшларда 42,2 фоизга етади. 15 ёш билан 17 ёш ўртасида мушаклар жуда тез ўсиб боради. Мана шу вақт ичида мушак массаси 12 фоизга ортади, яъни хар йили 6 фоиздан кўпаяди.

Танининг тотал ва парциал катталиклари кўрсаткичлари енгил атлетикада спортчиларнинг жисмоний ривожланиши даражасини, уларнинг тана тузилиши хусусиятларини аниқлаш учун асос бўлиб хизмат қилади.

Биз тадқиқот олдида спортчиларни тотал кўрсаткичларини аниқлаб олдик ва қуйидаги 1 ва 2 жадвалларда ифодаладик.

1-жадвал

Тажиба гуруҳи спортчиларини тадқиқотдан олдин тотал кўрсаткичлари (n=12)

Т.р	Спортчиларнинг ФИШ	Тана узунлиги (см)	Вазни (кг)	Кўкрак қафаси айланаси (см)		
				тинч ҳолатда	нафас олганда	нафас чиқарганда
1	М.Х.	178	70	83	86	78
2	П. Ф.	180	64	86	95	88
3	У. О.	169	59	88	86	78
4	Р. Ж.	169	63	82	93	83
5	А. Ю.	169	55	81	93	82

1-жадвал давоми

6	М.Ш.	172	66	83	92	82
7	И. А.	176	58	81	88	82
8	Д. Д.	169	58	82	93	83
9	Х. С.	176	59	85	87	79
10	К. А.	172	54	83	86	83
11	О. А.	168	54	80	85	80
12	А. У.	169	56	81	89	82
	X	172,25	59,67	82,92	89,42	81,67
	δ	4,18	5,07	2,35	3,55	2,74
	V, %	2,43	8,50	2,84	3,97	3,36

2-жадвал

Назорат гуруҳи спортчиларини тадқиқотдан олдин тотал кўрсаткичлари (n=12)

Т.р	Спортчиларнинг ФИШ	Тана узунлиги	Вазни (кг)	Кўкрак қафаси айланаси (см)
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		(см)		тинч ҳолатда	нафас олганда	нафас чиқарганда
1	В. Ц.	170	65	79	83	78
2	М. О.	178	68	88	92	85
3	Р. Б.	174	64	82	84	79
4	А. А.	175	65	90	93	87
5	М. Н.	173	66	88	92	86
6	И. С.	178	60	82	85	80
7	Ф. О.	175	71	90	92	89
8	С. М.	173	64	88	91	86
9	С. А.	176	65	91	95	88
10	Х. К.	178	64	92	94	89
11	Р. Б.	176	63	78	80	76
12	И. В.	171	68	93	97	92
X		174,75	65,25	86,75	89,93	84,58
δ		2,67	2,80	5,15	5,41	5,09
V, %		1,53	4,29	5,94	6,02	6,02

Ушбу 1 ва 2 жадвалларда тажриба ва назорат гуруҳига танлаб олинган 24 нафар спортчиларидан тотал кўрсаткичлари бўйича куйидагича ифодаланди.

Тажриба гуруҳи спортчиларининг тана узунлиги ўртача $172,25 \pm 4,18$ см.ни кўрсатган бўлса, назорат гуруҳи спортчиларида эса ушбу кўрсаткич бўйича $174,75 \pm 2,67$ см.ни ташкил қилди. Тажриба гуруҳи спортчиларнинг ўртача вазни $59,67 \pm 5,07$ кг.ни ташкил қилган бўлса, назорат гуруҳи спортчиларида ўртача $65,25 \pm 2,80$ кг.ни ташкил этди.

Кўкрак қафаси айланаси тинч ҳолатда тажриба гуруҳи спортчиларида $82,92 \pm 2,35$ см. эканлиги аниқланган бўлса, назорат гуруҳи спортчиларида ўртача $86,75 \pm 5,15$ см.ни ташкил этганлиги аниқланди. Кўкрак қафаси айланаси нафас олганда $89,42 \pm 3,55$ см.ни ташкил қилганлигини, назорат гуруҳида эса $89,93 \pm 5,41$ см.га тенг эканлиги аниқланди. Тажриба гуруҳида кўкрак қафаси айланаси нафас чиқарганда $81,67 \pm 2,74$ см.ни ташкил қилган бўлса, назорат гуруҳи спортчиларида ўртача $84,58 \pm 5,09$ см.ни ташкил қилганлигини кўришимиз мумкин.

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СПОРТ МАШҒУЛОТЛАРИ ВАҚТИДА ҚИСҚА МАСОФАГА ЮГУРУВЧИ СПОРТЧИЛАРНИНГ ОРГАНИЗМИНИ ТИКЛАШ

Югай Л.П.
Юсупова З.Х.
Чуллийев С.И.
Казоқов Р.Т.
Юлдашева К.А.
Бўриев Б.Ў.
ЎзДЖСУ., Чирчиқ.

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Аннотация. Мазкур мақолада спорт машғулоти вақтида қисқа масофага югурувчи спортчиларнинг организмини тиклаш ҳақида сўз боради. Мақола давомида асосли фикр ва мулоҳазалар бериб ўтилган.

Калим сўзлар: спорт машғулоти, қисқа масофага югурувчи спортчилар, организмини тиклаш.

RECOVERY OF THE BODY OF SHORT-DISTANCE RUNNING ATHLETES DURING SPORTS TRAINING

Abstract. This article talks about the recovery of the body of athletes who run short distances during sports training. Reasonable opinions and comments are given throughout the article.

Key words: sports training, short-distance runners, body recovery.

ВОССТАНОВЛЕНИЕ ОРГАНИЗМА СПОРТСМЕНОВ, БЕГУЩИХ НА КОРОТКИЕ ДИСТАНЦИИ, В ПРОЦЕССЕ СПОРТИВНОЙ ТРЕНИРОВКИ

Аннотация. В данной статье рассматриваются вопросы восстановления организма спортсменов, бегающих на короткие дистанции в ходе спортивной тренировки. На протяжении всей статьи даются обоснованные мнения и комментарии.

Ключевые слова: спортивная подготовка, бегуны на короткие дистанции, восстановление организма.

Маълумки, спорт машғулоти – спортчининг энг юқори натижаларга эришишга тайёргарлигини белгиловчи муайян сифатлар, қобилиятларни ривожлантириш ва зарур билим, кўникма ва малакаларни шакллантиришга қаратилган спортни такомиллаштиришнинг педагогик ташкил етилган жараёнидир.

Машғулот давомида спортчи таъсир кўрсатаётган, унинг жисмоний тайёргарлигини ошириш имконини берадиган ноанъанавий машғулоти воситаларидан комплекс фойдаланишда тананинг энергия ресурслари чекланган бўлиб, оптимал иш узок муддатли давом этиши мумкин эмас. Тўлиқ организм шароитида ресурсларнинг тўлиқ толиқиши деярли йўқ. Бу танадаги иш таъсири остида аста – секин махсус физиологик ҳолати ривожланади.

Чарчаш - кучли ёки узок давом этадиган иш натижасида юзага келадиган ва жисмоний кўрсаткичларнинг пасайиши билан кечадиган ҳолат. Бунда танада чарчокни камайиши натижаси эмас, балки муҳим биокимёвий ва функционал ўзгаришлар эҳтимоли

ҳақида сигнал бўлиб, натижада ишлаш суръати автоматик равишда камаяди ва ортикча ўзгаришларнинг олдини олади.

Рухий ёки жисмоний иш мазмунининг устунлигига қараб-биз руҳий ёки жисмоний чарчоқ ҳақида гапирамиз. Ўткир ва сурункали, умумий ва маҳаллий, яширин (компенсацияланган) чарчоқ турлари мавжуд.

Ўткир чарчаш. Нисбатан қисқа муддатли иш пайтида, унинг шиддати жисмоний тайёргарлик даражасига мос келмаса содир бўлади. У юрак қон - томир фаолиятининг кескин пасайиши (юрак етишмовчилиги), Марказий асаб тизими ва эндокрин тизимидан тартибга солувчи таъсирларнинг бузилиши, терлашнинг ортиши ва сув-туз мувозанатининг бузилишида намоён бўлади.

Сурункали чарчоқ. Ишдан кейин тикланмаслик натижасидир. Янги методикани ўрганиш қобилияти йўқолади, иш қобилияти сусаяди, касалликларга чидамлилик камаяди, иштаҳа, уйку бузилади ва бошқа кўринишларда учрайди.

Умумий чарчоқ. Марказий асаб тизимини тартибга солишни мувофиқлаштирувчи функцияларни бузилиши билан боғлиқ. Умумий чарчоқ алоҳида функцияларнинг бузилиши билан бирга келади: булар юрак уриш тезлиги, пулс босимининг пасайиши, ўпка вентиляциясининг пасайиши. Субъектив равишда у кескин толиқиш, юрак уришининг ортиши, ишни давом эттира олмаслик каби ҳис қилади.

Чарчоқ (алоҳида мушак гуруҳларининг юкламаси) марказий бошқарув аппарати билан емас, балки ҳаракатни тартибга солишнинг маҳаллий таркибий элементлари: нерв терминаллари, нейромушаклар билан боғлиқ. Пресинаптик мембранада ацетилхолин миқдори камаяди, натижада посинаптик мембрананинг таъсир потенциали камаяди. Мушакка узатиладиган ефферент сигналнинг қисман тўсилиши кузатилади. Мушакнинг контрактил функцияси ёмонлашади.

Чарчашнинг латент (компенсацияланган) фазасида, юқори кўрсаткич сақланади, яъни иродавий ҳаракатлар билан қўллаб-қувватланади. Лекин ишнинг самарадорлиги тушиб боради. Унинг давом этиши ички органлар ва мотор тизими функцияларини жадаллик билан ишлашнинг пасайиши билан кечадиган мураккаб бўлмаган (яққол) чарчаш пайдо бўлиши билан кечади. Буйрак усти безларининг функцияси кучаяди, нафас олиш ферментларининг фаоллиги пасаяди, оксидланмаган метаболит маҳсулотлар тўпланади ва захира ишқорийлик камаяди. Ишнинг кескин пасайиши билан, ишни жисмоний жиҳатдан сақлаб қолиш мумкин бўлмаганда, спортчи уни бажаришдан бош тортади.

Чарчоқнинг жисмоний табиати мураккаб. Кўпгина далиллар шуни кўрсатадики, чарчашга олиб келадиган асосий жараён марказий асаб тизимининг аста-секин сусайтиради. Импулслар ўтказувчанлигининг бузилиши оқибатини келтириб чиқаради. Чарчоқнинг ривожланиши кислород етишмаслиги, метаболит маҳсулотларнинг тўпланиши, энергия ресурсларининг йўқолиши ва бошқаларга ҳам келтириб чиқаради. Хужайра ичидаги метаболизмнинг ўзгариши нерв хужайраларининг қўзғалувчанлиги ва стабиллигини камайтиради, бу эса чарчоқнинг ривожланишига олиб келади.

Чарчашнинг бошланиши одатдаги ҳаракатлар намунасининг ўзгариши билан характерланади. Масалан, нормал узунлик ва қадам частотаси билан югурувчи спортчи чарчаганда қадамлар частотасини ошириш ва уларнинг узунлигини камайтириш орқали бир

мунча юқори тезликни сақлаб қолиши мумкин. Бироқ, бу узоқ давом этмайди. Чарчок ривожланиши билан қадамлар частотаси муқаррар равишда камаяди ва тезлик камаяди.

Максимал жадалликдаги циклик иш вақтида чарчашнинг ривожланишидаги асосий аҳамият, асаб жараёнларининг ҳаракатчанлигининг пасайишидир. Бу ишчи мушаклардан келаётган афферент импульсларнинг юқори ритм ва темпи таъсирида кучли қўзғалиш натижасидир. Фосфаген захираларининг емирилиши ва сут кислотасининг тўпланиши бу жадалликдаги иш вақтида чарчашнинг ривожланишида маълум аҳамиятга ега.

Жисмоний юкламалар спортчилар организмга юқори талаблар қўяди. Бу омиллар мусобақаларга тайёргарлик кўришда тикланишнинг педагогик, тиббий-биологик ва психологик воситаларидан фойдаланиш лозимлигини кўрсатади. Илмий тадқиқот натижалари шуни кўрсатмоқдаки, тикланиш воситаларидан фақат мақсадга мувофиқ ва тизимли фойдаланиш спортчиларга ўз соғлиғини яхшилаш, иш самарадорлигини ошириш ва узоқ йиллар давомида юқори спорт формасини сақлаш имконини беради.

Спорт натижаларини яхшилашга ёрдам берувчи асосий омиллардан бири ўқув юкламаларининг ҳажми ва шиддатини оширишдир. Ўқув юкламаларининг ҳажми ва интенсивлигини ошириш ҳам муддатсиз давом эта олмайди. Энг юқори натижани кўрсатишга интилиш организм функционал тизимларининг кенгайиши ва катта юкламадан келиб чиқадиган патологик ҳодисаларнинг юзага келишига олиб келиши мумкин.

Юқорида айтилганларнинг барчасида тикланиш жараёнлари бирламчи аҳамиятга эга, деган хулосага келиш имконини беради. Жисмоний юкламалардан сўнг асосий вазифамиз спортчиларнинг жисмоний зўриқишини олдини олиш чораларини киритиш орқали уларни фаол тикланиш воситаларини қўллашдан иборат.

Баъзи мутахассислар Ф.А.Керимов ва М.Н.Умаровлар тикланиш ва махсус мослашув жараёнларининг бориши учун етарли шарт-шароитлар яратиш икки йўналишда амалга оширилишини кўрсатиб ўтган:

1. Ўқув жараёнини режалаштиришни оптималлаштириш;
2. Машғулотлардан сўнг тиклаш воситаларидан мақсадли фойдаланиш .

Масалан, М.С.Олимов ва К.Т.Шакиржанова ва б. ишларида спорт амалиётида қўлланиладиган тикланиш воситаларини икки жиҳатини кузатамиз:

1. Мусобақа давомида тикланиш воситалардан фойдаланиш нафақат спортчини мусобақадан сўнг, балки мусобақа бошланишидан олдин ҳам таъсирни йўналтириш ва уларни ўтказиш жараёнида;

2. Жисмоний сифатларини самарали ривожлантириш ва спортчи организмнинг функционал ҳолатини яхшилаш мақсадида кундалик машғулот жараёнида тикланиш воситаларидан фойдаланиш. Шу билан бирга, дори-дармонларнинг ўзи баъзан қўшимча жисмоний юкламадан сўнг тикловчи восита бўлиб хизмат қилишини, бу эса спортчи организмга таъсирни ошириши таъкидланган.

О.М.Мирзоев (2000) спортчи танасининг индивидуал хусусиятларини ҳисобга олган ҳолда тактика ва улардан фойдаланиш стратегиясини тузишда қуйидаги кетма-кетликдаги тикловчи воситаларни тавсия этган:

Бир вақтнинг ўзида тананинг барча асосий функционал тизимларига асаб жараёнлари, метаболизм ва энергия, иммун ҳолатига таъсир қилиш учун муайян гуруҳнинг турли воситаларидан биргаликда фойдаланиш;

1. Спортчи танасининг индивидуал хусусиятларини ҳисобга олган ҳолда;
2. Машғулотнинг оқилона режалаштириш, чунки баъзи спортчилар бирбирининг ҳаракатларини (сауна ва сув массажини) оширади, бошқалари эса аксинча, (салқин душ ва электр процедуралари);
3. Тўлиқ зарарсизлик ва паст токсикликка ишонч (фармакология маҳсулотлари);
4. Қайта тиклаш воситалари машғулотнинг вазибалари ва босқичларида амалга ошириладиган ишларнинг характериға ва бажариладиган ишларға мос келиши керак;
5. Кучли тиклаш воситаларини (асосан фармакологик) узоқ муддатли (тизимли) ишлатиш мумкин эмас, чунки салбий оқибатлар мумкин.

В.Н.Платоновнинг (2005) тадқиқотлари шуни кўрсатадики, тиклаш воситаларидан фойдаланиш алоҳида машғулотларининг умумий ҳажми ва жадаллигини оширишға ёрдам беради, машқлар орасидаги дам олишни камайтириш, микроциклларда оғир юклаган машғулотни оширишға имкон беради. Тикловчи воситалардан оқилона фойдаланиш ўқув ишларининг сифат кўрсаткичларини яхшилашда ёрдам берувчи микроцикллардаги юклаган ҳажмини 10-15% га ошириш имконини беради.

Тикланиш воситаларини усуллар билан мослигини аниқлаш керак. Маълумки, уларнинг баъзилари бир-бирини мустақамлаши мумкин (масалан, сувли массаж ва сауна), бошқалари сезиларли таъсир кўрсатмайди (масалан, электр стимуляцияси ва психорегуляциян машғулот). Воситалардан фойдаланиш кетма-кетлигида иккита имконият мавжуд.

- воситалар қисқа вақт (бир неча дақиқа) дан кейин кетма-кетликда ишлатилади);
- тикланиш воситалари тартиб бир неча соат ичида амал қилади.

Идивидуал ва мураккаб воситалардан фойдаланишда спортчи организмнинг индивидуал хусусиятлари, сезирлиги, таъсир хусусиятлари ва бошқаларни ҳисобга олиши керак. Микроциклларни ривожлантиришда ҳаяжонли таъсирға ега бўлган воситалар ишлатилиши керак.

Амалиёт шуни кўрсатадики, тикланишнинг энг самарали тизими фақат педагогик, биомедикал, психологик воситалар ва усуллардан мураккаб фойдаланиш бўлиши мумкин, аммо спортчиларни тайёрлашда катта миқдордаги тикловчи воситалар жисмоний тарбия ва спорт назарияси ва методикаси соҳасида қўшимча тадқиқотлар талаб қиладиган ўқув юклари ва тиклаш чора-тадбирларининг оқилона нисбатини излашни талаб қилади.

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АЕРОЗОЛ ТУТУН ҲОСИЛ ҚИЛУВЧИ ВОСИТАЛАРДАН ФОЙДАЛАНИШ

Абдувалиев Тимур Абдувалиевич

Ислом Каримов номидаги Тошкент давлат техника университети

Хаёт фаолияти хавфсизлиги кафедраси катта ўқитувчиси

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Аннотация. Мазкур мақолада муаллиф аэрозол тутун ҳосил қилувчи воситалар тузилиши ва уларни қўллашда, хавфсизлик қоидалари бўйича маълумот берган.

Калим сўзлар: “Аэрозолар, тутун воситалари, қўл тутун гранатаси, тутун шашка, аралашмалар.

USE OF AEROSOL SMOKE GENERATORS

Abstract. In this article, the author provided information on the structure of aerosol smoke generators and safety rules for their use.

Key words: Aerosols, smoke devices, hand smoke grenade, smoke checker, mixtures.

ИСПОЛЬЗОВАНИЕ АЭРОЗОЛЬНЫХ ДЫМОГЕНЕРАТОРОВ

Аннотация. В данной статье автор даёт сведения о конструкции и правила техники безопасности при их эксплуатации средств образующих аэрозольный дым.

Ключевые слова: Аэрозоли, дымовые средства ручной дымовой гранат, дымовая шашка, смеси.

Аэрозол (тутун) ҳосил қилувчи моддаларнинг таркиби.

Биз биламизки жанговар ҳаракатлар мобайнида аэрозол (тутун) ҳосил қилувчи воситалар, тутун парда ёрдамида (маскировка қилиш) ниқоблаш учун, кичик бўлинмалар ва ярадор аскарларни жанг майдонидан олиб чиқиш, душманни кузатиш асбобларини вақтинчалик кўриш хусусиятини чеклаш учун ҳамда жанговар ҳарбий техникаларни ва техника экипаж аъзоларини чиқиб олишини таъминлаш учун қўллаш мумкин.

Аэрозол (тутун) ҳосил қилувчи моддалар сифатида, пиротехник таркиблар (метоллохлорид ва антросен) фосфор ва суюқ аралашмалар қўлланилади.[1]

Металлохлорид аралашмаси - гексохлоретан, алюминий кукуни ва синкнинг оксидидан (темир окиси) таркиб топган.

Антросен аралашмаси – оқ тутун аралашмаси антросен, бертолет тузи, аммонийхлордан таркиб топган. қора тутун аралашмаси фақат антросен ва бертолет туздан иборат.[2]

Оқ фосфор - авиация бомбалари, кассетали ўқ-дорилар, артиллерия снарядларига ва миналарни тўлдириш учун қўлланилади. Шундай ўқ-дорилар портлаган вақтида, фосфорнинг парчалари бўлиниши юз беради. Бу парчалар ҳавода ўз-ўзидан ёниб, осмонда оқ тутун ҳосил қилади. Ёндирувчи-тутун чиқарувчи патронлар эса кизил фосфор билан тўлдирилган бўлади.

Суюқ тутун аралашмаларига № 1 тутун аралашмаси киради. Бу аралашма кокс дистилляти, соляра ёғидан ташкил топган суюқликдир. Уни 40° С гача бўлган ҳаво ҳараратида қўллаш мумкин. Ундан ташқари тутун ҳосил қилувчи мослама сифатида соляра ёғи ёки дизел ёқилғисидан фойдаланиш мумкин. Биринчи номерли тутун аралашмаси ва соляра ёғи ёки дизел ёқилғиси АГП генератори ёрдамда ишлатилади.

Танкларда, зирхли ҳарбий техникаларда ва бошқа жанговор машиналардан термик тутун аппаратурасида дизел ёқилғиси қўлланилади.

қўл тутун гранатаси 4 хилга бўлинади: -РДГ-П ва РДГ-2х оқ тутунли метоллохлорид аралашмаси билан, РДГ-2ч қора тутун атросен аралашмаси, РДГ-2б оқ тутун аралашмаси билан тўлдирилган бўлади. [3]

1- Жадвал қўл тутун граналарининг тактик техник таснифи.

Меъёрлари	РДГ-П	РДГ-2Х	РДГ-2Б	РДГ-2Ч
Оғирлиги кг	0,5	0,5-0,6	0,5-0,6	0,5-0,6
Ёниш вақти, сония	3,5	15 гача	15 гача	15 гача
Тутун ҳосил қилишнинг тез давомийлиги, сония	1-2	1-1,5	1-1,5	1-1,5
Тутун пардасининг кўринмас узунлиги м.	35	25-35	20-25	10-15

РДГ-2 б (РДГ-) ни ҳаракатга келтириш учун тасма ёрдамида қопқоғи очилади ва зудлик билан 2ч запал боши ишқаланиб граната нишон томонга улоқтирилади.

ДМ-11 кичик тутун шашкаси – қисм ва бўлинмаларни, душманнинг кузатуви ва мўлжалга олиб отишидан яшириниш мақсадида тутун пардалар ҳосил қилиш учун қўлланилади. қўл ёрдамида яширин тутун пардасини ҳосил қилиш учун мўлжалланган ва метал футлярдан атрасен аралашмаси билан тўлдирилган мосламадир. ДМ-11ни ҳаракатга келтириш учун уст қисмидаги махсус белгилардан тешик ҳосил қилинади ва ёндиргич ўрнатилади ва ёндиргич боши, ишқаловчи билан ишқаланади ва 25 м дан кам бўлмаган масофагача югириб борилади.

ДМХ-5 кичик тутун шашкаси – ҳаракатга келтириши, ташки кўриниши ва қўлланилиши ДМ-11дан фарқ қилмайди. Фарқи шундаки, у метоллохлорид тутун аралашмаси билан тўлдирилган.

БДШ-5 ва БДШ-15 катта тутун шашкалари-яширин тутун пардасини ҳосил қилиш учун мўлжалланган, шунингдек сувда ҳам қўл билан, ҳамда тутун чиқарувчи узок масофадан бошқариш воситаси орқали ишлатиш мумкин (2-жадвал). Шашкалар ишга туширилганда шахсий таркиб тутун тарқатиш ўчоғидан 25 метрдан кам бўлмаган масофада туриши лозим.

2- Жадвал тутун тарқатиш шашкаларининг таснифи

Меъёри	ДМ-11	ДМХ-5	УДШ	БДШ-5	ДШ-15
Оғилиги, кг	2,2-2,4	2,6-2,7	13,5	45-50	45-50
Ёниш вақти, дақиқа.	30	30	10±30	30	30
Тутун ҳосил қилишнинг интенсив давомийлиги, дақиқа.	5-7	5-7	8-10	5-7	15-17
Тутун пардасининг кўринмас узунлиги м.	50 гача	70 гача	100-150	200	100-120

Илова: Махражда УДШнинг ёниш вақти механик запал билан қўлланилганлиги олинган.

Тутун парда ва аерозол тарқатадиган воситаларини қўлланилгандаги хавфсизлик талаблари кушинларни ниқоблашда (маскировка) ва обйекларда қўлланиладиган аерозол ҳосил қилувчилардан металлохлорид қўшилмаси, антросенли тутун аралашмаси, оқ фосфор ва нефт махсулотлари терига таъсир қилувчи кимёвий хусусияти бор. Шахсий таркиб юқоридаги кўрсатилган тутун ҳосил қилувчи воситалар билан кўп вақт давомида ишлаганда, одам танасининг тери қисмига ўз тасирини кўрсатиши яъний оз миқдорда ачиштириши ва куйдириши мумкин.

Ушбу тутун ҳосил бўлган майдонларда ишлаш ва бўлиш шахсий таркибни противогазсиз аерозол булути остида ва аерозол ҳосил қилувчи манбадан 30 дақиқа ичида бўлиш одам соғлигига зарар кертирмайди. Аерозол кўз қорачиғига ва шиллиқ қаватларига таъсир кўрсатмайди ҳамда, кўриш аъзоларига таъсир қилмайди. Ниқоблаш майдонларида ҳарбий хизматчиларнинг жисмоний ва профессионал иш қобилияти тўлиқ сақланиб қолади. Тутун ҳосил бўлган майдонларда ҳарбий хизматчилар ўз жанговор тактик машғулотларини бажаришлари мумкин.

Айрим ҳарбий хизматчиларда тутунга аерозолга нисбатан организими кучли таъсирчанлик кузатилиши мумкин. қаттиқ респератор касаллиги билан оғриган ҳарбий хизматчиларда эса юқори нафас олиш юлларини қичиши ҳамда буруннинг ёпилиши ва тез-тез йўталиш кузатиши мумкин.

Металлохлорид моддасидан ҳосил бўлган тутун парда майдонларида ҳарбий хизматчиларнинг 30 дақиқа газ ниқоб киймасдан юриши оқибатида бурун бўшлиғининг ачишиши, сўлак оқиши, кўкрак қафасининг қисилиши ва йўтал пайдо бўлишига олиб келиши мумкин. Агар ҳарбий хизматчиларга ўз вақтида газ ниқоблар кийдирилса, юқорида курсатиб ўтилган белгилар ўз-ўзидан йўқолиб кетиши кузатилади.

Шахсий таркибни тутун парда ҳосил бўлган майдонларда хавфсизлигини таъминлаш мақсадида қўйидагилар таъқиқланади: тутун парда ҳосил қиладиган воситаларни қўллашни, шу воситаларни тактик-техник таснифларини юқори даражада ўзлаштирмаган ҳарбий хизматчилар ёрдамида, ниқоблаш майдонларини ҳосил қилишга жалб қилиш; ниқоблаш майдонларида ҳарбий хизматчиларнинг газниқобсиз бўлиши; ёпиқ жойлар ичида тутун воситаларнинг қўллаш тақиқланади.

Агарда металлохлоридли тутун билан ҳарбий хизматчилар зарарланиб қолганида, юқори нафас олиш органларида оғриқлар пайдо бўлиши мумкин, кўкрак қафаси сиқилиши, куйишиб оғриши, кўп миқдорда суллак ажралиб чиқиши ва доимий йўтал кузатилиши мумкин. Бу ҳолатларда жабрланувчиларни тезлик билан тутун парда ҳосил бўлган майдонлардан чиқариб ва тез тиббий ёрдам кўрсатилиши керак.

Юқоридагиларни инобатга олиб биз қуйидагиларни хулоса қилишимиз мумкин:

1. Тутун ва аерозолларни тарқатувчи воситалар душманни вақтинчалик “кўр” қилиш, ўз бўлинмаларини ниқоблаш ва уларни ядро портлашининг ёруғлик нурланишидан химоялаш, душманнинг разведка воситаларидан химоялаш учун мўлжалланган.

2. Мотоўқчи ва танкчи бўлинмалар тутун шашкалари, қўл тутун гранаталари, ёндирувчи- тутун тарқатувчи патронлар, пиёдалар жанговор машинаси, танкларнинг термо-тутун чиқариш мосламаси ва БМП нинг тутун тарқатувчи гранаталар отиш мосламасидан

фойдаланади, шунинг учун ушбу воситалар билан ишлаганда хавсизлик қоидаларига амал қилишликлари лозим.

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ОЦЕНКА ЭФФЕКТИВНОСТИ ПРОФИЛАКТИЧЕСКОГО АЛГОРИТМА КУРЕНИЯ ТАБАЧНЫХ ИЗДЕЛИЙ

Аюбов Абдулатиф Шавкатович

Ахроров Феруз Зокирович

Муминов Аслиддин Юсупович

Каримов Даниёр Тахирович

Ординаторы специальности хирургическая стоматология Самаркандского
государственного медицинского университета

Абдуллаев Афзал Сархатович

научный руководитель

<https://doi.org/10.5281/zenodo.10511372>

Аннотация. Сегодня табакокурение широко распространено во всем мире. Табакокурение приводит к огромным невосполнимым потерям для здоровья населения. По прогнозам, к 2025 году число курящих людей вырастет до 1,6 миллиарда. В настоящее время во всем мире 47% мужчин и 12% женщин употребляют табак, тогда как только в Европе курят около 30% взрослых. Во многом рост табачной эпидемии в последние десятилетия обусловлен увеличением доли курящих людей в развивающихся странах. Цель исследования — оценить разработанный алгоритм оказания стоматологической помощи пациентам, использующим паровой коктейль во время курения. В исследовании приняли участие 104 пациента в возрасте от 18 до 44 лет со стажем курения не менее одного года. Все пациенты были разделены на 3 группы в зависимости от стажа курения.

Ключевые слова: табакокурение, индекс курения (ИК), паровой коктейль (кальян), индекс гингивита, височно-нижнечелюстной сустав (ВНЧС), папиллярно-маргинально-альвеолярный индекс (ПМА), пародонтальный индекс (ПИ).

ASSESSMENT OF THE EFFECTIVENESS OF PREVENTIVE ALGORITHM FOR TOBACCO SMOKING

Abstract. Today, tobacco smoking is widespread throughout the world. Tobacco smoking leads to huge irreparable losses for public health. The number of people who smoke is projected to rise to 1.6 billion by 2025. Globally, 47% of men and 12% of women currently use tobacco, compared with about 30% of adults in Europe alone. Much of the growth of the tobacco epidemic in recent decades is due to an increase in the proportion of people who smoke in developing countries. The purpose of the study is to evaluate the developed algorithm for providing dental care to patients using a steam cocktail while smoking. The study involved 104 patients aged 18 to 44 years with at least one year of smoking experience. All patients were divided into 3 groups depending on smoking experience.

Key words: tobacco smoking, smoking index (SI), steam cocktail (hookah), gingivitis index, temporomandibular joint (TMJ), papillary marginal alveolar index (PMA), periodontal index (PI).

Актуальность. Сегодня табакокурение широко распространено во всем мире. Табакокурение (ТС) приводит к огромным невосполнимым потерям для здоровья населения. По прогнозам, к 2025 году число курящих людей вырастет до 1,6 миллиарда. Во всем мире в настоящее время табак употребляют 47% мужчин и 12% женщин, тогда как только в Европе курят около 30% взрослых [2, 7, 13]. Во многом рост табачной эпидемии в

последние десятилетия обусловлен увеличением доли курящих людей в развивающихся странах. По статистическим расчетам, ТС является причиной более 17% смертей в России. Также известно, что ТС связан с 43% всех смертей мужчин в возрасте 35-69 лет от злокачественных опухолей и 89% от рака легких.

В последние годы значительно возросло курение табака с использованием кальяна (парового коктейля) и использование электронных сигарет [8, 15]. Курение кальяна — новая тенденция в употреблении табака, связанная с множеством проблем со здоровьем, в том числе с зависимостью.

Медицинские работники должны знать о новых тенденциях в отношении табака, которые могут повлиять на пациентов, таких как курение кальяна, которое является потенциальным путем к никотиновой зависимости [1, 9].

Совершенствование методов профилактики, ранней диагностики и современных методов лечения стоматологических заболеваний поможет сохранить здоровье населения страны. Результаты исследования соответствуют исследованиям по специальности.

Цель исследования: оценить разработанный алгоритм оказания стоматологической помощи пациентам, использующим паровой коктейль во время курения.

Материалы и методы исследования. Клиническое исследование проведено на базе кафедры челюстно-лицевой хирургии Самаркандского государственного медицинского университета в соответствии с целью исследования для решения поставленных задач. В исследовании приняли участие 104 пациента в возрасте от 18 до 44 лет мужского и женского пола со стажем курения не менее одного года. В группу сравнения вошли 49 пациентов в возрасте от 18 до 44 лет мужского и женского пола, не употребляющие или ранее не употреблявшие табачные смеси. Все пациенты были разделены на 3 группы в зависимости от стажа курения: 1-я группа (n=51) со стажем курения менее 5 лет, 2-я группа (n=53) со стажем курения более 5 лет, контрольная группа (n=49) со стажем курения менее 5 лет. курильщики.

Для объективной оценки состояния полости рта у курильщиков мы исследовали слюнную жидкость до исследования и после применения разработанного нами алгоритма ведения. У всех испытуемых мы взяли секрет слюнных желез с помощью слюноотборника (Sarstedt D-51588 Numbrecht). Для того, чтобы оценить свой статус курения, вам необходимо заполнить три анкеты.

Для определения состояния пациента и оценки эффективности профилактики использовались:

1. Тест Фагестрема – для оценки степени никотиновой зависимости;
2. Модифицированный опросник Д. Хорна – для определения типа курительного поведения;
3. Таблица оценки степени мотивации отказа от курения парового коктейля.

Для эффективной оценки интенсивности поражения зубов кариесом и облегчения контроля за эффективностью профилактических мероприятий определяли индекс CFR.

Для оценки тяжести гингивита использовали папиллярно-маргинально-альвеолярный индекс (ПМА) Пармы (1960), который позволял регистрировать динамику поражения.

С помощью клинических методов обследования оценивали состояние тканей пародонта, проводили: внешний осмотр больного, осмотр полости рта, определение индекса ПИ (комплексного пародонтального индекса). Индекс PI необходим для дальнейшего определения объемов профилактической и лечебной помощи. Гигиеническое состояние полости рта определяли с помощью индекса Турески (Турески С. и др., 1970).

На основе исследований трех групп разработан алгоритм оказания стоматологической помощи людям, употребляющим паровые коктейли во время курения.

Статистическую обработку полученных данных проводили с помощью программы IBMSPSS версии 21.0. Описательная статистика результатов исследования представлена для качественных величин в виде процентов и их стандартных ошибок, для абсолютных величин - в виде средних арифметических (M) и стандартных отклонений (σ). Медиану (Me) и квартили (Q25, Q75) использовали в описательной статистике в тех случаях, когда не было нормального распределения признаков.

При подтверждении нормального распределения значений переменных в исследуемых группах статистическую значимость различий проверяли с помощью t-критерия Стьюдента для независимых выборок. Уровень надежности составлял не менее 95%.

Результаты и обсуждение. При анализе степени зависимости в 1 и 2 группах мы получили следующие результаты: В обеих группах на протяжении всего исследования отмечалось снижение степени зависимости. В первой группе от высокой зависимости до умеренной зависимости. Во 2-й группе зависимость от средней до слабой. При этом интересен тот факт, что чем длительнее стаж употребления паровых коктейлей, тем слабее оценка зависимости у пациентов. В результате профилактической программы мы наблюдали статистически значимое ($p < 0,05$) снижение индекса курения. При этом в первой группе она составила 46,9%, а во второй 48,2%.

Тип курительного поведения как в первой, так и во второй группе оставался на одном уровне на протяжении всего исследования. Разница лишь в том, что в первой группе этот тип больше соответствовал «игре с сигаретой», а во второй группе — «расслаблению».

Анализируя данные CFR в каждой из групп, мы отмечаем стабильные значения. Но при сравнении групп видно, что в контрольной группе этот параметр имел минимальные значения; в первой группе этот показатель ($p < 0,05$) имел большие значения (на 30,2%). Вторая группа превосходила ($p < 0,05$) контрольную группу на 46,8%.

Индекс ПМА в контрольной группе был стабильным на протяжении всего исследования и составил $21,06 \pm 2,27$. До начала исследования этот показатель имел достоверно более высокие значения как в первой (52,8%), так и во второй (56,5%) группах ($p < 0,05$). В дальнейшем к концу года наблюдалась тенденция к снижению этого показателя, однако значение этого показателя не смогло приблизиться к значению в контрольной группе ($p < 0,05$).

Индекс PI в контрольной группе также имел стабильные значения на всех этапах исследования. В 1-й и 2-й группах этот показатель в начале исследования имел большие значения ($p < 0,05$). В дальнейшем наблюдалась тенденция к снижению этого показателя к концу исследования как в первой (60,7%), так и во второй (75,5%) группах ($p < 0,05$).

При этом данный показатель во 2-й группе во всех контрольных точках имел статистически значимые ($p < 0,05$) преобладающие значения. Индекс Турески в контрольной группе во всех контрольных точках составил $1,80 \pm 0,19$. В первой группе до исследования этот показатель преобладал на 31,0% над показателем контрольной группы ($p < 0,05$). В дальнейшем этот показатель снизился до $1,98 \pm 0,57$. Во второй группе этот показатель преобладал на 47,8% над контрольной группой до исследования ($p < 0,05$). А к концу исследования он также достиг значения $1,98 \pm 0,46$.

При анализе результатов анкетирования мы получили следующие результаты. Степень зависимости до начала исследования составила $5,35 \pm 1,91$. Через 6 месяцев этот показатель у больных статистически значимо ($p < 0,05$) снизился до $4,37 \pm 0,74$. На 12-м месяце исследования степень зависимости снизилась ($p < 0,05$) до $3,51 \pm 0,64$. Индекс курения до исследования составлял $1025,88 \pm 307,64$, а через 2 месяца снизился ($p < 0,05$) до $531,77 \pm 36,26$. Средние значения типа курительного поведения по всем трем контрольным точкам составили в среднем 3,24. Единственная разница заключалась в изменчивости значений. Параметры имели наибольшую вариабельность в группе до исследования.

Индекс курения до исследования составлял $1458,11 \pm 381,94$, а ко 2-му месяцу он снизился ($p < 0,05$) до $774,34 \pm 328,27$. Распространенность кариеса зубов у пациентов, не употребляющих курительные смеси, достигла 100%, средняя интенсивность кариеса [по индексу CFR] составила $6,82 \pm 0,24$. Средние показатели «С» составляют $3,31 \pm 1,16$. Через 6 месяцев они стали $1,88 \pm 0,93$. Через 12 месяцев – $0,49 \pm 0,68$.

Комплексный пародонтальный индекс также имел стабильные показатели на контрольных сроках обследования и составлял $1,78 \pm 0,16$. При анализе зависимости до исследования отмечалась выраженная прямая зависимость, в меньшей степени влияла зависимость индекса ПМА от индекса курения, степень курения и тип курительного поведения.

Таким образом, биохимическое исследование слюны у группы лиц, употреблявших курительные смеси менее 5 лет, позволило определить значительное увеличение количества тиоцианатов и изменение ферментного состава слюны. Однако после принятых мер показатели приближаются к норме, что говорит об эффективности мер.

Выводы. Разработанный алгоритм оказания стоматологической помощи пациентам с использованием парового коктейля при курении табака доказал свою эффективность, позволил снизить интенсивность основных стоматологических заболеваний и улучшить биохимические показатели слюны.

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СОВРЕМЕННЫЕ АСПЕКТЫ ГИПЕРПЛАСТИЧЕСКИХ ПРОЦЕССОВ

Донишева Шохсанам Абдухалиловна

Сахобова Иродахон Илхомджоновна

Сулайманова Дильбар Бахтиёровна

Самаркандский государственный медицинский университет

Самарканд, Узбекистан

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Аннотация. Соответственно цели - определить связь гиперпластических процессов с пременопаузальным возрастом и их проявлениями в виде аномальных маточных кровотечений. Исследование проведено на 50 пациентках пременопаузального возраста с гиперпластическими процессами в анамнезе, находившихся на лечении в гинекологическом отделении первой многопрофильной клиники Самаркандского государственного медицинского университета в течение 2021-2022 годов. В исследовании использовались общеклинические, лабораторные, инструментальные и статистические методы исследования. Основными жалобами при поступлении в стационар были обильные вагинальные кровотечения и боли, причем у 30 женщин (40%) кровотечения были нерегулярными, длительными, скудными, почти все пациентки предъявляли жалобы на слабость, утомляемость и раздражительность. В общем анализе крови у всех наблюдалась анемия, у 20% женщин СОЭ увеличилась до 20 мм/ч, в общем анализе мочи признаки воспаления наблюдались у 26,5%, в мазке - дисбактериоз у 36. % случаев. Гормональный дисбаланс наблюдался у 45% женщин. Отмечено, что уровень гормонов у всех обследованных женщин был почти в 1,5 раза ниже, чем у здоровых женщин того же возраста. Всем женщинам было назначено противогеморрагическое и противоанемическое лечение. Гиперплазия эндометриального слоя матки во всех случаях выражалась аномальными кровотечениями, поэтапное лечение которых еще раз подтверждает необходимость полной диагностики. В пременопаузальном возрасте можно сказать, что данное состояние связано с гормональным дисбалансом.

Ключевые слова: гиперпластические процессы эндометрия (ГПЭ), пременопаузальный возраст, комбинированные оральные контрацептивы (КОК), предменструальный синдром (ПМС), методы лечения.

MODERN ASPECTS OF HYPERPLASTIC PROCESSES

Abstract. Accordingly, the goal is to determine the relationship of hyperplastic processes with premenopausal age and their manifestations in the form of abnormal uterine bleeding. The study was conducted on 50 premenopausal patients with a history of hyperplastic processes who were treated in the gynecological department of the first multidisciplinary clinic of Samarkand State Medical University during 2021-2022. The study used general clinical, laboratory, instrumental and statistical research methods. The main complaints upon admission to the hospital were heavy vaginal bleeding and pain, and in 30 women (40%) the bleeding was irregular, prolonged, and scanty; almost all patients complained of weakness, fatigue and irritability. In a general blood test, anemia was observed in all of them; in 20% of women, ESR increased to 20 mm/h; in a general urine test, signs of inflammation were observed in 26.5%; in a smear, dysbacteriosis was observed in 36.% of cases. Hormonal imbalance was observed in 45% of women. It was noted that the level of hormones in all examined women was almost 1.5 times lower

than in healthy women of the same age. All women were prescribed antihemorrhagic and antianemic treatment. Hyperplasia of the endometrial layer of the uterus in all cases was expressed by abnormal bleeding, the step-by-step treatment of which once again confirms the need for a complete diagnosis. In premenopausal age, we can say that this condition is associated with hormonal imbalance.

Key words: *endometrial hyperplastic processes (EHP), premenopausal age, combined oral contraceptives (COCs), premenstrual syndrome (PMS), treatment methods.*

Актуальность. Основными факторами риска появления гиперпластических процессов эндометрия и перехода их в некачественное состояние являются возраст и ожирение. Ятрогенная стимуляция эндометрия вследствие длительного применения заместительной терапии эстрогенами или тамоксифеном [2, 5, 11, 17, 23, 32], длительной ановуляции в перименопаузе или синдроме поликистозных яичников [3, 7, 9, 14, 18, 35], эстрогенпродуцирующие опухоли яичников, синдром Линча, отсутствие родов в анамнезе, ранние менструации, возникновение поздней менопаузы [1, 8, 14] - это приводит к нарушению апоптотической регуляции клеток эндометрия и возникновению гиперплазии неисчерпывающий список возможных условий.

Оценить истинную распространенность гиперпластических процессов эндометрия очень сложно, в лучшем случае по разным причинам обращаются в гинекологический стационар, в связи с чем большинство из них страдают заболеваниями репродуктивного здоровья. Например, по данным Г. Е. Чернухи, железистая гиперплазия эндометрия выявляется у 6,1% женщин до 45 лет с различными заболеваниями репродуктивной системы, а аденоматозная гиперплазия - у 6,6% пациенток.

По другим данным, распространенность сложной гиперплазии эндометрия в пременопаузе сохраняется на уровне репродуктивного возраста (6,5%), а простая гиперплазия без атипии возрастает до 17%. Кроме того, отмечается, что увеличение продолжительности жизни женщин и глобальная пандемия ожирения являются важными факторами риска развития патологии эндометрия [7, 14, 23].

Одним из наиболее частых и частых осложнений гиперпластических процессов являются аномальные маточные кровотечения. У 2/3 пациенток в пременопаузе наблюдаются рецидивы маточных кровотечений, в 60% случаев они также приводят к железодефицитной анемии [1, 5, 8, 18, 23]. Аномальные маточные кровотечения (АМК) занимают ведущее положение в составе гинекологических заболеваний, что подтверждено многими исследованиями и практикой, кроме того, частота их возникновения увеличивается с возрастом и достигает 50% у женщин в пременопаузе и постменопаузе [2, 5, 9, 17].

Цель исследования. Определить связь гиперпластических процессов с пременопаузальным возрастом и их проявлением в виде аномальных маточных кровотечений.

Материалы и методы. Исследование проведено в 2022 году у 50 пациенток с гиперпластическими процессами, поступивших в гинекологическое отделение кафедры акушерства и гинекологии №1 Самаркандского государственного медицинского университета методом непрерывного проспективного наблюдения. При исследовании применяются общемедицинские методы обследования (анализ жалоб, анамнеза и анамнеза

болезни, объективный осмотр и результаты гинекологического осмотра), клинико-лабораторные методы (общий список крови, анализ мочи, мазок, исследование показателей гормонального фона) и инструментальные методы. (ультразвуковая диагностика, кольпоскопия). Определена тактика лечения пациенток с аномальными маточными кровотечениями при гиперпластических процессах эндометрия.

Данные, полученные в ходе анализа материала, собирались и анализировались в базе данных, разработанной с использованием программного обеспечения Microsoft Office (Access 2010). Методы описательной статистики включали среднее арифметическое (M), среднюю ошибку (μ) и среднеквадратичное отклонение (s) маркеров с нормальным распределением.

Результаты и обсуждение. В данном исследовании мы проанализировали данные 50 пациенток в пременопаузе с гиперплазией эндометрия и аномальными маточными кровотечениями. Средний возраст всех пациенток, обратившихся в гинекологическое отделение на стационарное лечение, составил $48,2 \pm 2,14$ года. Большинство из них составляли женщины в возрасте от 45 до 50 лет, относительно меньше женщин в возрасте от 40 до 45 лет. Средняя продолжительность пребывания в больнице составила $4,6 \pm 1,8$ дня. Основные жалобы при поступлении в стационар (схема 1) были связаны с обильными вагинальными кровотечениями и болями, а у 20 женщин (40%) отмечались нерегулярные, длительные, малообъемные кровотечения, из которых почти все пациентки жаловались на слабость, утомляемость и раздражительность. У 60% пациенток наблюдались симптомы климактерического синдрома. 30% пациентов получали заместительную гормональную терапию.

При анализе гинекологической патологии встречались кисты левого/правого яичников (18%), миома матки (24%); воспалительные заболевания органов малого таза - 22%, очень часто встречался эндометриоз (38%), причем у всех была гиперплазия эндометрия более 15 мм.

В общем анализе крови у всех женщин обнаружена анемия различной степени, но по остальным показателям существенных изменений не отмечено. У 20% женщин ЭСР увеличилась до 20 мм/ч. В общем анализе мочи признаки воспаления обнаружены у 26%. Дисбиоз наблюдался в 36% анализа мазков.

Исследование показателей гормонального фона у женщин показало, что с возрастом у всех женщин снижается уровень эстрогенов и гестагенов. Но у 48% женщин был гормональный дисбаланс. При этом отмечено, что уровень гормонов у всех исследованных женщин был почти в 1,5 раза ниже, чем у здоровых женщин того же возраста.

В связи с наличием у всех больных кровотечений назначали медикаментозный гемостаз: инъекционные формы этамзилата по 2,0-4,0 мл внутривенно или внутримышечно; окситоцин 5 МЕ внутримышечно 5 дней. Также были назначены таблетки Викасол и Аскорутин 3 раза в день.

У 7 из 50 женщин, поступивших в гинекологическое отделение (14%), наблюдалось снижение гемоглобина ниже 70 г/л. Эти больные получали по назначению врача препараты железа («Серофер» по 5,0 мл, разведенные в 200 мл физиологического раствора внутривенно в течение 5 дней; в последующем переход на таблетированную форму препаратов железа), имели умеренный уровень анемии (50%). рекомендовали принимать

железосодержащие препараты каждый день. Последующая тактика лечения определялась степенью анемии, клинико-этиологическими факторами и диагностическими показателями. Гемостаз на этом этапе достигнут только у 20% женщин. Эффект от антианемической терапии проявлялся через 4-5 дней.

У больных, не прошедших первый этап, второй этап включал гормональный гемостаз и противорецидивную терапию, которая также проводилась в амбулаторных условиях. Условиями назначения препарата были умеренные кровотечения из половой системы, отсутствие симптомов постгеморрагической анемии, исключение других причин маточных кровотечений. Учитывают также гистологическое строение эндометрия, возраст пациентки, сопутствующие заболевания обмена веществ, наличие экстрагенитальных и генитальных заболеваний.

В течение 5 лет рекомендовано применение Мирены – левоноргестрелсодержащей гормон-высвобождающей системы. Для гормонального гемостаза использовали инъекции, содержащие этинилэстрадиол (0,03 мг) и прогестаген. В первый день, в зависимости от интенсивности кровотечения, назначали по 3-4 таблетки в сутки, затем дозу снижали до 3 таблеток в сутки, затем после полного исчезновения кровянистых выделений снижали до 1 таблетки в сутки. после чего применение инъекций по схеме продолжилось.

Среди пациенток, поступивших в гинекологическое отделение, противорецидивная гормональная терапия была рекомендована только 6 (12%) женщинам. В каждом случае препарат назначался по схеме от 3 до 6 месяцев. Рекомендуются следующие препараты: Висанна (диеногест), Клайра (диеногест + валерат эстрадиола), Новинет (этинилэстрадиол + дезогестрел), Белара (хлормадион + этинилэстрадиол), Мирена (левоноргестрел).

Среди больных в 40% случаев было проведено отдельное диагностическое выскабливание. Больным с гиперплазией эндометрия на 3-5 сутки после этой процедуры назначали также противогеморрагическое лечение. Большая часть кровотечений и выделений прекратилась через 2 дня.

Заключение. Гиперплазия эндометриального слоя матки во всех случаях выражалась аномальными кровотечениями, поэтапное лечение которых еще раз подтверждает необходимость полной диагностики. В пременопаузальном возрасте можно сказать, что данное состояние связано с гормональными нарушениями. Противогеморрагическое лечение было необходимо, если ХБП ассоциировалась с гиперпластическими процессами. Гормональный гемостаз оказался эффективным в 40% случаев. В 40% случаев потребовалось отдельное диагностическое выскабливание. Учитывая особенности организма, исходя из этиологической причины аномальных маточных кровотечений, рекомендуется использовать комбинированную тактику ведения женщин в пременопаузе.

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19-20-ASRLARDA QATAG'ON QURBONLARI

Qo'ldoshev Sheramat Baxriddin o'g'li

Termiz davlat pedagogika instituti tarix fakulteti
tarix va uni o'qitish metodikasi 205-guruh talabasi

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Annotatsiya. Mazkur maqolada 19-20-asrlarda qatag'on qurboniga aylangan insonlarning taqdiri va qatag'on qilinish sabablari atroflicha ochib berilgan. Maqolada ilmiy faktlar rasmlar asosida mustahkamlangan. Maqola so'nggida xulosa va takliflar keltirib o'tilgan.

Kalit so'zlar: qatag'on qurboniga aylangan insonlarning taqdiri, qatag'on qilinish sabablari, to'rt milliondan ortiq odam.

VICTIMS OF REPRESSION IN THE 19TH AND 20TH CENTURIES

Abstract. In this article, the fate of people who became victims of repression in the 19th and 20th centuries and the reasons for repression are revealed in detail. In the article, scientific facts are reinforced on the basis of pictures. Conclusions and suggestions are given at the end of the article.

Key words: fate of people who became victims of repression, reasons for repression, more than four million people.

ЖЕРТВЫ РЕПРЕССИЙ XIX И XX ВЕКОВ

Аннотация. В данной статье подробно раскрываются судьбы людей, ставших жертвами репрессий в XIX и XX веках, и причины репрессий. В статье научные факты подкреплены на основе фотографий. Выводы и предложения приведены в конце статьи.

Ключевые слова: судьбы людей, ставших жертвами репрессий, причины репрессий, более четырех миллионов человек.

Sobiq Sovet Ittifoqi yillarida turli siyosiy, ijtimoiy, g'oyaviy, diniy sabablarga ko'ra millionlab odamlar qatag'onga duchor bo'ldi. Qatag'on siyosatining qurbonlari haqida haligacha aniq ma'lumotlar mavjud emas. Saqlanib qolgan mavjud faktlar shuni ko'rsatadiki, 1921–1953-yillar orasida to'rt milliondan ortiq odam qatag'on qurboniga aylangan. Ulardan 800 ming kishi o'lim jazosiga hukm etilgan.

Sovet Ittifoqida qatag'onlar to'liqini uch davrga to'g'ri keladi. Birinchi bosqich 1920-yillarni, ikkinchi bosqich 1937–1938-yillarni, uchinchi bosqich 1950–1953-yillarni o'z ichiga oladi. Bundan tashqari, urush davrida va undan keyin urush qatnashchilari ham qatag'onga uchrab turli muddatlarga ozodlik mahrum etiladi.

Qatag'on siyosatining eng yuqori cho'qqiga chiqqan nuqtasi 1937–1938-yillarga to'g'ri keladi. Shu yillar mobaynida 1,3 million kishi RSFSR Jinoyat kodeksining 58-moddasi, "aksilingilobiy faoliyat" ayblovi bo'yicha hibsga olingan. Hibsga olinganlarning yarmi o'lim jazosiga hukm etilgan. Qatag'onlar aholining deyarli barcha tabaqasi vakillarini qamrab olgan edi. Dehqonlar, ziyolilar, boylar, dindorlar, siyosiy elita qatlami vakilari eng ko'p jabr ko'rgan qatlam edi.

SSSRdagi dastlabki qatag'onlar "Qizil terror" deya nomlandi. Ushbu terror 1917-yilgi oktyabr inqilobidan keyin boshlandi va 1922-yilgacha davom etdi. Ushbu qatag'onlar paytida asosan bolsheviklarning siyosiy dushmanlariga qaratilgan bo'lsa-da, ularning siyosatiga xayrixohlik bildirmagan oddiy odamlar ham bundan chetda qolmadi. Bundan tashqari,

qatag'onlarga ijtimoiy tus ham berildi va sobiq politsiya zobitlari, jandarmlar, podshoh hokimiyati siyosatchilari, dindorlar, yer egalari va ishlab chiqaruvchilarni ham qamrab oldi.

Qizil terrordan keyin siyosiy qatag'onlar davom ettirildi. Keyinchalik ma'lum bo'lishicha, 20-yillardagi siyosiy ishlar asosan soxta ayblovlar orqali amalga oshirilgan. Litseychilar ishi, fokstrotistlar ishi, shaxta ishi kabi jinoiy ishlar shu yillarda amalga oshirilgan edi. 1922-yil sentyabr-noyabr oylarida RSFSRdan "falsafa paroxodi"da juda ko'plab ziyoli qatlam chiqarib yuborildi ("Ochistim Rossiyu nadolgo..." Repressii protiv inakomislyashix. Konets 1921 — nachalo 1923 g., M.: Mejdunarodniy fond "Demokratiya", 2008). SSSR mavjudligining 15 yili mobaynida (1923–1938) 900 nafar fotograf qatag'on qurboniga aylangan bo'lsa, ularning yarmidan ko'pi otib tashlandi.

SSSRda Stalin shaxsiyatining mustahkamlanishi bilan qatag'onlar ommaviy tus oldi. Ayniqsa, 1937–1938-yillarda ular yuqori cho'qqisiga chiqdi. Shu yillarda yuz minglab odamlar otib tashlandi va GULAGlarga yuborildi. Ushbu qatag'onlar asosan siyosiy motivlarga asoslangan edi. Bu davrdagi qatag'onlar deyarli Stalin vafotiga qadar davom etdi.

Yuqorida ta'kidlaganimizdek, SSSRdagi qatag'on qurbonlari soni bo'yicha aniq statistika mavjud emas. Bu borada tarixchilar turli fikrlarni bildiradi. Jumladan, tarixchilar N.G Oxotina va A.B Boginskiylarning fikriga ko'ra, 1921–1953-yillarda faqatgina xavfsizlik organlari tomonidan hibsga olinib, siyosiy ayblovlar bilan sudlangan yoki sudsiz hukm qilinganlar soni 5,5 million kishini tashkil qiladi.

Agar bolshevizm qurbonlari safiga turli deportatsiya qilinganlar, sun'iy ochlik qurbonlari, uyushtirilgan mojarolar paytida vafot etganlar, kommunist nomi ostida turli urushlarda vafot etgan askarlar, ota-onasi ochlikdan va qatag'on oqibatida vafot etgan tug'ilmagan chaqaloqlar ham qo'shilsa, unda tuzum qurbonlari soni 100 millionga yaqinlashadi (N.G. Oxotin, A.B. Roginskiy. O masshtabe politicheskix repressiy v SSSR pri Staline: 1921—1953). Tarixchi V.N Zemskov



o'zining "GULAG" nomli maqolasida SSSRda 1921–1953-yillarda faqatgina siyosiy motivlar bilan, ya'ni aksilinqilobiy faoliyat uchun jazoga tortilganlar soni 3,3 million kishi ekanini keltiradi.

Anatoliy Vishnevskiy ma'lumotlariga ko'ra, 1920-yillar oxiridan 1953-yilgacha bo'lgan davrdagi turli muddatga ozodlikdan mahrum etilgan yoki ozodligi cheklangan qatag'on qurbonlarining soni 25–30 millionni tashkil qiladi. Ko'rinib turganidek, qatag'on qurbonlarining aniq soni haqida bir xil qarash mavjud emas. Rasmiy statistika esa doim ham obyektiv bo'lavermaydi.

O'zbekistondagi qatag'on qurbonlari

Butun SSSRda amalga oshirilgan siyosiy qatag'onlar O'zbekistonni ham chetlab o'tmadi. O'zbekistonda siyosiy qatag'on asosan respublikaning siyosiy arboblari va ziyolilar qatlamini qamrab oldi.

Oktyabr to'ntarishi oqibatida Turkistonda zo'rlik bilan o'rnatilgan mustamlakachi sovetlar tuzumi birinchi kundan boshlab xalqimiz boshiga son-sanoqsiz qirg'inlar, dahshatli va alamlil kulfatlar olib keldi. Bu dahshatli rejimni o'lkamiz xalqlari qabul qilmadi. Ular istiqlool uchun, erk va milliy-ozodlik uchun 16 yil mobaynida qurolli kurash olib bordi. Bu kurash davomida ayrim xorijdagi tarixchilar hisobicha bir million 900 ming vatandoshimiz Turkistondan bosh olib, xorijiy mamlakatlarga chiqib ketdi va bir million 700 ming yurtdoshimiz Sibirga, uzoq shimolga, Ukrainaga, Shimoliy Kavkazga, Uralga, Qozog'istonga, uzoq sharqqa, Kavkazga, Volgabo'yi rayonlariga badarg'a qilindi.



O'zbekistonda 1937-yil 10-avgustdan 1938-yil 1-yanvargacha o'n ming yetti yuz kishi qamoqqa olingan. Bulardan uch ming olti yuz o'n uch kishi qatl etildi, yetti ming sakson yetti kishi sakkiz-o'n yil muddatga qamoqqa tashlandi. O'sha yillari aholining barcha qatlamlari qatag'on girdobiga tushgan. Qatag'on, avvalo, ziyolilar, din xizmatchilariga qarshi qaratilgan edi.

Faqat 1937-yil dekabr oyida "uchlik" qarori bilan hukm qilingan uch ming olti yuz qirq to'rt kishidan bir ming to'rt yuz oltmish to'rt nafari imom, eshon, mulla va boshqa diniy xizmatchi bo'lgan. 1938-yilning fevralida "uchlik" yig'ilishlarida 2 491 mahbus ustidan hukm chiqarilgan,

shundan 2 086 mahbus otuvga, 398 mahbus o'n yil muddatga, ikki mahbus sakkiz yil muddatga qamoq jazosiga hukm qilingan. To'rt mahbus tergov vaqtida vafot etgan, bir kishigina ozod etilgan.

O'zbekiston siyosiy elitasini obro'sizlantirish maqsadida bir qator guruhlar o'ylab topildi. Jumladan, qosimovchilar, inog'omovchilar, 18 lar guruhi kabilar aynan siyosiy elita va rahbar xodimlarga qarshi uyushtirilgan jinoiy ishlar sirasiga kiradi. Respublikaning taniqli arboblardan iborat "18 lar guruhi" (I. Xidiraliyev, M. Saidjonov, U. Ashurov, R. Rahimboboyev, Eshonov) ga "yer-suv islohotiga qarshi chiqqan, boy-quloq va yer egalarning manfaatini himoya qilib chiqqanlar, mahalliylik va millatchilik g'oyalarini ilgari surgan" degan soxta aybnoma qo'yildi. Shu bois rasmiy partiya organlari tomonidan mazkur guruh keskin qoralanadi va uning a'zolari turli jazolarga giriftor etildi.

"Inog'omovchilik" guruhi to'g'risida gap borganda unga qo'yilgan barcha ayblarning to'liq to'qib chiqarilgani ayon bo'ladi. Ma'lumki, Rahim Inog'omov O'zKP Markazqo'mi Matbuot bo'limi mudiri va O'zSSR Maorif Xalq Komissari vazifasida faoliyat yuritib kelgan. Inog'omov o'zining bir qator nutqlarida O'zbekiston kompartiyasining mustaqil faoliyat yurita olmayotganiga, Markaz organlarining o'lka hayotidagi zo'ravonligiga ham alohida urg'u bergan.

Respublikaning bir qator mas'ul xodimlaridan N. Mavlonbekov, T. Isamuhammedov, M. Aliyev, Bobonazarov singari hammaslklar Inog'omov qarashlarini qo'llab-quvvatlab chiqqandi. Bunday muxolifatchi chiqishlar hukmron partiya mutasaddilarining qahriga uchramasdan qolmasdi, albatta. Shu bois, 1926–1927-yillarda bu guruh faoliyati partiya tashkilotlarida bir necha bor muhokama qilinib, og'machi guruhbozlikda ayblandi. Inog'omov tarafdorlari vazifalaridan olinib, nomlari qoralandi.

"Qosimovchilik" guruhi ham 1929–1930-yillarda sovet hukmron rejimi tomonidan milliy kadrlarni, ziyolilarni qatag'on qilish, jazolash maqsadida atayin uyushtirilgan navbatdagi uydirma edi. O'z SSR Oliy Sudining raisi lavozimida ishlagan S.Qosimov va uning yaqin maslakdoshlari: N.Alimov, Musaboyev, Sharipov, Sirojiddinov va boshqa jami yetti kishi 1929-yilning 2-yarmida "bosmachilik" harakatiga yon berganlikda ayblanib qamoqqa olindi. Ular respublikadagi millatchi tashkilotlar bilan aloqa bog'laganlikda ayblandi. Bu guruhning to'rtta a'zosi shunday asossiz ayblanib, otib tashlandi. Qolganlari esa ko'p yillik qamoq jazosiga hukm qilindi.

1937–1938-yillar davomida O'zbekistonda bir qator yirik aksilinqilobiy tuzilmalar tuzilgan, faoliyat yuritmoqda, degan soxta ma'lumotlar to'plandi. Mana shunday soxta ma'lumotlar asosida respublika rahbarlari A. Ikromov va F. Xo'jayev boshchiligidagi "Burjua – millatchilik aksilinqilobiy tashkiloti markazi", Abdurauf Qoriyev rahbar bo'lgan "Musulmon ruhoniylarning millatchi-isyonkor tashkiloti", "Aksilinqilobiy o'ng trotskiychi josuslar tashkiloti markazi", "Buxoro va Turkiston baxt-saodati" nomli aksilinqilobiy tashkiloti, I.Ortiqov boshliq "Yoshlarning aksilinqilobiy burjua-millatchilik tashkiloti", "Ingliz josuslik rezidenturasi", "Yapon josuslik-qo'poruvchilik rezidenturasi" kabi tashkilotlar sovet hokimiyatiga qarshi faoliyat yuritmoqda, deb e'lon qilindi, ularni tuzishda gumon qilinganlar qatag'on qilindi.

Eng so'nggi ma'lumotlar, tarixiy hujjatlarni har tomonlama o'rganish, tahlil qilishlar, surishtirishlar bunday tashkilotlarning respublikada umuman bo'lmaganini to'la tasdiqlamoqda. Demak, bunday aksilinqilobiy tashkilotlar qatag'on tuzumi buyurtmasi asosida Markaz va uning jazo organlari tomonidan atayin to'qib chiqarilgan va hayotga izchil tatbiq etilgan. Buning orqasida ming-minglab begunoh insonlar shafqatsiz jazolangan, umrlari xazon bo'lgan. XX asr

boshidan 40-yillargacha 450 ming vatandoshlarimizga nisbatan “jinoiy ish” ochilgani, ularning hayoti ostin-ustun bo‘lib ketgani faktidir.

Faqat 1937–1939- yillarda O‘zbekistonda hammasi bo‘lib 43 mingdan ziyod kishi qamoqqa olingan. Ulardan olti ming 920 nafari otib tashlangan. 37 ming nafari esa turli muddatga qamoq va surgunlarga hukm etilgan. XX asrning 20–40-yillarida Cho‘lpon, Fitrat, Botu, Abdulla Qodiriy, Usmon Nosir, Otajon Hoshim, Abdulla Alvoniy, Munavvar Qori, Elbek, Rafiq Mo‘min singari bir-biridan iste’dodli adiblar ma’rifat targ‘ibotchilarini ham qatag‘on to‘lqini o‘ziga tortdi. Shuningdek, o‘zbek romanchilarining otasi Abdulla Qodiriy, talantli yozuvchi Oybek, Shuhrat, Mirzakalon Ismoilov, Said Ahmad, Shukurullo “Xalq dushmani” deb e‘lon qilindi. Ularning asarlari man qilinib, o‘zlari qamoqqa olinib, stalincha lagerlarga jo‘natildi.

Bundan tashqari, chet elda bo‘lib kelgan bir qancha ziyolilarimiz Sattor Jabbor, Solih Muhammad, Maryam Sultonmurodova, Xayriniso Majidxonova va boshqalar ham asossiz qatag‘on siyosatining qurboni bo‘ldi. Ularning ko‘plari shu siyosatdan bezib, chet ellarda qolib ketdi.

1990-yilgi farmonning ahamiyati

Qatag‘on qurbonlarining xotirasini va haq-huquqlarini tiklash ishlari Stalin vafot etganidan so‘ng Nikita Xrushev tomonidan boshlab berildi. Ammo 60-yillar o‘rtalariga kelib to‘xtab qoldi. Shu sababdan 1990-yil 13-avgust kuni SSSR prezidenti Mixail Gorbachev “20–50-yillardagi barcha siyosiy qatag‘on qurbonlarining huquqlarini tiklash to‘g‘risida” farmonni imzoladi. SSSR tarqalib ketish arafasida imzolangan mazkur farmonning tarixiy ahamiyati nimadan iborat? Unda qanay turdagi qurbonlar haq-huquqlari haqida gap ketgan?

Nikolay Troitskiyning fikricha, bu qaror faqatgina ramziy xarakterga ega bo‘lib, Gorbachevga boshida unga ishongan va 1990-yil yoziga kelib unga nisbatan ishonchsizlik kayfiyatiga tushib qolgan qayta qurish ziyolilari oldidagi o‘z obro‘sinini tiklash uchun kerak edi. Aslida, 80-yillarda qatag‘on qurbonlarining aksariyatining haq-huquqlari tiklanib bo‘lgan edi, ushbu farmon esa ularga moddiy va ma’naviy kompensatsiya to‘lashni va bir qator imtiyozlarni berishni ko‘zda tutar edi. Ammo bunday kompensatsiya to‘lashning imkoni darhol bo‘lmadi. Yana bir qator qonunosti hujjatlari ham talab etilardiki, bular SSSR tarqalganidan keyingi tashkil etilgan Respublikalar rahbarlari tomonidan amalga oshirildi.

Moddiy kompensatsiya o‘z yo‘liga. Ammo hujjatning muhim bo‘lgan siyosiy-tarixiy ahamiyatini ham aytib o‘tish kerak. Tarixda ilk bor davlatning eng yuqori mansabdor shaxsi tomonidan shu davlat tomonidan amalga oshirilgan adolatsizliklarning tan olinishi edi bu. Bundan tashqari, farmon imzolangan paytda prezident Gorbachev hamon KPSS MQ bosh kotibi, qatag‘onlarni amalga oshirgan Stalinning to‘g‘ridan to‘g‘ri vorisi edi.

Gorbachev farmonida 60-yillardagi Xrushev tomonidan amalga oshirilgan qatag‘on qurbonlari rehabilitatsiyasini yetarli emas deb hisoblashini ham aytib o‘tadi. Ushbu farmon orqali u boshlangan ishni oxiriga yetkazib qo‘yishi lozim edi. U qurbonlar haq-huquqlarini tiklash borasida muhim qadamni qo‘ydi. Hujjatda eng muhim punkt quyidagicha edi:

“Insonning asosiy fuqarolik va ijtimoiy-iqtisodiy huquqlariga zid ravishda, kollektivlashtirish davrida dehqonlarga, shuningdek, boshqa barcha fuqarolarga nisbatan 1920–1950-yillarda siyosiy, ijtimoiy, milliy, diniy va boshqa sabablarga ko‘ra amalga oshirilgan qatag‘onlar noqonuniy deb tan olinsin va ushbu fuqarolarning huquqlari to‘liq tiklansin”.

Hujjatda, shuningdek, ushbu farmon “Ulug‘ Vatan urushi yillarida, urushdan oldingi va urushdan keyingi yillarda Vatanga va sovet xalqiga qarshi jinoyatlarda ayblangan shaxslarga nisbatan tatbiq etilmasligi” ham belgilab qo‘yildi.

Gorbachevning SSSR tarixida tutgan o‘rni qanday bo‘lishi, undan keyingi Respublikalarda ushbu hujjatning ijrosi qay darajada amalga oshirilganidan qat’iy nazar u shu birgina harakati tufayli tarix oldida o‘z o‘rnini belgilab bergan desak, adashmagan bo‘lamiz.

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**ТРЕБОВАНИЯ К ФУНКЦИОНАЛЬНЫМ РАЗМЕРАМ СТОЛОВ И СТУЛЬЕВ,
ПРЕДНАЗНАЧЕННЫХ ДЛЯ ОРГАНИЗАЦИИ УЧЕБНОГО ПРОЦЕССА В ОБЩИХ
СРЕДНИХ, СРЕДНИХ СПЕЦИАЛЬНЫХ, ПРОФЕССИОНАЛЬНЫХ
ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЯХ**

Ражабов А.Н.

д.ф.т.н. (PhD). Академия труда и социальных отношений.

email: rajabov2310@gmail.com

Миррахимова Н.О.

Магистрант. Ташкентский химико-технологический институт.

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Аннотация. В данной статье описаны требования к функциональным размерам столов и стульев, предназначенных для организации учебного процесса в учреждениях высшего, среднего специального и профессионального образования.

Ключевые слова: Стол, стуль, высота сиденья, углы сиденья, эффективная глубина сиденья, функциональные размеры.

**REQUIREMENTS FOR THE FUNCTIONAL SIZES OF TABLES AND CHAIRS
INTENDED FOR ORGANIZING THE EDUCATIONAL PROCESS IN GENERAL
SECONDARY, SECONDARY SPECIAL, PROFESSIONAL EDUCATIONAL
INSTITUTIONS.**

Abstract. This article describes the requirements for the functional dimensions of tables and chairs intended for organizing the educational process in institutions of higher, secondary special and vocational education.

Keywords: table, stools, seats height, seat corners, effective depth of the seat, functional dimensions.

Столы и стулья, предназначенные для организации учебного процесса в общих средних, средних специальных, профессиональных образовательных учреждениях, подразделяются на шесть ростовых групп и соответствующее им количество ростовых номеров мебели от 1 до 6 в соответствии с таблицей № 1.

Таблица № 1.

Подразделение ученических столов и стульев на ростовые группы и соответствующее им количество ростовых номеров.

Группа роста, мм	Средний рост, мм	Ростовые номера столов и стульев	Цвет маркировки
Свыше 1000 до 1150	1050	1	Оранжевый
Свыше 1150 до 1300	1200	2	Фиолетовый
Свыше 1300 до 1450	1350	3	Желтый
Свыше 1450 до 1600	1500	4	Красный
Свыше 1600 до 1750	1650	5	Зеленый
Свыше 1750	1800	6	Голубой

Ученические столы должны изготавливаться одноместными или двухместными двух типов:

- I — столы с постоянными параметрами;
II — столы с регулируемыми параметрами.

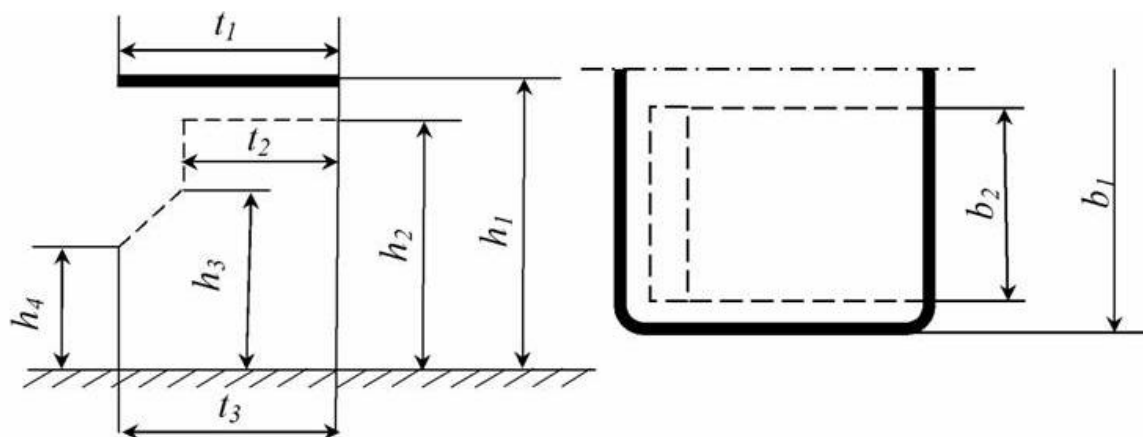
Функциональные размеры ученических столов должны соответствовать требованиям, указанным в таблице № 2.

Таблица № 2

Требования к функциональным размерам ученических столов

Наименование функциональных размеров ученических столов согласно рисунку 3.	Ростовые номера и размеры ученических столов, мм					
	1	2	3	4	5	6
Высота рабочей плоскости h_1	460	520	580	640	700	760
Расстояние от пола до нижней кромки элементов, выступающих под крышкой стола у ее края (высота пространства для ног), h_2 , не менее	350	410	470	530	590	650
Расстояние от пола до элементов, выступающих над коленями (высота пространства для ног, согнутых в коленях), h_3 , не менее	350	350	400	400	450	500
Расстояние от пола до элементов, выступающих над стопой сидящего (высота пространства для вытянутых ног), h_4 , не менее	250	250	300	300	350	350
Ширина рабочей плоскости, t_1 , не менее	450	500	500	500	500	500
Расстояние от края стола со стороны сидящего до элементов, выступающих перед его коленями (глубина пространства для ног), t_2 , не менее	300	300	300	350	400	400
Расстояние от края стола со стороны сидящего до элементов, выступающих над его стопой (глубина пространства для ног при сиденье с вытянутыми ногами), t_3 , не менее	400			450		
Длина рабочей плоскости, b_1 , не менее: одноместный стол двухместный стол	600 1200			700 1300		
Расстояние между опорными элементами стола на одно место (ширина пространства для ног), b_2 , не менее	420			450		

Рисунок 1



Крышка ученического стола должна быть горизонтальной или иметь приспособления для установки ее горизонтально и под углом от 7 градуса до 16 градусов. При переводе крышки в наклонное положение высота края стола, обращенного к ученику, не должна уменьшаться более чем на 10 мм.

При наличии в ученических столах полки высота ниши должна быть не менее 60 мм.

Столы типа II должны регулироваться по высоте:

вариант 1 — на шесть ростовых номеров 1 — 6;

вариант 2 — на три ростовых номера 1 — 3 и 4 — 6.

Высота рабочей плоскости h_1 и расстояние от пола до нижней кромки элементов, выступающих под крышкой стола у ее края (высота пространства для ног) h_2 должна изменяться в соответствии с таблицей № 5. Остальные размеры столов должны соответствовать требованиям:

в столах ростовыми номерами 1 — 6 и 4 — 6 — размерами для ростового номера 6 таблицы № 5;

в столах ростовыми номерами 1 — 3 — размерами для ростового номера 3 таблицы № 5.

В ученических столах с крышками, устанавливаемыми в двух положениях — горизонтальном и наклонном, должны быть углубления для ручек и карандаша размером не менее 220x20x5 мм.

Расстояние от кромки крышки со стороны сидящего до углубления должно быть не менее 380 мм.

Ученические столы с горизонтальными крышками допускается изготавливать без углублений для ручки и карандаша.

Степень блеска рабочих поверхностей ученического стола должна быть не выше 49%.

Углы крышек ученического стола должны быть притуплены (зашлифованы) или иметь в плане скругление радиусом 10 — 30 мм.

Ученические стулья должны изготавливаться двух типов:

I — стулья с постоянными параметрами;

II — стулья с регулируемыми параметрами.

Функциональные размеры ученических стульев должны соответствовать требованиям, указанным в таблице № 6.

Таблица № 3.

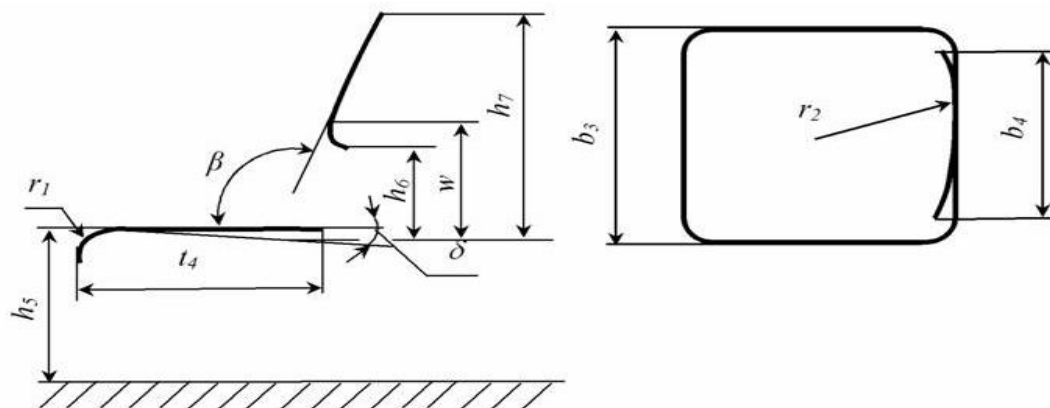
Требования к функциональным размерам ученических стульев

Наименование функциональных размеров ученических стульев согласно рисунку 4.	Ростовые номера и размеры ученических стульев, мм					
	1	2	3	4	5	6
Высота сиденья, h_5	260	300	340	380	420	460
Эффективная глубина сиденья* (допустимое отклонение минус 20) t_4	260	290	330	360	380	400
Ширина сиденья, b_3 не менее	250	270	290	320	340	360
Высота линии перегиба спинки w , не более	160	170	190	200	210	220
Высота нижнего края спинки над сиденьем h_6	120	130	150	160	170	190
Высота верхнего края спинки над сиденьем h_7 , не более	250	280	310	330	360	400
Ширина спинки b_4 , не менее	250	250	250	280	300	320
Радиус изгиба переднего края сиденья, r_1	20 — 50					
Радиус спинки в плане r_2 , не менее**	300					
Угол наклона сиденья d , в градусах	0 — 4					
Угол наклона спинки β , в градусах	95 — 106					

Примечания: эффективная глубина сиденья — размер по горизонтали от передней кромки сиденья до наиболее выпуклой части спинки, измеряемый по оси стула и соответствующий минимальной глубине сиденья.

Допускается прямая спинка, не имеющая радиуса в плане.

Рисунок 2



Высота сиденья h_5 в ученических стульях типа II должна регулироваться на три ростовых номера: 1 — 3 и 4 — 6.

В ученических стульях ростовыми номерами 1 — 3 ширина сиденья b_3 , ширина спинки b_4 должны соответствовать нормам для ростового номера 3, остальные размеры — нормам для ростового номера 2. В ученических стульях ростовыми номерами 4 — 6 ширина сиденья b_3 и ширина спинки b_4 должны соответствовать нормам для ростового номера 6, остальные размеры — нормам для ростового номера 5.

Поверхность сиденья может быть плоской или иметь углубление. Углубление должно быть не более 10 мм и должно занимать задние 2/3 глубины сиденья. Самая

глубокая часть должна приходиться на точку, расположенную от передней кромки сиденья на 3/4 его глубины.

Расстояние от пола до передней царги или проножки должно быть не менее 0,7 высоты сиденья ученического стула.

Углы сиденья и спинки ученического стула должны быть притуплены (зашлифованы) или иметь в плане скругление радиусом 13 — 30 мм.

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KOSMETIKA MAHSULOTLARINI IDENTIFIKATSIYALASHNING ASOSIY MEZONLARINI VA IQTISODIY SAMARADORLIGINI ANIQLASH.

Ziyodova Lobar Baxodir qizi

Toshkent kimyo texnologiya instituti. PhD, asisstent
lobarziyodova@gmail.com, 977129106.

Xamroqulov Mahmud G'ofurjonovich

Toshkent kimyo texnologiya instituti. PhD, dotsent

Muhammedova Shohista

Toshkent kimyo texnologiya instituti, katta o'qituvchi

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Annotatsiya. Kosmetika mahsulotlarini ekspertiza qilish va sertifikatlash maqsadida o'tkaziladigan identifikatsiya katta amaliy ahamiyatga ega shu sababli kosmetika mahsulotlarini identifikatsiyalash uchun zarur identifikatsiya mezonlarini aniqlash muhimdir. Kosmetika mahsulotlarining o'ziga xos turlari uchun identifikatsiya mezonlari bir-birdan farq qiladi, bu har xil turdagi kosmetika mahsulotlarining maqsadi, tarkibi va funktsional xususiyatlari turli hilligi bilan belgilanadi. Ma'lumki, identifikatsiya ko'rsatkichlari soni maqbul bo'lishi, ya'ni sifat ko'rsatkichlarining butun doirasi bo'yicha sinovlar o'tkazilmasligi kerak, chunki bu identifikatsiyani murakkablashtiradi, shuning uchun ular oqilona tanlangan va ekspert xulosasi uchun yetarli ma'lumotlarni yetkazib beradigan darajada bo'lishi kerak.

Kalit so'zlar: kosmetika mahsulotlari, identifikatsiyalash, identifikatsiya mezonlari, identifikatsiya usullari, identifikatsiya ko'rsatkichi, sertifikatlash, markirovka.

DETERMINING THE BASIC CRITERIA AND COST-EFFECTIVENESS OF IDENTIFICATION OF COSMETIC PRODUCTS.

Abstract. Identification carried out for the purpose of examination and certification of cosmetic products is of great practical importance, so it is important to determine the identification criteria necessary for the identification of cosmetic products. Identification criteria for specific types of cosmetic products differ from each other, which is determined by the variety of goals, composition and functional features of cosmetic products of various types. As you know, the number of identification indicators should be acceptable, that is, tests should not be carried out on a whole range of quality indicators, which complicates identification, so they should be reasonably selected and at a level that allows sufficient information to be provided for an expert opinion.

Keywords: cosmetic products, identification criteria, identification methods, identification index, certification, labeling.

ОПРЕДЕЛЕНИЕ ОСНОВНЫХ КРИТЕРИЕВ И ЭКОНОМИЧЕСКОЙ ЭФФЕКТИВНОСТИ ИДЕНТИФИКАЦИИ КОСМЕТИЧЕСКИХ ПРОДУКТОВ.

Аннотация. Идентификация, проводимая в целях экспертизы и сертификации косметической продукции, имеет большое практическое значение, поэтому важно определить критерии идентификации, необходимые для идентификации косметической продукции. Критерии идентификации для специфических видов косметической продукции отличаются друг от друга, что определяется разнообразием целей, состава и функциональных особенностей косметической продукции различных видов. Как известно, количество показателей идентификации должно быть приемлемым, то есть не должны

проводятся испытания по целому кругу показателей качества, что усложняет идентификацию, поэтому они должны быть разумно выбраны и на уровне, позволяющем предоставить достаточную информацию для экспертного заключения.

Ключевые слова: *косметические продукты, идентификационные критерии, методы идентификации, показатели идентификации, сертификация, маркировка.*

Tahlillar shuni ko'rsatdiki, maqsadga qarab mezon va ko'rsatkichlar soni, shuningdek qo'llaniladigan vositalar va usullar har xil bo'ladi. Bu identifikatsiya paytida amalga oshirilgan ishlar hajmini aniqlaydi. Ishning tahlili va amaliy natijalarini hisobga olgan holda, biz kelajakda boshqa maqsadlarda ishlatilishi mumkin bo'lgan, ikki turdagi faoliyatni identifikatsiyalash tartibini ishlab chiqishni maqsadga muvofiq deb hisoblaymiz: ekspertiza va sertifikatlash.

Identifikatsiyani amalga oshirishda mahsulot turiga qarab va maqsadga ko'ra dastlab identifikatsiya mezonlari aniqlanadi. Keyin tanlangan mezonlarni aniqlash uchun ishlatilishi mumkin bo'lgan vositalarni aniqlanadi. Vositalarni ikki guruhga bo'lish mumkin: me'yoriy (texnik) va yuk hujjatlari (YuH). Identifikatsiya qilish uchun mos ko'rsatkichlar me'yorlarini va ularni aniqlash usullarini belgilaydigan normativ yoki texnik hujjatlarga muhim ahamiyat beriladi.

Identifikatsiya qilish uchun biz beshta usul guruhini aniqladik: analitik, ekspert, organoleptik, o'lchash va ekspress usullar, ularning qo'llanilishi tanlangan mezonlarga muvofiq belgilanadi.

Identifikatsiyaning har bir turi tegishli mezonlar bilan tavsiflanadi. Mezonlar orasida deyarli har doim identifikatsiya amalga oshirilishida inobatga olinadigan umumiy mezonlarni ajratish mumkin, masalan, mahsulot turi, nomi, ishlab chiqaruvchisi, YuHga muvofiqligi. Bundan tashqari, faqat ma'lum bir identifikatsiya turi uchun ishlatiladigan aniq mezonlar mavjud.

Eng muhim identifikatsiya mezoni kosmetika mahsulotining nomi. Nomiga (turiga) qarab mahsulotning me'yoriy hujjati, maqsadi, qo'llash usuli va saqlash shartlari aniqlanadi. Kosmetika mahsulotlarining nomenklaturasi juda xilma-xildir, yangi turlari doimiy ravishda paydo bo'ladi, shuning uchun hozirda barcha turdagi mahsulotlar uchun standartlar mavjud emas.

Bundan tashqari, kosmetika mahsulotlari murakkab va ko'pkomponentli tarkibga ega, shu sababli ba'zida mahsulotni u yoki bu turga bog'lash qiyin bo'ladi.

Nomi va asosiy funksional xususiyatlarga muvofiqligini aniqlash mahsulotning xususiyatlarini organoleptik o'rganishdan boshlanadi: rang, hid, ushbu maqsaddagi mahsulotning xarakteristikasi. Ba'zida mahsulot nomini to'g'ri aniqlash uchun faqat organoleptik xususiyatlar yetarli emas.

Misol uchun, shampunlarni vannalar uchun ko'pikdan yoki konditsionerlardan ajratish ko'pincha qiyin. Shuning uchun ushbu nomlarni yanada aniqlashtirishda mahsulotlarning belgilangan nomga muvofiqligini yanada ishonchli tasdiqlash yoki rad yetish imkonini beruvchi laboratoriya (o'lchash) tahlil usullari qo'llaniladi.

Shunday qilib, shampunlarni, vanna ko'piklarini va konditsionerlardan farqlash uchun kerak bo'lganda uchta ko'rsatkichni tanlash mumkin: pH, sirt faol moddalar tarkibi va ko'piklanish qobiliyati.



1-rasm. Nomi va turi bir hil ammo sifati soxtalashtirilgan tonal kremi (chap tomonda original, o'ng tomonda soxtalashtirilgan mahsulot)

Firmalar o'z mahsulotlarini ishlab chiqarishni boshqa ishlab chiqaruvchilarga ishonib topshirishlari mumkin, bu qabul qilingan amaliyot ham identifikatsiyani qiyinlashtiradi. Mahsulotlar uchun mas'ul bo'lgan va ishlab chiqaruvchi ro'yxatiga kiritilgan kompaniya mahsulot uchun javobgar hisoblanadi, garchi konteynerlar va hatto tovarlarning o'zini ishlab chiqarish uning nomidan boshqa korxonalar tomonidan amalga oshirilishi mumkin bo'lsa ham.

Tovarlarni identifikatsiyalashning 3 ta bosqichi mavjud:

1. Dastlabki identifikatsiya- bunda mahsulot hujjatlari o'rganiladi, tahlil qilinadi, qadoqlari tekshiriladi, muvofiq va nomuvofiq xususiyatlari ajratilib, organoleptik va fizik-kimyoviy ko'rsatkichlari baholanadi.
2. Yakuniy identifikatsiya- bunda sinov ma'lumotlari tahlil qilinadi va xulosa uchun to'liq tahlil ishlari amalga oshiriladi.
3. Muvofiqlik to'g'risida xulosa tuzish.

Identifikatsiyaning birinchi turi mahsulotlarni nomi va uning asosiy funksional xususiyatlari meyoriy hujjatlarga muvofiqligini aniqlash uchun amalga oshiriladi. Mahalliy mahsulotlarning yorlig'ida ushbu mahsulot ishlab chiqariladigan GOST yoki boshqa standart ko'rsatiladi.

Mahsulotning muvofiqlik sertifikatini, yo'l varaqasi yoki schyot-faktura, invoys, shartnoma yoki kontrakt kabi yuk hujjatlariga muvofiqligini aniqlash ekspertiza, nazorat operatsiyalari va sertifikatlashtirish paytida, shuningdek savdo tashkilotlari tomonidan tovarlarni sotib olayotganda amalga oshiriladi.

Sifat identifikatsiyasini amalga oshirishda markirovkaning to'liqligi GOST talablariga muvofiqligi baholanadi. Kosmetika mahsulotlarini identifikatsiyalashning o'ziga xos xususiyati yorliqda ko'rsatilgan tarkibga muvofiqligini aniqlashdir. Ushbu mezon faqat kosmetika mahsulotlarini sertifikatlash maqsadida qo'llaniladi. Yuqori sifatli va xavfsiz parfyumeriya va kosmetika mahsulotini yaratishning eng muhim sharti uning tarkibini (formulasini) ishlab

chiqishdir. Normativ hujjatlarda, GOSTda, qoida tariqasida, asosiy moddalarning tarkibi normallashtiriladi. Masalan, suv, spirt, sirt faol moddalar va boshqalarning massa ulushi.

Kosmetika mahsulotlarini identifikatsiyalashda retsept tarkibi tahlil qilinadi, bu ishlab chiqaruvchi tomonidan kompozitsiyadagi ingredientlar miqdorini ko'rsatmasdan taqdim etiladi, ma'lum chegaralarda ruxsat etilganlar bundan mustasno. Ingredientlar ro'yxati lotin alifbosidagi harflar yordamida kosmetik ingredientlarning xalqaro nomenklaturasiga (MC1) muvofiq belgilanishi mumkin. Retsept tarkibi kosmetika mahsulotining barcha iste'mol xususiyatlarini va ularning samaradorligini shakllantiradi. Masalan, ilgari shampunlarda qazg'oqqa qarshi komponent sifatida ishlatilgan qayin smolasi kabi komponentdan foydalanish hozirgi kunda taqiqlangan. Biroq, hozir ham bozorda qayin smolasini o'z ichiga olgan shampunlar mavjud. Xuddi shu narsa kosmetika mahsulotlaridagi konservantlarga ham tegishli. Konservantlarning asosiy qismini mahsulotlarida cheklangan miqdorda ishlatishga ruxsat beriladi.

Ishlab chiqarilgan sana kabi mezon partiya va sifatni identifikatsiya qilish uchun ishlatiladi. Ishlab chiqarilgan kundan boshlab kosmetika mahsulotining yaroqlilik muddati hisoblanadi, bu ularning ishlab chiqarishning texnologik imkoniyatlari, formulasi asosida aniqlanadi va uni ishlab chiqaruvchining o'zi belgilaydi. Yaroqlilik muddati tugagandan so'ng, mahsulot sifatli deb hisoblanmaydi va utilizatsiya qilinadi. Ko'pincha, ishlab chiqarilgan sana partiyani identifikatsiyalash mezoni sifatida, amal qilish muddati esa sifatni identifikatsiyalashda ishlatiladi. Mahalliy kosmetika mahsulotini markirovkalashda odatda ishlab chiqarilgan sana va yaroqlilik muddatini ko'rsatiladi. Import qilingan mahsulotlarda ko'pincha yaroqlilik muddati ko'rsatiladi.

Mahsulotning hajmi va massasi partiyaviy va miqdoriy identifikatsiyani tavsiflovchi mezondir. Kosmetika mahsulotlarini ishlab chiqarish uskunasi xususiyatlariga, qadoqlanishi, konsistentsiyasi, maqsadiga qarab, markalash va qadoqlash vaqtida iste'molchi qadog'idagi nominal tarkibining sof og'irligini yoki hajmini ko'rsatadi. Misol uchun, agar to'ldirish uskunasi tortish dispenserlari bilan jihozlangan bo'lsa, unda ishlab chiqaruvchi paketdagi kosmetika mahsuloti massasini ko'rsatadi va agar volumetrik dispenserlar o'rnatilgan bo'lsa, unda, albatta, hajmi ko'rsatadi.

Meyoriy hujjatlar talablariga muvofiqligini aniqlash faqat sifatni identifikatsiya qilish va sertifikatlashtirish ishlari davomida amalga oshiriladi. Tegishli standart bilan meyorlashtirilgan barcha ko'rsatkichlarni tekshirib, MH talablariga muvofiqligi yoki nomuvofiqligini baholash mumkin.

O'tkazilgan tadqiqotlar va ularning tahlili kosmetika mahsulotlarini identifikatsiyalashda qo'llaniladigan asosiy mezonlarga ko'ra vositalar, ko'rsatkichlar va usullarni aniqlash imkonini berdi.

1- Jadval.

Kosmetika mahsulotlarini identifikatsiyalashda identifikatsiya mezonlari, vositalari, ko'rsatkichlari va usullarining xususiyatlari

№	Mezonning nomi	Identifikatsiya vositasi	Identifikatsiya ko'rsatkichi	Identifikatsiya usuli
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1	Maxsulot turi	Markirovka, yuk hujjati, Meyoriy hujjat, mahsulot	Tashqi ko‘rinish, rang, hid, pH, faol moddaning massa ulush, suvning vauchuvchan moddalarning massa ulushi	Analitik, ekspert, organoleptik, ekspress usul, o‘lchash
2	Mahsulot nomi	Markirovka, yuk hujjati, etalon namuna, mahsulot	Tashqi ko‘rinish, rang, hid	Analitik, ekspert, organoleptik
3	Ishlab chiqaruvchi	Markirovka, yuk hujjati, kelib chiqish sertifikat, mahsulot, qadoq	Tashqi ko‘rinish, rang, hid	Analitik, ekspert, organoleptik
4	Yuk hujjatlarga muvofiqligi	Markirovka, yuk hujjati, mahsulot nomenklaturasi		Analitik
5	Markirovkaning to‘liqligi	Markirovka, Meyoriy hujjat		Analitik
6	Qo‘llanilishi	Markirovka, ko‘llanish yo‘riqnomasi, mahsulot	Tashqi ko‘rinish, rang, hid, pH, faol moddaning massa ulush, suvning va uchuvchan moddalarning massa ulush	Analitik, ekspert, organoleptik, ekspress usul, o‘lchash
7	Yosh va jinsga moslashtirilganlik	Markirovka, yuk hujjati, mahsulot	Tashqi ko‘rinish, rang, hid, pH	Analitik, ekspert, organoleptik
8	Tarkib	Markirovka, retseptura, meyoriy hujjat	Tashqi ko‘rinishi, faol moddaning massa ulush, quruq moddalar tarkibi va boshqalar	Analitik, organoleptik, ekspress usul, o‘lchash
9	Ishlab chiqarilgan sana	Markirovka, yuk hujjati, ishlab chiqaruvchining axboroti		Analitik, ekspert
10	Hajmi, massasi	Markirovka, yuk hujjati, mahsulot		Analitik, ekspert

11	Tasniflarni guruhlash	Mahsulot, TIF TN va KUK klassifikatorlari	Tashqi ko‘rinishi, faol moddaning massa ulushi	Analitik, organoleptik, ekspress usul, o‘lchash
12	Meyoriy hujjat dastur doirasi	Markirovka, standartlar indeksi, MH	Tashqi ko‘rinishi, faol moddaning massa ulushi	Analitik, organoleptik, ekspress usul, o‘lchash
13	MH talablariga muvofiqligi	MH, mahsulot, sinov hisoboti	Tashqi ko‘rinishi, faol moddaning massa ulushi	Analitik, organoleptik, ekspress usul, o‘lchash
14	Ishlab chiqaruvchi kodi	Markirovka, kod Shifratori		Analitik
15	Tovar belgisi	Markirovka, namuna etalon, tavsif		Analitik
16	Qadoqning muvofiqligi	Qadoq, yuk hujjati, MH		Analitik, ekspert

Xulosa. Shunday qilib, tahlil natijalariga ko‘ra, identifikatsiyalashning eng muhim mezonlar aniqlandi hamda ularga mos keladigan vositalar, ko‘rsatkichlar va usullar belgilandi. Kosmetika mahsulotlarini identifikatsiyalashning bunday mezonlariga quyidagilar kiradi: nomi, maqsadi, tarkibi, jins va yoshga yo‘naltirish, tasniflarni guruhlash, MH talablariga muvofiqligi, turi, ishlab chiqaruvchi. 16 mezondan 8 tasi eng muhimlari ekanligi belgilab olindi.

Sertifikatlash maqsadida organoleptik va ekspert usullari bilan belgilanadigan ko‘rsatkichlar tanlanadi. Bu sertifikatlash uchun ariza beruvchilarning xarajatlarini oshirmaslik uchun sertifikatlash qoidalari bilan ta‘minlanadi. Boshqa maqsadlar uchun, xususan, nazorat faoliyati uchun ko‘rsatkichlar identifikatsiya ko‘rsatkichlari sifatida tanlanishi mumkin, ularni aniqlash qo‘shimcha ravishda ekspress va o‘lchash usullari bilan amalga oshirilishi mumkin. Fizik-kimyoviy identifikatsiya ko‘rsatkichlarini aniqlash uchun, masalan, massasi, asosiy moddaning massa ulush va boshqalar, muhrlangan mahsulot namunalari akkreditatsiyalangan laboratoriyaga yuboriladi. Ko‘rsatkichlarni aniqlash natijalari sinov hisoboti shaklida tuziladi.

Dastlabki identifikatsiya va laboratoriya tekshiruvlari natijalariga ko‘ra identifikatsiyalashning ikkinchi bosqichi o‘tkaziladi, bu "yakuniy identifikatsiya" deb nomlanadi. Tovarlarining individual xususiyatlarini tasdiqlash dastlabki va yakuniy identifikatsiya qilish bosqichida ham amalga oshirilishi mumkin, masalan, tovarlarning nomi (turi) va tegishli MH. Ma‘lumotlarni tahlil qilish identifikatsiya mezonlari va ko‘rsatkichlarining muvofiqligi yoki nomuvofiqligini aniqlaydi.

"Hujjatlashtirish" deb nomlangan uchinchi bosqichda hujjatlar shakllari to‘ldiriladi. Ushbu bosqichda ekspertiza davomida identifikatsiya natijalari asosida xulosa tuziladi.

Shunday qilib, tadqiqotlarimiz natijasida biz identifikatsiya mezonlarini va ularning kosmetika mahsulotlari uchun ahamiyatini aniqladik. Identifikatsiya qilish maqsadlari va turlariga qarab mezonlarning qo'llanilishi belgilanadi. O'tkazilgan tadqiqotlar mezonlarni tavsiflash va belgilangan mezonlarning har biri uchun identifikatsiyalash vositalari, ko'rsatkichlari va usullarini aniqlash imkonini berdi.

Parfyumeriya va kosmetika mahsulotlarini soxtalashtirish shubhasi bilan mahsulotni identifikatsiyalash nafaqat maxsus kimyoviy, fizik-kimyoviy va fizik usullarni, balki qalbakilashtirish va identifikatsiyani aniqlashning yangi samarali usullarini ham qo'llashni talab qiladi. Parfyumeriya mahsulotlarini identifikatsiyalashdagi salbiy natija ularning qalbakilashtirilganligidan dalolat beradi.

Kosmetika mahsulotlari orasida Shampun deyarli har kuni foydalaniladigan ommabop gigienik- kosmetika mahsuloti bo'lib, O'zbekiston Respublikasiga Shampun mahsulotining import va eksport hajmi quyidagi jadvalda keltirib o'tilgan.

Shampun mahsulotining import-eksport hajmi ma'lumotlari

TIF TN bo'yicha tovar kodi	2022 yil		2023 yil	
	Miqdori (tonna)	Qiymati (ming doll.)	Miqdori (tonna)	Qiymati (ming doll.)
3305 10	IMPORT			
	2074,042	11977,358	2353,361	14466,778
	EKSPORT			
	33,810	613,974	16,605	616,18

Shampun mahsulotlari turli xil tarkibga va xususiyatga ega bo'lib, bozordagi harid narxlarini ham turlicha bo'lishiga qaramay, bitta TIF TN kodi bilan tasniflanadi. Ushbu shampun mahsulotlarini TIF TN kod raqamlari noto'g'ri rasmiylashtirilishi natijasida davlat byudjetiga iqtisodiy zarar yetishi mumkin. Misol uchun, 3305 10 "Shampun" nomli tovar subpozitsiyasidagi kosmetika mahsulotlarini 3004 90 "Boshqalar (Dorivor vositalar)" subpozitsiyasida rasmiylashtirilishi, 3305 10 tovar subpozitsiyasi uchun belgilangan 20% li bojxona bojlarini undirilmaligiga olib keladi (O'zbekiston Respublikasi Prezidentining 02.10.2019 yildagi PQ-4470-son qaroriga asosan hozirgi kunda 3004 90 subpozitsiyasi uchun boj to'lovi 0%, 3305 10 subpozitsiyasi uchun boj to'lovi esa 20%ni tashkil etadi). Statistika ma'lumotlariga ko'ra O'zbekiston Respublikasiga bir yilda 33.37 ming AQSH dollari miqdorida (764.15 kg) davolovchi shampun mahsuloti import qilinadi. Agar ushbu mahsulot dorivor vosita sifatida 3004 90 000 9 subpozitsiyasida emas davolovchi shampun 3305 10 000 1 tovar kodida rasmiylashtirilsa bir yilda davlat byudjetiga 6.674 ming AQSH dollari miqdorida bojxona boji undiriladi.

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QORAQALPOG'ISTONDA TEATR SAN'ATINING SHAKLLANISHI VA O'ZIGA XOS XUSUSIYATLAR

Tleumuratova A.J.

Qoraqalpoq davlat universiteti

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Annotatsiya. Mazkur maqolada Qoraqalpoq'istonda teatr san'atining shakllanishi va rivojlanish bosqichlari o'rganib chiqilgan. Shuningdek, "Tong nuri" truppasi ijodidan boshlangan havaskorlik keyinchalik, Qoraqalpoq davlat teatrini tuzishi va professional tarzda ijodiy ishlarni olib borish yo'llari haqida fikr mulohaza yuritilgan.

Kalit so'zlar: havaskorlik, ijod, teatr, rivojlanish, rejissyor, aktyor, truppa, dramaturgiya.

FORMATION AND SPECIFIC FEATURES OF THEATER ART IN KARAKALPAKSTAN

Abstract. This article examines the stages of formation and development of theatrical art in Karakalpakstan. The hobby, which began with the work of the troupe "Tong nuri", was followed by discussions on the creation of the Karakalpak State Theater and ways to carry out creative work in a professional manner.

Keywords: amateur, creativity, theater, development, director, actor, troupe, dramaturgy.

ФОРМИРОВАНИЕ И ОСОБЕННОСТИ ИСКУССТВА В КАРАКАПАКСТАНЕ

Аннотация. В данной статье рассматриваются этапы становления и развития театрального искусства Каракалпакстана. Также были рассмотрены увлечение, начавшееся с создания труппы «Тонг Нури», позже созданного Каракалпакского государственного театра и способы осуществления творческой деятельности на профессиональном уровне.

Ключевые слова: хобби, творчество, театр, развитие, режиссер, актер, труппа, драматургия.

Teatr xalqqa na'muna bo'ladigan ulug' dargoh, "Teatr –bu ibrathonadir" degan edi ulug' marifatparvarlarimizdan biri Mahmudxo'ja Behbudiy. Darhaqiqat, teatr ibrat va ma'naviyat maskanidir. Sababi jamiyatta yuz berayotgan voqealarning barchasi teatr hunarida o'z aksini topadi. Har bir millat, xalq o'z tarixi va madaniyati bilan bir-biridan farq qilgan holda ajralib turadi. O'zining chuqur tarixiy merosi va boyliklari, urf-odatlarini saqlab qola olgan millat o'zligini anglagan xalq dunyo miqyosida o'zining alohida o'rin egallashi shubhasizdir.

Ajdodlarimiz tafakkuri va dahosi bilan yaratilgan eng qadimgi toshyozuv va bitiklar, xalq og'zaki ijodi namunalaridan tortib, bugungi kunda kutubxonalarimiz xazinasida saqlanayotgan ming-minglab qo'lyozmalar, ularda mujassamlashgan tarix, adabiyot, san'at, siyosat, axloq, falsafa, tibbiyot, me'morlik, dehqonchilik va boshqa sohalarga oid qimmatbaho asarlar bizning buyuk ma'naviy boyligimizdir. Bunchalik katta merosga ega bo'lgan xalq dunyoda kamdan kam topiladi¹⁹.

¹⁹ I.A.Karimov-Yuksak ma'naviyat -yengilmas kuch-Toshkent "Ma'naviyat"2010

Ma'rifatparvar yozuvchi va teatr arbobi Mahmudxo'ja Behbudiy "Teatr o'yinbozlik emas! Masxarabozlik ham emas! Teatr bamisoli oynavand bir uykim, kirgan har bir kimsa o'z husnu qabihini ko'ra olur", deb yozgan edi. Darhaqiqat, teatr jamiyatning ma'naviy va madaniy hayotini aks ettiradigan o'ziga xos ko'zgudir. Insoniyat tarixida alohida o'rin egallagan XX asr o'zining ko'plab o'zgarishlari va yangiliklari bilan tarix betlarida o'chmas iz qoldirdi. Bu asr bir qator jamoat o'zgarishlari, ko'p yillik qirg'inlarga sabab bo'lgan urushlar, fan va texnika, madaniyat va san'at olamidagi misli ko'rilmagan yangiliklar bilan tarixga kirib keldi. Ushbu asr qoraqalpoq teatrining ham paydo bo'lishi va rivojlanib, munosib o'rin tutishining guvohi bo'ldi. Dunyoda qanchama xalqlar va millatlar bo'lsa ularning har birining o'ziga xos bosib o'tgan yo'li, tarixi bor. O'sha tarixiy voqealar ta'siri sababli shakllanib rivojlangan musiqa madaniyati va san'ati hisoblanadi. Shular qatorida qoraqalpoq xalqining asrlar davomida shakllanib, ota –bobolardan zanjirma -zanjir o'tib kelayotgan xalq og'zaki ijodi bo'lgan milliy dasturlari bilan urf -odatlarini, to'y -tomoshalarining o'tkazish marosimlari, qiz -yigitlarning mutoyiba aytishlari, xalq raqslari bubing yaqqol misolidir.

Xalqimiz orasida dasturga aylanib ketgan: «kúyew keldi», «qiz uzatiw», «kórimlik», «bet ashar», «besik toy», «tusaw kesiw» marosimlari misolida ko'rishimizga mumkin, bu dasturlarni jirov va baxshilarimiz aktyorlik mahorati bilan bajariganligi o'sha davrlardan buyon, xalqimiz orasida teatr tomoshalarining dastlabki silsilalari bo'lganligidan darak beradi.

1918-yili mamlakatimiz tomonidan «Teatr bo'limini tuzish haqida» maxsus qarorinani so'ng yurtimizda teatr hunarini shakllantirishga katta e'tibor berilib, respublikamizning barcha o'rinlarida har hil madaniy-oqartirish ishlari bilan shug'ullanuvchi muassasalarni tashkil etish, aholiga tomosha qo'yishda ijodkor insonlardan tashkil topgan, teatr, konsert truppalari tashkillashtirish bo'yicha bir qator ishlar amalga oshirildi. 1920-yillarning o'rtalaridan e'tiboran qoraqalpoq xalqi orasida «Teatr», «Teatr truppasi»- degan atama so'zlar aholi hayotida paydo bo'la boshladi.

O'sha yillardan e'tiboran azaldan o'zining milliy dasturida teatr hunari rivojlanmagan xalqlarda yevropa na'munasidagi teatrlar ochilib, undagi ijodiy ishlar milliy tilda olib borila boshladi. Bu yangi tashabbuslar xalqning teatr hunariga bo'lgan qiziqishini orttirib, uning rivojlanishiga o'zining ijobiy ta'sirini ko'rsatti.

To'rtkul pedagogika texnikumining tabiatshunoslik o'qituvchisi Zarip Fatixovich Kasimov 1925-yilning boshida texnikum o'quvchilaridan qoraqalpoq milliy truppasini tashkillashtiradi. Bu to'garak dastlab 13 iqtidorli yoshlardan iborat bo'ldi. 1925-yilning 3-maydagi buyrug'i bilan Z. F. Qosimov qoraqalpoq milliy truppasining badiiy rahbari lavozimiga tayinlanadi. 1926-yili 11-aprelda «Qoraqalpoq milliy drama truppasini tuzish haqida» maxsus qaror qabul qilindi. Qoraqalpoq milliy teatri tarixida bu qaror eng dastlabki rasmiy hujjat bo'lib hisoblanadi. «Tong nuri» Qoraqalpoq milliy teatr truppasi degan atama berilib unga may oyidan e'tiboran Z. F. Qosimov badiiy rahbari etib tayinlandi.

1926-yilning 8-noyabrida Qosim Auezovtin «Tilak yo'lida» nomli to'rt pardali tarixiy dramasi bilan «Tong nuri» teatri pardasi tantanali ravishda ochildi. Qoraqalpoq milliy teatri tarixiniing yilnomasi ayni ushbu kundan boshlanadi.

Spektaklga Z. F. Qosimov xalq musiqalarini o'zi tanlaydi. 1927-yili Z. F. Qosimov rahbarligida «Tong nuri» truppasi Shabbaz, Qipchoq, Xojeli, Chimboy, Cho'rtanko'l, Qong'iroq bo'ylab gastrol tashrifini o'tkazib va o'sha yerlarning havaskorlar to'garaklarining ishlari bilan

tanishib, ularga amaliy maslahat berdi. O'sha yili «Tong nuri» truppasini badiiy rahbari etib Abdiraman Zardaepovtni tayinlanadi. Qoraqalpoq musiqa madaniyatida drama va musiqiy drama jonrlarining rivojida taniqli rejissyor T. Ollohnazarovning o'rni beqiyos. U qoraqalpoq musiqa tarixida birinchi milliy rejissyor bo'lib iz qoldirdi.

T. Ollohnazarov 1940-yildan e'tiboran teatrning bosh rejissyori bo'lib tayinlanib, 1959-yilga qadar teatrni boshqaradi. To'rash Ollohnazarov (1916-2000) Katta aktyor, rejissyor, islohatchi, novator, dramaturg, tilmoch, olim, ulug' ustoz. U 1916-yili Qo'ng'iro't tumanida tug'ilib voyaga yetgan. T. Ollohnazarov butun ijodiy hayotini, qoraqalpoq milliy saxna hunarini rivojlantirishga va teatrning o'tgan tarixiy yo'llarini o'rganib, keyingi avlodlarga yetkazishga bag'ishlagan. 1934-yili Moskvadagi A. V. Lunocharskiy nomidagi davlat teatri, 1945-yilga qadar K. S. Stanislavskiy nomidagi davlat teatri rejissyor va aktyor bo'lib ishlagan. T. Ollohnazarov 1939-yillardan boshlab adabiyot bilan shug'illana boshlaydi. U Asan Begimov bilan birgalikda «G'arip ashik» (1954), Jolmurza Aymurzaev bilan birgalikda «Rawshan» (1956), Pirlepes Tilaganovning «Birinchi gudok» (1960) piesalarini yozib o'zi sahnalastirdi. Yanada teatr uchun bir qancha turdosh xalqlarning piesalarini qoraqalpoq tiliga tarjima qilgan. T. Ollohnazarov 1964-yili «Qoraqalpoq teatrining rivojlanish yo'llari»-nomli mavzusi bilan san'atshunoslik bo'yicha nomzodlik ishini yoqlab chiqqan.

Hozirgi kunda mazkur teatr 90 yildan ortiq tarixga egadir. Teatrning ko'p yillar davomida erishgan yutuqlari, ayniqsa yoshlarni Vatanga sadoqat, insonparvarlik ruhida tarbiyalash, insonlar qalbiga yaxshilik nurlarini singdirishni o'zining ezgu minnati deb bilib, xalqqa fidokorona xizmat ko'rsatib kelamogda.

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МАКТАБГАЧА ТАЪЛИМ ТАШКИЛОТЛАРИДА ЖИСМОНИЙ ТАРБИЯ ИШЛАРИНИ ТАШКИЛ ЭТИЛИШИ.

Раимов Давлатнур Илхомжонович

Гулистон давлат педагогика институти ўқитувчиси

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Аннотация. Мазкур илмий мақолада мактабгача ёшдаги болларнинг ривожланиши ва ўсиши узлуксиз давом этадиган жараён эканлиги бойис, жисмоний тарбия ва спорт соҳасида давлат бошқаруви тизимини тубдан такомиллаштириши, мактабгача таълим ташкилотларида сузиши, гимнастика ва ҳаракатли ўйинлар бўйича машғулотлар олиб бориши орқали жисмоний ривожлантириши ҳамда саломатликни мустаҳкамлаш учун тарбияланувчиларда жисмоний тарбия ва спорт машғулотларига қизиқишни шакллантириши каби йўналишлари ёртилган.

Калим сўзлар: ижтимоий, сиёсий, экологик, илмий, техникавий, индустриал, спорт, жисмоний, сузиши, гимнастика, шахмат- шашка, воркоутспорт, соғлом.

ORGANIZATION OF PHYSICAL EDUCATION IN PRESCHOOL EDUCATIONAL ORGANIZATIONS.

Abstract. In this scientific article, due to the fact that the development and growth of children of preschool age is a continuous process, it is necessary to fundamentally improve the state management system in the field of physical education and sports, to improve the physical development and health of children by conducting training in swimming, gymnastics and movement games in preschool educational organizations. areas such as formation of interest in physical education and sports activities are highlighted.

Key words: social, political, ecological, scientific, technical, industrial, sport, physical, swimming, gymnastics, chess, workout sport, healthy.

ОРГАНИЗАЦИЯ ФИЗИЧЕСКОГО ВОСПИТАНИЯ В ДОШКОЛЬНЫХ ОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЯХ.

Аннотация. В данной научной статье, в связи с тем, что развитие и рост детей дошкольного возраста представляет собой непрерывный процесс, необходимо коренным образом совершенствовать систему государственного управления в области физического воспитания и спорта, совершенствовать физическое развитие и здоровья детей путем проведения занятий по плаванию, гимнастике и двигательным играм в дошкольных образовательных организациях. Выделены такие направления, как формирование интереса к физической культуре и спортивной деятельности.

Ключевые слова: *социальный, политический, экологический, научно-технический, производственный, спортивный, физический, плавание, гимнастика, шахматы, физкультурно-оздоровительный, здоровый.*

Мактабгача ёшдаги болаларнинг ривожланиши ва ўсиши узлуксиз давом этадиган жараёндир. Бу даврда болаларнинг жисмоний тарбиясини тўғри ташкил этиш, илк ёшдан бошлаб жисмоний кўникма ва малакаларини шакллантириш ва ҳар томонлама уйғун ривожлантириш мактабгача таълим жисмоний тарбия назариясинингасосий талабларидан ҳисобланади.

Бугунги болалар қаерда яшашидан қатъий назар, доимий равишда ижтимоий, сиёсий, экологик, илмий, техникавий ва индустриал соҳалардаги ўзгаришлар билан тўқнаш келишларига тўғри келади. Боланинг ривожланиши ва ўсиши узлуксиз давом этадиган жараёндир.

Бу даврда унинг шахс сифатида шаклланиши, илк бор оламни атрофидаги ашё ва буюмлар орқали англаб, ундан ўзича маъно топишга интилиши, қизиқиш, ҳиссиётлари, жисмоний ривожланишини кузатамиз. Ҳаётнинг ҳар бир даври, ривожланиш хусусиятлари ва эҳтиёжларига кўра ўзига хос босқичларга эга.

Боланинг ўсиб, улғайишида мактабгача бўлгандаврни шулар сирасига киритиш мумкин. Болалар оҳанграболи олам ҳисобланиб, жуда тез ўсиш, ривожланиш ва ўзгаришлар ичида яшайдилар.

Ўзбекистон Республикаси Президентининг 2018 йил 5 мартдаги 5368-сонли “Жисмоний тарбия ва спорт соҳасида давлат бошқаруви тизимини тубдан такомиллаштириш чора - тадбирлари тўғрисида”ги Фармонида оммавий спортни ривожлантириш ва истеъдодли ёшларни саралаш (селекция) соҳасида таълим муассасаларининг устувор йўналишлари белгиланган бўлиб, унда мактабгача таълим ташкилотларида сузиш, гимнастика ва ҳаракатли ўйинлар бўйича машғулотлар олиб бориш орқали жисмоний ривожлантириш ҳамда саломатликни мустаҳкамлаш учун тарбияланувчиларда жисмоний тарбия ва спорт машғулотларига қизиқишни шакллантириш белгиланган. Ўзбекистон Республикаси Президентининг 2021-йил 5-ноябрдаги ПҚ-5282-сон қарори, мактабгача таълим бола шахсини соғлом ва ютуқ, жисмоний ривожлантириш шу билан бирга мактабга тайёрланган ҳолда шакллантириш мақсадини кўзлайди. Мактабгача таълим ёшидаги болаларни соғлигини мустаҳкамлаш, организмнинг шакл ва функцияларини уйғун ривожлантириш, иш қобилиятини ошириш,

хар хил ташқи таъсирларга чидамлилигини кучайтириш, узок умр кўришни таъминлаш учун сузишга ўргатиш учун энг аввало болада сув билан чиниқтириш ишларини олиб бориш лозим. Сув билан чиниқтириш ишлари жисмоний тарбия йўриқчиси, тарбиячи ҳамда ҳамшира назоратида олиб борилиши керак. Сув билан чиниқтириш ишларини олиб боришда бола ҳаёти ва соғлигини муҳофаза қилиш қоидаларига риоя этиш лозим. Болани ваннада иссиқ ёки илиқ сувда чўмилтириб, сузишни ўргата олмаймиз.

Балки болани бўшаштирган бўламиз. Болани сузишга совуқ сувда ўргатган маъқул. Бола учун керакли ҳароратни, сузиш бўйича мутахассислар 21-24 градусдаги сувда сузишни тавсия этадилар. Катталар учун эса бу ҳарорат жуда совуқ туюлади. Бу ҳароратдаги сувга ўзлари ҳам туша олмайдилар. Лекин очиқ сув ҳавзаларида, пляжда бу ҳароратдан пастроқ сувдасузган бўлардилар. Болани чўмилтираётганда аста-секин сув ҳароратини пасайтириб бориш кераклигини мутахассислар тавсия этадилар.

Жуда бўлмаганда 26-28 градусгача. 30 градусдаги сув жуда илиқ сув ҳисобланади. Бу ҳароратдаги сувда танани бўшатишимиз мумкин, холос. Бола сувдалигида турли қўшиқлар, шеърлар ва топишмоқларни айтиши ҳам мумкин. Машғулотлар чоғида болани мақтов сўзлари билан сийлаш лозим. Хатто арзимас мустақил ҳаракати учун ҳам мақташ керак. Бугунги кунда барча мактабгача таълим ташкилотларида сув ҳавзалари мавжуд бўлиб, уларда болаларни соғломлаштириш ва чиниқтириш ишлари олиб борилади. Сув билан чиниқтириш ишларини олиб боришда бола ҳаёти ва соғлигини муҳофаза қилиш қоидаларига риоя этиш лозим. Мактабгача таълим ёшидаги болаларни соғлигини мустаҳкамлашда гимнастика ва шахмат - шашка ҳам, бола шахсини соғлом ва ютук, жисмоний ривожлантиради.

Гимнастика - жисмоний машқлар тизими булиб, жисмоний тарбиянинг муҳим тури. Болаларнинг жисмоний томондан ҳар томонлама ўсишга, саломатлигини мустаҳкамлашга, эпчил, чаққон, ҳаракатчан бўлишга ёрдам беради.



Мактабгача таълим ташкилотларида ўтказилаётган гимнастика ҳаракатлари , воркутспорт тури асосларини ташкил қилади.

Шашка-шахмат бу-ақлий тарбия бўлиб, кенг маънода сезиш ва идрок этишдан бошланади. Боланинг ақли, тафаккур, унинг ақлий ривожланиши, билимлар хажми, хусусияти ва мазмунида намоён бўлади. Мустақил ижодий фикрлашга интилишда ўз ифодасини топади. Ақлий фаолият боланинг машғулот жараёнида диққатини жамлашга ўргатади.

Шашка- шахмат бу икки ўйинчи учун мантиқий стол ўйини бўлиб, у шашкаларни шашка катаклари бўйлаб маълум бир тарзда ҳаракатлантиришдан иборат. Ўйин давомида ҳар бир ўйинчи бир хил рангдаги шашкаларга эга: қора ёки оқ (баъзан бошқа ранглار, улардан бири қоронғи, иккинчиси эса енгил деб ҳисобланади).

Ўйиннинг мақсади рақибнинг барча шашкаларини олиш ёки уларни ҳаракат қилиш (қулфлаш) имкониятидан маҳрум қилишдир. Ўйин майдонининг қодалари ва ўлчамлари билан фарқ қилувчи шашкаларнинг бир нечта вариантлари мавжуд. Шашка ўйинини ўйнатиш орқали мактабгача таълим ташкилотида болаларни ақлий ривожлантиришни ҳамда болаларнинг мантиқий фикрлашларини шакллантиришга ҳисса қўшилган бўлади.

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THE ROLE OF INTRINSIC AND EXTRINSIC MOTIVATION IN LANGUAGE LEARNING

Fozila Ochilzoda

The lecturer of History and Philology Department

Asia International University

Bukhara, Uzbekistan

E-mail: fozilaochilzoda@gmail.com

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Abstract. *A number of studies that haven't been conducted in the past ten years have shown some intriguing details about how various motivational styles affect output. Richard Ryan, Edward Deci, Sam Glucksberg, Dan Ariely, Robert Eisenhower, Linda Shanock, analysts from the London School of Economics, and other researchers are among those who have expressed interest in this topic. Although there hasn't been a consensus in this area, their findings imply that extrinsic incentives may have a detrimental effect on overall performance. I hope to clarify the connection between performance and intrinsic versus extrinsic motivation in this research. According to experts, intrinsic motivation is the desire to complete a task or activity because of the intrinsic fulfillment it brings, as opposed to the expectation of a different kind of reward. When an activity is undertaken in order to achieve a distinct end, on the other hand, we refer to it as extrinsic motivation as opposed to intrinsic motivation. We started and carried out an explanatory study in an effort to help make the connections between concepts clear. The study's foundation is an examination of the relationships between third-year students' academic performance and their primary motivational style. To do this, we combined quantitative (research) and qualitative (focus groups) methodologies to develop and test four work hypotheses. Following the surveys' validation, the respondents were split into four groups: those who were intrinsically motivated, those who were extrinsically motivated, those who were unmotivated, and those who were both. Excel and SPSS were utilized to examine the gathered data. Among the main findings of the study are the following: the percentage of people who possess both intrinsic and extrinsic motivation is declining as average rises; the highest proportion of unmotivated students is concentrated in the highest average category; female students typically perform better at the university level. The study aims to serve as almost a preliminary investigation into the nature of the connection between internal (and extrinsic) motivation and performance. More investigation is required.*

Keywords: correlation, performance, extrinsic motivation, and intrinsic motivation.

РОЛЬ ВНУТРЕННЕЙ И ВНЕШНЕЙ МОТИВАЦИИ В ИЗУЧЕНИИ ЯЗЫКА

Аннотация. *Ряд исследований, которые не проводились в течение последних десяти лет, выявили некоторые интригующие подробности о том, как различные мотивационные стили влияют на результат. Ричард Райан, Эдвард Деси, Сэм Глюксберг, Дэн Ариэли, Роберт Эйзенхауэр, Линда Шэннок, аналитики Лондонской школы экономики и другие исследователи — среди тех, кто проявил интерес к этой теме. Хотя в этой области не было достигнуто консенсуса, их выводы предполагают, что внешние стимулы могут оказывать пагубное влияние на общую производительность. В этом исследовании я надеюсь прояснить связь между производительностью и внутренней и внешней мотивацией. По мнению экспертов, внутренняя мотивация — это желание выполнить задачу или деятельность из-за внутреннего удовлетворения, которое она приносит, в*

отличие от ожидания другого вида вознаграждения. С другой стороны, когда деятельность предпринимается для достижения определенной цели, мы называем ее внешней мотивацией, а не внутренней мотивацией. Мы начали и провели объяснительное исследование, стремясь прояснить связи между понятиями. В основу исследования положено изучение взаимосвязи между успеваемостью студентов третьего курса и их основным мотивационным стилем. Для этого мы объединили количественные (исследования) и качественные (фокус-группы) методологии для разработки и проверки четырех рабочих гипотез. После проверки опросов респонденты были разделены на четыре группы: те, кто имел внутреннюю мотивацию, те, кто был мотивирован извне, те, кто не был мотивирован, и те, у кого было и то, и другое. Для анализа собранных данных использовались Excel и SPSS. Среди основных выводов исследования можно выделить следующие: процент людей, обладающих как внутренней, так и внешней мотивацией, снижается по мере роста среднего показателя; наибольшая доля немотивированных студентов сосредоточена в высшей средней категории; Студентки обычно лучше учатся на университетском уровне. Исследование призвано служить почти предварительным исследованием природы связи между внутренней (и внешней) мотивацией и производительностью. Требуется дополнительное расследование.

***Ключевые слова:** корреляция, результативность, внешняя мотивация и внутренняя мотивация.*

1. Introduction

The idea of motivation first surfaced around 1930, and it has since been the subject of extensive discussion and research to determine what exactly motivates people to carry out a given activity. It is impossible to declare that there is a single, cohesive theory of motivation after decades of investigations and research. Nonetheless, there are several aspects of motivation that are well acknowledged. A number of studies that haven't been conducted in the past ten years have shown some intriguing details about how various motivational styles affect output. Richard Ryan, Edward Deci, Sam Glucksberg, renowned economist Dan Ariely (along with his colleagues from Carnegie Mellon and the University of Chicago), analysts from the London School of Economics, Robert Eisenhower, Linda Shanock, and others are among the researchers who have expressed interest in this field (Pink: 2009). Although there hasn't been a consensus in this area, their findings imply that extrinsic incentives may have a detrimental effect on performance as a whole. Many businesses are developing a new idea centered on autonomy, mastery, and purpose, even if it is still unclear how extrinsic incentives affect creativity or what effects intrinsic motivation has on performance (Matei and Abrudan: 2010, 1137-1139). The research is focused on the analysis of the relations between the results (performance) acquired by third year students and their primary type of motivation (intrinsic and extrinsic motivation). II. Define the terms "intrinsic and extrinsic motivation" A motivated person feels inspired or stimulated to do action, whereas an unmotivated person has no such feelings (Ryan and Deci, 2000, 54). Consequently, it is evident that individuals differ in their levels of motivation. Human motivation can also differ in terms of its form and orientation in addition to its level. These characteristics of motivation serve as the basis for some recent studies, and there has never been greater discussion about intrinsic vs extrinsic drive. The definition of intrinsic motivation is the decision to carry with a task or activity because of the

intrinsic fulfillment it brings, as opposed to the expectation of a different result. People's innate tendency to absorb information and integrate it into their lives is reflected in their intrinsic motivation. However, theorists Ryan and Deci (2000), 56) have demonstrated that this tendency seems to manifest itself only in certain situations. When an activity is carried out to achieve a distinct result, as opposed to intrinsic motivation, we refer to it as extrinsic motivation (Ryan and Deci: 2000, 60). Extrinsic rewards have the potential to reduce intrinsic motivation, according to experts Ryan and Deci (Ryan and Deci: 2000, 58). Threats, deadlines, rewards associated with task completion, and instructions all work against intrinsic motivation because people see them as methods of behavior control. However, because they come with a sense of autonomy, having freedom of choice and the ability to lead oneself can boost intrinsic drive. Even extrinsic motivation, though, is capable of some autonomy. Extrinsic motivation influences autonomy to varying degrees, which may indicate genuine self-regulation or external control (Ryan and Deci: 2000, 59).

II. Methodologies for Research

We took into account the following work hypotheses when conducting the research: - The average is higher for those whose intrinsic motivation is stronger than for people whose extrinsic motivation is stronger. People who possess both intrinsic and extrinsic motivation outperform those who just have one active motivational factor. The least driven people have the lowest averages. Women exhibit intrinsic motivation in a different way than do males. Research has been done to provide an explanation in order to test the work hypothesis. In order to get the most significant results, quantitative and qualitative methodologies were used for this. We thus linked the focus group to the inquiry, which served as the main research method, in order to provide recommendations for the interpretation of the data. A questionnaire was employed as a research method in the study. The purpose of the 31 closed questions on the questionnaire, which was modified from one by Horst H. and Renate Siewert (Siewert H.H, Siewert R., 2000), is to gauge extrinsic and intrinsic motivation. Thirty-seven second-year Management students from The Faculty of Economics were administered the questionnaire. 35 of the 37 questionnaires were validated, while 2 were ignored. In order to streamline the analysis of the gathered information, three focus groups were arranged. The questionnaire results determined the participants' groups, which were as follows:

- People with both intrinsic and extrinsic motivation were in the first focus group (16 students);
- People with either intrinsic or extrinsic prevailing motivation were in the second focus group (12 students);
- People without motivation were in the third focus group (7 students).

III. Research results

Thirty-seven third-year students who completed the questionnaire during the study's initial phase made up the sample. 35 surveys have since been deemed legitimate. Men made up 37,1% of the responders, while women made up 62,9%. The following is a summary of the questionnaire's results: - 17,1% of respondents are intrinsically motivated; - 17,1% of respondents are extrinsically motivated; - 20% of respondents are unmotivated (neither extrinsic nor intrinsic motivation predominant). - 45,8% of respondents have both extrinsic and intrinsic motivation prevailing. We took into account each student's average during the first two years of university

study in order to examine the relationships between performance and the dominant motivational style. To achieve a relatively equal distribution, the averages were split into three categories: averages falling between 5 and 6,5 in the first category, averages falling between 6,5 and 7,5 in the second, and averages above 7,5 in the third. Three of the study hypotheses are clearly not proven, which makes the results uninspiring. Furthermore, it appears that the percentage of people who are motivated by both intrinsic and extrinsic factors is declining as the average rises. It's also important to note that the biggest percentage of unmotivated pupils (30%) is centered in the category with the highest average. In summary, it appears that the two variables under consideration have no link with one another. The correlation coefficient is provided in Exhibit 3. The correlation coefficient's low value (0,139) indicates that there isn't a strong association between motivation and average performance.

Overall, data analysis showed that the theories regarding the types of motivation that are correlated with performance were not supported. In contrast to predictions, as the average grew, the proportion of people who were motivated by both intrinsic and extrinsic factors declined. In the highest average category, the proportion of unmotivated pupils was highest.

IV. Conclusion

The study's assumptions produced a range of outcomes, highlighting the necessity for more investigation to fully understand the complex interplay between academic achievement and internal and extrinsic motivation. The association between gender and academic performance with female students typically outperforming male students at the university level was a noteworthy discovery, nevertheless. The acknowledgement of the research's shortcomings includes the fact that the population under investigation was not statistically representative.

All in all, this study provides a useful foundation for further research in this area by examining the intricate relationship between performance and motivation.

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MORPHOLOGICAL CHARACTERISTICS OF VERBS IN FRENCH

Nargiza Khalillaeva

Student of Uzbekistan State World Languages University.

Dostonjon Khurramov

The tutor of the faculty of English philology of UzDJTU.

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Abstract. In this article special characteristics of verbs in French will be expressed.

Key words: verbs, transitive verbs, intransitive verbs, person, movement, item, forms of verbs.

МОРФОЛОГИЧЕСКАЯ ХАРАКТЕРИСТИКА ГЛАГОЛОВ ВО ФРАНЦУЗСКОМ ЯЗЫКЕ

Аннотация. В данной статье будут выражены особенности глаголов французского языка.

Ключевые слова: глаголы, переходные глаголы, непереходные глаголы, лицо, движение, предмет, формы глаголов.

Khalillayeva Nargiza Ravshanbek's daughter was born in Khorezm, Uzbekistan in September 16, 2003. Currently she is the student of French philology faculty of Uzbekistan State World Languages University. She is the official member of international "Iqra foundation", "Asih Sasami Indonesia Global Writes", "Juntos por las Letras " of Argentina, "Creativity Forum for Culture, Arts an Peace" of Rome. Also she is the graduate of "Shine" girls academy.

Grammatical categories like transivity, intransivity, positive-negative forms, voice, person, number, moods, tenses are considered special characteristics of verbs. Person (la personne) shows the attitude of the doer of the action to the speaker. The number (le nombre) category indicates whether the possessor is singular or plural through verb forms.

	Singular	Plural	Singular	Plural
1 st person	Je parle	Nous parlons	J'aime	Nous aimons
2 nd person	Tu parles	Vous parlez	Tu aimes	Vous aimez
3 rd person	Il (elle) parle	Ils(elles) parlent	Il(elle) aime	Ils (elles) aiment

Mood (le mode) means the relation of the action understood from the verb to reality, and it expresses that the action is actually being performed and is forced to be performed:

The indicative mood (Indicatif)	The imperative m. (impératif)	The Conditional m. (conditionnel)	The subjunctive mood (Subjonctif)
He is walking. Il marche.	Walk ! Marchez!	He would walk. Il marcherait	He should walk. Qu'il marche

Tense (le temps) indicates the relation of the action to the time of speech. Action indicates that it is performed before, at the same time, or after the time being spoken.

Présent de l'indicatif	Passé composé	Futur simple	Imparfait
Il joue He is playing. Elle chante She is singing.	Il a joué He played. Elle a chanté She sang.	Il jouera He is going to play. Elle chantera She is going to sing.	Il jouait He was playing. Elle chantait She was singing.

The voice (la voix) shows the relationship between the doer of the action and the object.

Le professeur a puni cet élève hier
The teacher punished this pupil yesterday.
yesterday.

Cet élève a été puni par le professeur hier
This pupil was punished by the teacher

La fillette mange des pommes
A girl ate the apples.

Des pommes sont mangées par la fille
Apples was eaten by a girl.

Personal and impersonal forms of verbs (Les formes personnelles et non personnelles)
Not all forms of verbs have a personal category, therefore there are personal and impersonal forms of verbs. Personal forms of verbs change depending on the person and the act as a linking verb (verbe copule) in a sentence or a noun clause.

Il travaille à l'usine Elle parle bien anglais Elle est devenue professeur

He works in a factory She speaks English very well She grew up as a teacher

Je vais à l'école

Je parle vite français

J'ai besoin d'un stylo

I am going to school

I speak fast in French

I need a pen

Impersonal forms of verbs (l'infinitif), adjectives (le participe présent, le participe passé, le participe passé composé) and adverbs (gérondif)

The impersonal forms of verbs do not change according to the person, they can act as a different parts of the sentence:

Il pense partir Il aime visiter Il adore lire (infinitive objectless complement)

Je répète les règles étudiées C'est mon film préféré (adjective determiner)

Nous marchons en causant Il marche en chantant (relative adverb)

Transitive and intransitive verbs (Les verbes transitifs et intransitif)

Prendre, lire , écrire – transitive verbs Aller, venir, écrire- intransitive verbs

Verbs that indicate the action affects of the object are called transitive verbs (verbes intrsitifs)

J'ouvre la porte – I opened the door (Action affects the item)

Il replit son livre – He took his book (Action affects the item)

Verbs that indicate action do not affect the object are called intransitive verbs (verbes intransitifs)

J'ai déjà mangé – I have already eaten (Action does not affect the object)

Il a neigé pendant des jours – It snowed for days (Action does not affect the object)

Transitive verbs are of two types depending on the object they require.

1) Transitive verbs with correct objects:

J'étudie le français. Je l'étudie (Qu'est-ce que j'étudie?)

2) Transitive verbs with an infinitive compliment used with a preposition:

Elle refuse de partir. Elle le refuse (Qu'est-ce qu'elle refuse ?)

Compliments that follow intransitive verbs always come with a preposition:

Je pense à mes examens. Il se sert du dictionnaire

A transitive verb can require both an objectless and with object:

Il donne le stylo à son ami

The transitive or intransitive nature of the verb is understood from the sentence:

Sortir (vi)de la classe Sortir (vt)un crayon Descendre (vi)du train Descendre (vt)la valise

To go out of the classroom To take out the pen To get off the tram To unload

In the dictionary, transitive verbs are represented by vt, intransitive verbs vi. Some intransitive verbs change their meaning when they become transitive verbs:

Get on Je monte au autobus get off Elle a déjà descendue
monter I am getting on the bus descendre She has already got off

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PSYCHOPATHOLOGICAL AND NEUROPSYCHOLOGICAL FEATURES OF NEGATIVE DISEASES IN LATE SCHIZOPHRENIA

¹Utayeva Nargiza Baxtiyor qizi

²Sharapova Dilfuza Nematillayevna

³Turayev Bobir Temirpulotovich

¹Student of group 502 of the medical faculty of Samarkand State Medical University,
Samarkand, Republic of Uzbekistan

²Samarkand State Medical University Clinical orderator in the direction of psychiatry,
Samarkand, Republic of Uzbekistan

³Assistant of the department of psychiatry, medical psychology and narcology,
Samarkand State Medical University, Samarkand, Republic of Uzbekistan

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Abstract. In connection with the clear changes in the age structure of the general population in relation to large age groups and, perhaps, with an increase in the proportion of mentally ill people in old and old age, the study of the geriatric aspects of psychiatry is becoming an increasingly important and necessary task. These global trends make it relevant to study the psychoses of schizophrenia, which debuted at the atypical (late) age due to difficulties in diagnosis, a differentiated approach to treatment and rehabilitation.

Key words: Schizophrenia, geriatric aspects, diagnosis, treatment, rehabilitation.

ПСИХОПАТОЛОГИЧЕСКИЕ И НЕЙРОПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ НЕГАТИВНЫХ ЗАБОЛЕВАНИЙ ПРИ ПОЗДНЕЙ ШИЗОФРЕНИИ

Аннотация. В связи с четкими изменениями возрастной структуры общей популяции по отношению к крупным возрастным группам и, возможно, с увеличением доли психически больных людей в старости и пожилом возрасте, изучение гериатрических аспектов психиатрии становится все более важной и необходимой задачей. Данные мировые тенденции делают актуальным изучение психозов шизофрении, дебютировавших в атипичном (позднем) возрасте из-за трудностей диагностики, дифференцированного подхода к лечению и реабилитации.

Ключевые слова: шизофрения, гериатрические аспекты, диагностика, лечение, реабилитация.

Introduction. According to modern research on schizophrenia, the diagnosis of slow (low progressive) schizophrenia is delayed by 10-15 years from its initial stage [1]. Slow (low progressive) schizophrenia is manifested by borderline diseases, which are often not considered manifestations of the disease by the patients themselves and their relatives and are not a reason to seek medical attention [6]. Slow schizophrenia, including affective (depressive) disorders, with a high frequency of attachment with psychoactive substance dependence, has been noted [2-4]. The Narcological service does not have the practice of "double diagnosis". A number of patients with schizophrenia have been observed on the General Medical Network for a long time [5], in these cases the diagnosis is for the first time determined only by an active psychiatric examination.

Schizophrenia, which is difficult to diagnose, with a predominance of negative diseases [6]. Neuropsychological studies based on the principles of syndromic analysis and involving the

consideration of higher mental functions in their close relationships allow for a more consistent picture of neurocognitive activity in schizophrenia [7].

Slow schizophrenia, which has mainly Affective Disorders. Before the onset of Affective Disorders in adolescence, psychogenism and psychosocial stresses (mother leaving the family, change of place of residence and school) appear. The debut of the disease is characterized by apathetic depression, the next type of monopolar flow or a psychopathic-like mania, a mixed affective state with a transition to hypomania. Against the background of subdepression or hypomania, drug abuse begins at the age of 15-17 years, polysubstant (chaotic intake of alcohol, opiates, cannabinoids and toxicomaniacs) in all observations. Behavior disorders with manic influence are more severe-psychomotor agitation, altered forms of alcohol with aggression; in addition to intoxication-courage, deliberate resistance, ease of sex, communication in social companies. In depression, there is an awareness of the antidepressant effect of the surfactant [8-12].

The next dynamics of the state in the bipolar course is repeated (psychogenic provocation) depressive episodes or the appearance of a schizoaffective attack, erased by a mixed effect, an attempt at literary creativity. Subsequently, heroin addiction develops, persistent personality changes are formed, such as a psychopatho-like defect (with a bipolar course) or a deficiency schizoid (with a monopolar depressive). Women with formed personality changes have children from drug addicts, there are no maternal feelings for children, grandchildren are in the care of the parents of patients [13-15]. For relatives, patients are heavy, rude, impudent addicts who lead a "parasitic" lifestyle. Patients were observed and treated by narcologists. The delay in diagnosis is due to the "Narcological" interpretation of the condition of patients (drug addiction, alcoholism) and the position of parents who psychologize the sharp contrast between the patient's premorbid (socially, artistically gifted) and the painful state with a lack of acceptance of the version of mental illness [16-18].

The onset of the disease in adolescence begins with bipolar affective disorders or monopolar depression. The course of Bipolar Affective Disorders is more progressive, and 5-6 years after their manifesto, neurocognitive insufficiency, the absence of complex intellectual activity (patients stop studying at the university, cannot withstand the program of full-time postgraduate studies), constant asthenia, infantilism and changes in appearance (subcatatonic manifestations, "soft catatonia") [19].

Monopolar (recurrent) depression (tosclivoapatic with dysphoria-like additions) is complicated by symptomatic alcoholism, followed by drug use. 8 years later, a defect appears on the type of schizoid defective from the debut. Parents organize an informal follow-up of a psychiatrist without issuing medical documents, without publishing a diagnosis (transparency, "stigmatization" is undesirable for the reputation of parents), willingly accept "somatoneurological" versions of the diagnosis, financially include patients, avoid formal contact with psychiatrists-until this time.it is necessary to solve the issue of working capacity or when patients show aggression [20].

Sluggish schizophrenia, which has its debut in adulthood and affective symptoms throughout the course of the disease, is characterized by a recurrent course of depression, chronic depression (somatized by apatic, sensialgic syndrome), bipolar affective disorders are less common. The disease was considered atypical MDP, or patients were observed only by a

narcologist who was diagnosed with chronic alcoholism. A characteristic feature of the disease was the superiority of depressive episodes over manic ones [21]. During this period, excessive alcohol content in some patients may have occurred against the background of depressive equivalents, or secondary alcoholism began later with the development of pronounced depressive episodes. Manias were atypical in nature (similar to psychopaths, with manic equivalents, costly ideas, and obsession with pull activity), with constant variations of the paranoid type of personality being formed.

Conflict, paranoid reactions led to unstable labor adaptation; conflicts with psychiatric doctors resulted in discontinuation of follow-up and supportive treatment, with patients "lost" from the psychiatrist's eyes for many years [22].

However, they retained professional knowledge and skills, sought to find a job, remarried. The disease was assessed as psychogenic depression or cyclothymia. During repeated pseudogallusatory episodes of AAS content or constant alcoholic remission, a chronic affective-paranoid attack may occur. The "paranoid shift" in the second half of adults, despite social losses (loss of work, family, housing), "keeps patients." Patients determine the desire to "live", find work as workers, try to engage in network marketing [23].

In most patients with slow schizophrenia with Somatoform disorders, the debut of the disease occurs in adulthood. These patients were observed for a long time in the General Medical Network, were disabled in somatoneurological pathology. The HEI General Bureau was sent to the psychiatric hospital because the initial commission diagnosis did not justify the level of incapacity for work. A inpatient examination in a specialized psychiatric institution revealed symptoms from the framework of "non-predicative hypochondria" against the background of paroxysmal conditions, senostalgia and senestopathies, depersonalization and Affective Disorders in all cases (anxiety-apatic, anxiety-adyamic depressions) [24-28].

Psychopatho-like disorders at the onset of pre-school age disease were manifested by early dysontogenesis of a dissociated type with the predominance of emotional sphere and behavioral disorders in combination with autism. We are talking about a symptom complex of schizoid, hysteroid and excitatory properties, sad mood, hysterical reactions with cataton-like negativism, motor anxiety, "uncontrollable", hyperdynamic symptomatology and disc disorders (sadistic tendencies). At the same time, patients had a good imagination, had the ability to fantasize, dreamed of romantic professions and trips. They treated their loved ones coldly or selectively contacted one of their parents [29-34].

Emotional coldness and cruelty towards relatives were combined with a careful, respectful attitude towards animals, plants and their favorite things. The level of self-esteem and claims was highly appreciated. Patients could not withstand the slightest comments on them [26]. In the case of the onset of the disease in late adolescence, psychopathic-like diseases were characterized by a combination of schizoid and hysteroid characteristics, manifested by excessive egocentrism, "permissiveness" and the rapid development of alcohol dependence; pseudology, perhaps within the framework of a delusional fantasy, is blackmail-aggression with suicidal behavior and sadism towards loved ones in the family [35-40].

In all patients with psychopatho-like symptoms in a slow schizophrenia clinic, bipolar or conditionally bipolar affective disorders were found, regardless of the age of onset of the disease: chronic hypomania with increased activity, high-value hobbies or pseudoscience (equivalents of

hypomanic states), replaced by depression, repeated suicide attempts [41]. Alcohol abuse began both against the background of Affective Disorders and against the background of psychopathic-like disorders. Excessive alcohol consumption can cause repeated temporary delusional and hallucinatory-delusional (schizophrenia-like) episodes of the "cliché" type that occurred during periods of alcoholism and alcoholic remission. Patients were not busy with work in production, but kept active and social contacts in the field of extremely valuable hobbies - for example, radio engineering, collecting books and replacing them "in the ruins of a book", trading with a tray, finally fulfilling the role of "housewife" - presenting a shopping report with checks attached to his wife [42-47].

The purpose of the study: the purpose of the work is to determine the features of the violation of high mental functions in patients with schizophrenia with the debut of late life.

Materials and methods. 76 patients (48 women and 28 men) aged 46 to 68 (average age 52 ± 5.8 years) were examined for their debut in the late life of the schizophrenic process (after age 45), which formed the core group. The duration of the schizophrenia process in the main group of patients was from 1 to 21 years (average duration 7.3 ± 6.12 years). Patients between the ages of 32 and 59, when schizophrenia began at the age of 30-44, formed a control group, 32 people (24 women and 8 men) were examined. In patients in the control group, the duration of the disease was compared with its duration in patients in the main group – from 0.5 to 21 years (the average duration is 7.8 ± 6.7 years).

Clinical-psychopathological, pathopsychological and neuropsychological research methods have been used.

Research results and discussion. The Apato-abulic defect type was found in 29 patients – 38.2% of the main group and 19 patients – in 59.4% of the control group. Patients with late schizophrenia differed significantly from the control group in the small value of average estimates on "expressive speech", "understanding speech and verbal phrases", "auditory speech memory", "visual memory", "praxis" and "thinking" blocks ($p < 0.05$). Some patients complained of fatigue, drowsiness, weakness, asked to "postpone the conversation for another time." A decrease in the ability to control programming and mental activity in patients with Apato-abulic impairment came to the fore. In general, the apato-abulic defect in patients with schizophrenia coincided with the second variant of neuropsychological syndrome, which includes late-life debugging, prefrontal convexital parts of the frontal lobes, subcortical ganglia, violation of cortical-subcortical relationships.

The type of pseudo-organic defect was found in 22 patients of the main group (29%) and 6 patients of the control group (18,8%). In both groups of patients with this type of defect, all VPF is very grossly impaired. In the blocks " expressive speech", " understanding speech and verbal phrases", " hearing-speech memory", " visual memory", " delayed repetition of sentences and stories", " praxis", "optical-spatial gnosis", significantly significant ($p < 0,05$) incidence of disorders in patients in the control group was found. "reading", "thinking". Symptomatology in patients with this type of defect was characterized by polymorphism and weight in general, the violation of higher forms of regulation was much more pronounced and stable compared to the first and second variants. This type of defect, which began late in patients with schizophrenia, coincided with the third variant of neuropsychological syndrome, which includes symptoms of damage to the

prefrontal convexital formation of the frontal lobes, subcortical ganglia in combination with dysfunction of the convexital parietal-occipital and temporal parts of the brain.

21 patients with schizophrenia had a psychopatho-like personality defect, with a core group of 23,7% (18 patients) and a control group of 9,3% (3 people). As with the pseudo-organic type of disorder, VPF disorder with a psychopathic-like defect was very evident. In the control group of statistically reliable ($p < 0.05$) patients, "expressive speech", "understanding speech and verbal phrases", "auditory-speech memory", "visual memory", "praxis", "optico-spatial gnosis", "acoustic non-verbal gnosis", "thinking" block disorders are more pronounced than in the main group. Patients in the control group are much more reliable than the main ($p < 0.05$), when composing a short story from pictures, a clear distraction with external stimuli was recorded, but with the stimulating help of an experimenter, patients managed to convey the meaning of the story. The psychopathic-like defect involved symptoms of damage to the prefrontal convexital formation of the frontal lobes and subcortical ganglia in combination with dysfunction of the convexital parietal occipital and temporal parts of the brain.

The group of patients with asthenic impairment of the individual turned out to be the least: 7 patients in the main group (9,2%) and 4 patients in the control group (12,5%). In all blocks of this study, there were disorders in patients in both groups, but they were found to be higher in patients in the control group ($p < 0.05$). Expressive speech, auditory-speech and visual memory, praxis, gnosis, impaired thinking have been found to be less pronounced in patients with asthenic defective late schizophrenia than in other defective disorders.

The asthenic defect involved symptoms of dysfunction of the mediobasal and prefrontal convexital parts of the frontal lobes with discoordination of the cortical-subcortical connections.

In 15 patients (38,46%), actual hospitalization in a psychiatric hospital was the first. In the multi-year stage of the disease, without adequate diagnosis, 24 people (61,54%) were stasionized into the psychiatric and Narcological departments.

The larger half of them (66,7%) are two or more times. In order to reduce frequency, patients are diagnosed: personality disorders, organic brain disease, affective disorders, alcohol and drug addiction.

As a result of this study, 4 types of leading psychopathological syndromes were identified in a slow schizophrenia clinic, which was diagnosed late after the onset of the disease: affective - 20 observations, (51,3%); somatoform - 8, (20,5%); psychopatho - like - 6 (15,4%), neurocognitive deficiency-5 observations (12,8%). It is noted that the leading psychopathological syndrome is associated with the onset of the disease.

A clear manifestation of neurocognitive deficiency in a slow schizophrenia clinic was found if the disease began in preschool age (1 to 3 years old) and was one of the components of early dysontogenesis, mainly by the type of mental development delayed by autism and smoothness of emotional reactions. In domestic psychiatry, such conditions are classified as schizotypal diathesis. During this examination, the mental warehouse of patients did not undergo significant changes and was identified by the "pseudo-oligophrenic" type of defect. The diagnosis was made during a military examination of military age. Comorbid diseases are characterized by sub-depressive episodes that appear in adolescence, protective obsessive movements, phenomena of social phobia. Patients did not have a profession, unmarried, low-skilled work was not available to them. They lived symbiotically with parents who considered the condition of their patients to

be the consequences of pregnancy and childbirth pathology and did not consider them mentally ill. In one observation, despite the fact that the patient was not able to fulfill the curriculum, parents even tried to pay for studying at the University. In the event that the disease began in adolescence and adulthood, neurocognitive deficit developed within the "simplex" syndrome, manifested by gradually increasing intellectual incompetence. The delay in the diagnosis of schizophrenia can be associated with a low level of adaptation of patients, the ability to perform low-skilled labor, to live independently, orderly behavior in everyday life in general, as well as the position of relatives (indifference to the fate of patients or interpreting their condition as consequences of perinatal pathology) or traumatic brain injury).

Conclusions. The study showed that the types of defects presented in patients with late schizophrenia are pathogenetically related and are the opposite of a single pathological process of varying degrees of severity, with a deepening of disorders of higher mental function from asthenic to pseudo-organic personality defect type. The information obtained on the features of neurocognitive deficiency of each type of deficiency makes it possible to conduct local diagnostics of these diseases, and also provides invaluable assistance in conducting psycho-rehabilitation activities (including teaching cognitive and social skills).

Analysis of the syndromic characteristics of late-diagnosed sluggish schizophrenia determines the relationship between the type of leading psychopathological syndrome and the age of onset of the disease. In the event that the disease began before puberty (childhood, adolescence or adolescence), affective and psychopathic-like disorders (15.3%, respectively) dominated the active phase of the course of sluggish schizophrenia at an equal frequency. Neurocognitive deficits and somatoform disorders were reported 2 and 3 times less (7.7% and 5.1%), respectively. The onset of the disease in adulthood is often characterized by affective disorders (35.9%), the second place is occupied by somatoform diseases (15.3%).

In the event that the disease begins before reaching puberty (70.6%), there is a significant frequency of combining low — grade schizophrenia with alcohol and drug addiction, with the onset of the disease in adulthood-57.1% (in all cases we are talking about comorbidity with affective disorders). Until the adequate diagnosis of endogenous disease, patients were mainly observed by drug addicts and general medical services with a diagnosis of surfactant, personality disorder, organic disease of the central nervous system or somatoneurological pathology.

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ЭВОЛЮЦИЯ И СОВРЕМЕННЫЕ АСПЕКТЫ ЖЕНСКОГО ФЕХТОВАНИЯ: ТЕХНИЧЕСКИЕ НАВЫКИ, ТРЕНИРОВКИ И СТРАТЕГИИ.

Бекбаулиева Толкынай Мамут кызы

преподаватель факультета физической культуры Каракалпакского государственного университета.

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***Аннотация.** Данная статья исследует историю и развитие женского фехтования, рассматривая ключевые моменты в его эволюции. В главе, посвященной техническим аспектам, обсуждаются основные элементы техники, используемые женщинами в фехтовании, а также особенности тренировок и подготовки, необходимые для достижения высоких результатов. Вторая часть главы фокусируется на тактике и стратегии, включая анализ соперников, планирование атак и адаптацию в ходе боя. Статья подчеркивает важность комплексного подхода к тренировке фехтовальщицы, включающего в себя техническое мастерство, физическую подготовку и психологическую устойчивость.*

***Ключевые слова:** женское фехтование, история, технические аспекты, тренировки, стратегия, сабля, равноправие, олимпийские игры, спорт для женщин.*

EVOLUTION AND MODERN ASPECTS OF WOMEN'S FENCING: TECHNICAL SKILLS, TRAINING AND STRATEGIES

***Abstract.** This article explores the history and development of women's fencing, examining key moments in its evolution. The technical chapter discusses the fundamental elements of technique used by women in fencing, as well as the training and preparation required to achieve high performance. The second part of the chapter focuses on tactics and strategy, including analyzing opponents, planning attacks, and adapting during battle. The article emphasizes the importance of an integrated approach to training fencers, including technical skill, physical fitness and psychological stability.*

***Keywords:** women's fencing, history, technical aspects, training, strategy, saber, equality, Olympic Games, sports for women.*

Развитие женского фехтования на протяжении истории: Женское фехтование имеет богатую историю, которая начала формироваться в различных культурах и эпохи. В разные периоды женское участие в фехтовании могло быть ограничено, но с течением времени происходили изменения.

Древний мир: В древнем мире женщины в некоторых культурах участвовали в боевых искусствах, включая фехтование. Примером может служить упоминание женских воинов в античной Греции и Риме. Средневековье: В средневековой Европе женщины редко имели доступ к обучению фехтованию, однако существовали исключения, особенно в кругах знати. Знаменитым примером может быть Жанна д'Арк, которая проявила боевые навыки во времена Столетней войны.

Эпоха Возрождения: В период Возрождения женское образование стало более доступным, и некоторые женщины получили возможность обучаться фехтованию. Однако их участие оставалось ограниченным и подконтрольным социальным нормам. [1.82]

Ключевые моменты и вехи в развитии: XIX век: Первые шаги к равенству: В XIX веке, вместе с общим движением за равенство полов, женщины начали требовать права заниматься фехтованием. Первые женские фехтовальные клубы и обучающие центры начали появляться в Европе и Северной Америке.

XX век: Участие в олимпийском фехтовании: В 1924 году женское фехтование было впервые включено в программу летних Олимпийских игр. Это событие стало важным шагом в признании и поддержке женского фехтования на мировом уровне.

Влияние общественных и культурных факторов на женское фехтование: Социокультурные барьеры: В течение истории женщины сталкивались с социокультурными барьерами, препятствующими их участию в фехтовании. Это включает в себя стереотипы о "неженственности" женщин, что делало сложным получение обучения и признание в искусстве фехтования. [2.19]

Этот обзор истории женского фехтования подчеркивает не только его эволюцию во времени, но и роль общественных и культурных факторов в формировании пути развития этого увлекательного вида спорта. В женском фехтовании, как и в мужском, основой является правильная поза и стойка. Фехтовальщицы подбирают комфортное положение ног, равновесие тела и готовность к реакции.

Атаки и защита: Техника атаки и защиты играет ключевую роль в успешном фехтовании. Фехтовальщицы осваивают различные атакующие движения, включая выпады, удары и контратаки, а также разнообразные методы защиты, такие как парирование и уклонение.

Работа с оружием: Основное оружие в фехтовании для женщин - это сабля. Техника работы с оружием требует точности, быстроты и хорошей координации движений. Сабля предоставляет больше возможностей для атаки, что требует от фехтовальщиц высокой мастерности.

Особенности тренировок и подготовки женских фехтовальщиц: Физическая подготовка: Тренировочные программы для женских фехтовальщиц включают в себя комплексные физические упражнения для развития силы, выносливости, гибкости и координации движений. Это помогает создать атлетическое телосложение и повысить общую спортивную подготовку.

Психологическая подготовка: Фехтование требует высокой концентрации и психологической устойчивости. Тренировки включают методы ментальной подготовки, направленные на развитие уверенности, стрессоустойчивости и управления эмоциями во время соревнований.

Тактика и стратегия в женском фехтовании: Анализ соперника: Фехтовальщицы обучаются анализировать стиль и стратегию своих соперниц. Это включает в себя изучение их предпочтений в атаках, защите и стиле движения, что помогает разрабатывать эффективные тактические планы. [3.106]

Планирование атак: Важной частью стратегии является планирование атак. Женские фехтовальщицы изучают моменты для успешных выпадов и контратак, принимая во внимание особенности соперницы. Адаптация в ходе боя: Умение быстро адаптироваться к изменяющейся ситуации во время поединка является ключевой стратегической навыков

для фехтовальщиц. Это включает в себя гибкость в планировании и способность быстро изменять тактику в зависимости от хода боя.

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YENGIL ATLETIKA MASHG'LOTLARINI TASHKIL QILISHDA UMUMIY VA MAXSUS MASHQLARDAN FOYDALANISH USLUBIYATI

Uzoqov Abdulxay Xoshimovich

uzoqovabdulxayxoshimovich@gmail.com

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Annotatsiya. Respublikada oxirgi yillarda jismoniy tarbiya va sportni ommalashtirish, aholi o'rtasida sog'lom turmush tarzini targ'ib qilish, imkoniyatlari cheklangan shaxslarning jismoniy rehabilitatsiyasi uchun zarur shart-sharoitlar yaratish hamda mamlakatning xalqaro sport maydonlarida munosib ishtirok etishini ta'minlash borasida izchil chora-tadbirlar amalga oshirilmoqda. Kelajagimiz bo'lgan yosh avlodni jismonan va ma'nan barkamolligini taminlash uchun mamlakatimizda sport tadbirlari, musobaqalari o'tkazib kelinmoqda. Maktab o'quvchilari va oliy o'quv yurtlari talabalari sog'lom turmush tarzini tashkil etish jismoniy tarbiya va sportga qiziquvchilarni mamlakatimiz ravnaqi, taraqqiyotiga barcha yoshlar bilan hamkorlikda o'z hissalarini qo'shishga imkoniyat yaratib bermoqda.

Kalit so'zlar: Maktab o'quvchilari, jismoniy rehabilitatsiya, sport tadbirlari, Bolalar sporti, oliy ta'lim.

THE METHOD OF USING GENERAL AND SPECIAL EXERCISES IN THE ORGANIZATION OF ATHLETICS TRAINING

Abstract. In recent years, consistent measures have been taken to popularize physical education and sports in the republic, to promote a healthy lifestyle among the population, to create the necessary conditions for the physical rehabilitation of persons with limited capabilities, and to ensure the appropriate participation of the country in international sports arenas. is being implemented. Sports events and competitions are held in our country to ensure the physical and mental development of the young generation, who are our future. Organization of a healthy lifestyle of schoolchildren and students of higher educational institutions creates an opportunity for those interested in physical education and sports to contribute to the prosperity and development of our country in cooperation with all young people.

Key words: School students, physical rehabilitation, sports events, Children's sports, higher education.

МЕТОДИКА ИСПОЛЬЗОВАНИЯ ОБЩИХ И СПЕЦИАЛЬНЫХ УПРАЖНЕНИЙ ПРИ ОРГАНИЗАЦИИ ЛЕГКОЙ ПОДГОТОВКИ

Аннотация. В последние годы принимаются последовательные меры по популяризации физического воспитания и спорта в республике, пропаганде здорового образа жизни среди населения, созданию необходимых условий для физической реабилитации людей с ограниченными возможностями, обеспечению соответствующее участие страны на международных спортивных аренах- проводятся мероприятия. В нашей стране проводятся спортивные мероприятия и соревнования для обеспечения физического и умственного развития молодого поколения, которое является нашим будущим. Организация здорового образа жизни школьников и студентов высших учебных заведений создает возможность для интересующихся физической культурой и спортом внести свой вклад в процветание и развитие нашей страны во взаимодействии со всей молодежью.

Ключевые слова: Школьники, физическая реабилитация, спортивные мероприятия, Детский спорт, высшее образование.

Dolzarbli O‘zbekiston Respublikasi Prezidenti Sh.M. Mirziyoyevning 2020 yil 24 yanvardagi O‘zbekiston Respublikasida Jismoniy tarbiya va sportni yanada takomillashtirish va ommalashtirish chora tadbirlari to‘g‘risidagi PF 5924 sonli Farmoni jismoniy tarbiya va sport sohasida aholi sog‘lig‘ini mustahkamlashga ko‘maklashadigan aniq dasturlarni amaliyotga joriy etish, yoshlarni sportga keng jalb qilish va ular orasidan iqtidorli sportchilarni saralab olish, sport turlari bo‘yicha yuqori natijalarni ta‘minlaydigan mahoratli sportchilar bilan milliy terma jamoalarni shakllantirish va trenerlar uchun qo‘shimcha shart-sharoitlar yaratish zarurati mavjud.

O‘zbekiston Respublikasi yoshlar siyosati va sport vazirligi tizimidagi sport maktablari o‘quvchi-sportchilari o‘rtasida “**Bolalar sport o‘yinlari**”ni o‘tkazish orqali iqtidorli sportchilarni aniqlash va yoshlar terma jamoalariga zaxira yaratish, sportchi yoshlarni saralash va katta sportga iqtidorli sportchilarni tanlab olish (seleksiya), sport zaxirasini shakllantirish tizimini yo‘lga qo‘yish, yoshlar orasida sportni ommalashtirishda yuqori natijalarga erishish maqsadida hududlarning o‘ziga xos xususiyatlari, aholining qiziqishi va xohish-istaklaridan kelib chiqib, umumta‘lim maktablari oliy ta‘lim muassasalari kamida bittadan ustuvor, istiqboldagi, rivojlanayotgan, shu jumladan, milliy sport turlariga ixtisoslashtiriladi va iqtidorli sportchilarni tanlab olish masalalari belgilab berilgan.

Ushbu farmonni ijrosini ta‘minlash maqsadida yengil atletika sohasida faoliyat yuritayotgan ko‘plab murabbiylar sportchilar tayyorlash tizimiga o‘z obro‘-ye‘tiboriga loyiq ishlarni amalga oshirilayotganligi albatta quvonarli hol. Ammo hamon sportchilar tayyorlash tizimida o‘ziga xos kamchiliklarni mavjud. Ilmiy maskanlarda sohani ilmiy o‘rgangan holda mashg‘ulot jarayonlarini tashkil etish bo‘yicha yetakchi olimlar bir qancha ishlarni amalga oshirib kelmoqda. Jumladan sportchilarni sport turlariga saralash, mashg‘ulotlarga jalb etish, mashg‘ulotlarni rejalashtirish va boshqarish bo‘yicha, F.A. Kerimov, O.V Gancharova, V. N. Nikitushkin, M. N. Umarov, K.T.Shakirjonova N.T.To‘xtaboyev, M.S. Olimov va boshqa olimlar tomonidan ilmiy tadqiqotlar olib borilgan.

Bu tarbiyaning mevasi sifatida o‘zbek o‘g‘lonlari va qizlari jahon xalqaro musobaqalarida, Olimpiada va paraolimpiada o‘yinlarida ijobiy natijalarga erishayotgani bunga yaqqol misol bo‘la oladi.

Kelajagimiz bo‘lgan yosh avlodni jismonan va ma‘nan barkamolligini taminlash uchun mamlakatimizda sport tadbirlari, musobaqalari o‘tkazib kelinmoqda. Maktab o‘quvchilari va oliy o‘quv yurtlari talabalari sog‘lom turmush tarzini tashkil etish jismoniy tarbiya va sportga qiziquvchilarni mamlakatimiz ravnaqi, taraqqiyotiga barcha yoshlar bilan hamkorlikda o‘z hissalarini qo‘shishga imkoniyat yaratib bermoqda.

Yosh avlodni jismonan barkamol, zamon talabiga mos qilib tarbiyalash jismoniy tarbiya murabbiylarini va o‘qituvchilari oldida katta masuliyatlar yuklamoqda. Shuning uchun ta‘lim tizimida jismoniy tarbiya tadbirlarini tashkil etishda bir qator islohotlar olib borilmoqda. Oliy o‘quv yurti va o‘rta umumta‘lim maktablari o‘quvchilarini jismoniy tarbiya va sport bo‘yicha nazariy va amaliy bilimlar doirasini kengaytirish muhim masala bo‘lib hisoblanadi. Sog‘lom turmush tarzini tashkil etish, jismoniy mashqlar bilan mustaqil shug‘ullanish bo‘yicha tavsiyalar berish hozirda juda kerak bo‘lgan tadbirlardandir.

Jismoniy mashqlar organizmning asab va boshqa turli hil tizimlariga ijobiy ta'sir ko'rsatadi, inson salomatligini mustahkamlash yo'li bilan ruhini, salohiyatini yuksaltiradi.

Ko'pgina olimlar tomonidan o'tkazilgan tajribalar natijalari shuni ko'rsatadiki shaxsning jismoniy shakllanishi va jismoniy tayyorgarlik dinamikasi o'quvchining mehnat qila olish qobiliyati darajasi hamda doimiy bajariladigan mashqlar xarakteri va hajmiga bog'liq deb ta'kidlashgan. Hozirgi vaqtda sportchilar organizmiga ortiqcha jismoniy yuklama qanday ta'sir ko'rsatishi bo'yicha katta ma'lumotlar to'plangan bo'lsada, o'quvchi yoshlar organizmi xususiyatini hisobga olmay, ularga bir xildagi yuklamalarni berish hollari ham ko'p uchramoqda. Shu tufayli trenirovka (mashg'ulot) jarayonini tog'ri rejalashtirish va boshlang'ich tayyorlov davrida shug'ullanuvchilarga maxsus mashqlarni maqsadli qo'llashda to'g'ri e'tibor berish kerak.

Yuqoridagilarni inobatga olib shuni aytish mumkinki, yengil atletikaning barcha turlari bilan shug'ullanuvchilarga mashg'ulotlarda maxsus mashqlarni bosqichma-bosqich qo'llash dolzarbdir.

Ishning maqsadi. Yengil atletika mashg'ulotlarini tashkil etishda yosh jixatlarini hisobga olib mashg'ulot jarayonida maxsus mashqlarni qo'llagan xolda jismoniy sifatlarini rivojlantirishga erishish.

Tajriba va nazorat guruxi o'quvchilarining tadqiqot davomida ko'rsatgan natijalarini % xisobida taqqoslash.

1-jadval

№	Testlar	Tajriba guruxi				Nazorat guruhi			
		T/O	T/K	farqi	%	T/O	T/K	farqi	%
1	Turgan joyda 10 soniya davomida tizzalarni baland ko'tarib yugurish (marta)	7	5	2	14	7	6	1	11
2	10 metirga juft oyoqda sakrash	7	5	2	14	7	6	1	11
3	30 metirga p/s yugurish (sek)	5	4	1	11	5	4.5	0.5	8
4	20 m qiyalikka yugurish	4	3.15	0.85	9	4	4	0	0
5	80 m yugurish	11	10	1	11	12	12	0	0

Maktab o'quvchilari jismoniy sifatini tarbiyalash, mashg'ulotlar tuzilmasini aniqlash shug'ullanuvchilarni imkoniyatiga qarab, funksional holatlarini hisobga olib mashg'ulotlarda maxsus mashqlarni basqichma-bosqich qo'llash murabbiylardan katta e'tibor berish kerakliga tajribada isbotlandi. Olib borilgan tadqiqotdan shu nars aniqlandiki, yengil atletikachilarni tayyorlash amaliyotida o'quv-mashg'ulot ishining eng kata hajmi umumiy chidamlilikni tarbiyalashga, xususan shu jarayonda maxsus mashqlarni qo'llashga alohida e'tibor beriladi. Bu esa o'quvchilarning jismoniy sifatlarini tarbiyalashda muhim ahamiyatga ega.

Xulosa: Maktab o'quvchilari orasida iqtidorli va yengil atletikaga layoqati yuqorilarini saralab, ularni qizqishiga hamda jismoniy tayyorgarligiga qarab yo'naltirish har bir jismoniy tarbiya o'qituvchisidan tortib to murabbiylargacha o'z ishlariga jiddiy yondashishlarini talab etadi.

O'quvchilarni yosh jihatini hisobga olib mashg'ulot jarayonini to'g'ri rejalashtirish va shug'ullanuvchilarni vosita va uslublar orqali jismoniy sifatlarini tarbiyalash kutilgan natijan beradi. Tajribada o'quvchilarni mashg'ulotga tayyorlashda maxsus mashqlarni qo'llash bilan birga

uslubiy ko'rsatmalar mashqlarning xususiyatlari, uning shakllari hamda vasitalar to'g'ri tanlanganligi amalda isbotlandi.

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36. ЖИСМОНИЙ ИМКОНИАТИ ЧЕКЛАНГАН ТАЛАБЛАРНИ ПАРА ЕНГИЛ АТЛЕТИКАНИНГ ЮГУРИБ КЕЛИБ УЗУНЛИККА САКРАШ ТУРЛАРИГА ЎРГАТИШ УСЛУБИЯТИ In the article, the purpose of the physical development of students with limited opportunities is to practically prove the improvement of physical fitness by using the best means and methods of para-athletics.

O'ZBEK GRAFIKA SAN'ATINING YORQIN VAKILI ISKANDAR IKROMOV VA UNING KITOB GRAFIKA TARAQIYOTIDAGI XIZMATLARI

Jurayeva Gulmira Zafar qizi

Kamoliddin Behzod nomidagi Milliy rassomlik va dizayn instituti
Dastgoh va kitob grafikasi mutaxassisligi
1-kurs magistranti

Abdullaxodjayev Gayrat Talipovich

Kamoliddin Behzod nomidagi Milliy rassomlik va dizayn institute
Ijtimoiy fanlar, pedagogika va kasbiy ta'lim kafedrasida dotsenti
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Annotatsiya. Mavzuning qiyosiy taxlili shu bilan belgilanadiki, unda ish jarayonida grafika san'atining shakllanishida muhim hissa qo'shgan Iskandar Ikromov ijodi chuqur tahlil qilinadi. O'zbekiston grafik rassomi ijodi va uning uslublari o'rganib chiqilgan. Mazkur mavzuni to'liq yoritishga qaratilgan bu maqola bo'lajak grafik rassomlar o'zlashtirishi lozim bo'lgan ma'lumotlar haqida yoritilgan, shuningdek, amaliy ishlashga o'rgatish usullari kabi masalalarga qaratilgan.

Kalit so'zlar: Musavvirlik, grafika san'ati, kitob grafikasi, rassom, muzaxhib.

A BRIGHT REPRESENTATIVE OF UZBEK GRAPHIC ART ISKANDAR IKROMOV AND HIS SERVICES IN THE DEVELOPMENT OF BOOK GRAPHICS

Abstract. The comparative analysis of the topic is determined by this, in it a deep analysis of the work of Alexander Ikromov, who made an important contribution to the formation of graphic art in the process of work. The work of the graphic artist of Uzbekistan and its styles have been studied. Aimed at fully covering this topic, this article covers information that future graphic artists should master, and also focuses on issues such as methods of teaching practical work.

Keywords: Musicology, graphic art, book graphics, artist, muzaxhib.

ИСКАНДАР ИКРОМОВ, ЯРКИЙ ПРЕДСТАВИТЕЛЬ УЗБЕКСКОЙ ГРАФИКИ И ЕГО УСЛУГИ В РАЗВИТИИ КНИЖНОЙ ГРАФИКИ

Аннотация. Сравнительный анализ темы обусловлен тем, что глубоко анализируется творчество Искандара Икрамова, внесшего в ходе своего творчества важный вклад в становление графического искусства. Изучено творчество художника-графика Узбекистана и его стили. Данная статья, призванная полностью осветить данную тему, охватывает информацию, которую должны усвоить будущие художники-графики, а также фокусируется на таких вопросах, как методика обучения практической работе.

Ключевые слова: Живопись, графика, книжная графика, художник, иллюстратор.

O'zbek xalqi qadimdan o'zining san'atsevarligi, san'atning barcha turlarini qadrlashi bilan nom chiqargan. Ayniqsa, xalqimiz orasida musavvirlik san'ati yuksak qadrlangan, musavvirlarga alohida hurmat-e'tibor ko'rsatilgan. Asrlar osha insonlarga go'zallik hadya etib kelayotgan musavvirlik uzoq yillar davomida shakllangan, sayqallangan ijod turidir.

Tasviriy san'at xazinasidan munosib o'rin olgan grafika san'ati Sharq xalqlarining mushtarak badiiy merosi hamdir. U qadimgi nodir qo'lyozmalarni ziynatlash bilan birga, mazkur asarlardagi ilgor insonparvarlik g'oyalari, oliyjanoblikka bo'lgan intilish, go'zallik to'g'risidagi

tasavvurni ifodalashga ham xizmat qilgan. Turli san'atkorlar - xattot, rassom, mo'zaxhib, muqovasoz, jadvalkash va boshqalarning ijodii hamkorligida yaratilgan nodir qo'lyozmalar o'sha davr madaniy, ijtimoiy hayotini badiiy-estetik qarashlarini o'rganishda qimmatli manbalardan hisoblanadi.

O'zbekistonda grafika san'ati XX asrda shakllandi va rivojlandi. Rassomlar I.Ikromov, V.Kaydalov, L.Abdullayev, T.Muhamedov, K.Nazarovlar kitob bezaklari, Q.Basharov ilk kitob suratlari va ajoyib linogravyura asarlari bilan o'zbek tasviriy san'ati taraqqiyotiga katta hissa qo'shdilar va o'zbek grafika maktabining vujudga kelishiga zamin yaratdilar.

XX asrning oxirgi choragida ijodkorlar safiga M. Kagarov, L. Ibrohimov, M. Sodikov, A. Mamajonov, A. Bobrov, V. Apuxtin, F. Basharova, A. Li, G. Li kabi rassomlarning kelib qo'shilishi grafikani ham badiiy mahorat, ham mavzu jihatdan boyishini ta'minladi. O'zbek grafikachilari grafikaning barcha sohalarida samarali ijod qilib, mavzu jihatdan rang-barang asarlar yaratib kelgan. Tug'ma iste'dod sohibi bo'lgan, mashhur grafik rassomi, kitobat san'atida o'ziga xos maktab yaratgan Iskandar Ikromov 1904-yilda Toshkentda tug'ilgan. Rassom yoshligidanoq tasviriy san'atni mo'jiza deb bildi va 1923-yilda Eski Jo'va maydonidagi 1-bosmaxonada joylashgan Turkiston muzofot rasm maktabiga o'qishga bordi. Tasviriy san'atdan ilk saboqni shu yerda olgan bo'lajak rassom 1925-1929-yillarda Sankt-Peterburgda, Badiiy akademiya qoshidagi Badiiy san'at texnikumida ta'lim oldi.



1929-1930-yillarda Samarqand pedagogika texnikumida o'qituvchi, 1929-1959-yillarda O'zbekiston Davlat nashriyotida grafika bo'limi mudiri, 1959-1965-yillarda O'zbekiston Rassomlar uyushmasi raisi vazifalarida faoliyat ko'rsatdi.

Musavvir 30-yillarda «Maorif va o'qituvchi», «Alanga», «Yer yuzi» jurnallarida tasviriy san'atga oid maqolalar e'lon qilish bilan birga rassomlik san'ati va bezak san'ati haqida «Rasm o'rganish» qo'llanmasi, «Harf yozishni o'rganish», «O'zbekcha rasmiy kasma alifbe», «O'zbekcha alifbe bo'yash kitobchasi» kabi uslubiy qo'llanmalarini yaratdi. Ular san'at muxlislari tomonidan yaxshi qabul qilinib, o'sha yillarda bu qo'llanmalar Shonazar Shorahimov, Bahrom Hamdaniy, Lutfulla Abdullayev, Hamidulla Ikromov, Samig' Abdullaev kabi rassomlarning o'z kasbining yetuk mutaxassislari bo'lib yetishish vazifasini o'tadi. Rassom o'z ijodiy faoliyati davomida, ayniqsa, kitoblar, ularning muqovalari va ichki bezaklarini bezash bo'yicha mohir rassom sifatida shuhrat qozondi. Uning N.Safarovning «Unutilmas kunlar», Q.Loxutiyning «Biz yengamiz» kitoblariga, Hamza, Abdulla Qodiriy, Oybek, G'afur G'ulom asarlariga, Pushkin poemalariga, Shevchenkoning «Qo'buzchi», Turgenevning «Arafa», Tursunzodaning «Chamanzor», Berdi Kerboboevning «Dadil qadam», Rajabiyning «O'zbek xalq musiqasi» asarlariga ishlagan bezaklari nafaqat rassom ijodida, balki kitob bezash san'ati sohasiga muhim ahamiyatga ega bo'ldi. «O'zbeklar orasidan etishgan birinchi poligraf san'atkori kitob doktori (rassomi) o'rtoq Iskandar ishiga sevgi ila yopishganligi ma'lum», deb yozgan edi taniqli yozuvchi Oybek, «Keng ijodiy sohasiga endi qadam qo'yayotgan o'rtoq Iskandarning maktab doirasida bajargan ishlarida ham katta umidlar baxsh etuvchi narsalar bor. Iskandar har rassom kabi chiziqlarning, ranglarning sirini ko'p yaxshi anglaydi. Chiziq va ranglarga hayot, harakat kirgizadi».



I.Ikromov Alisher Navoiyning 500 yillik yubileyini o‘tkazishda faol ishtirok etib, Shoirning «Layli va Majnun», «Farhod va Shirin», «Saddi Iskandariy» «Xazoyin ulmaoniy» kitoblarini go‘zal uslubda bezadi. Ularda shoir yashagan davr me‘morchiligida qo‘llangan naqsh namunalaridan, o‘sha davr qo‘lyozmalarida ishlangan bezaklardan ustalik bilan foydalandi. Shuningdek, Abu Rayhon Beruniy, Ibn Sino, Lutfiy, Mirzo Ulug‘bek, Bobur kabi madaniyatimizning buyuk namoyandalari kitoblariga ham katta mehr va samimiyat bilan bezaklar ishladi. Abu Ali ibn Sinoning «Tib qonunlari» asarining I va V jildlariga chizgan bezaklari yorqinligi, hayotiyliigi va katta jozibasi bilan kitobxonni o‘ziga jalb etadi.

I.Ikromov ijodiga o‘z vaqtida Oybek, Ch.Ahmarov, Mirmuhsin hamda yirik kitobshunos va san‘atshunos A.Sidorovlar yuqori baho berganlar. «Iskandar aka nozik didli ajoyib inson edi. Shuning bilan birga, u o‘zbek grafika san‘atining asoschisi edi»,—degan edi O‘zbekiston xalq rassomi Chingiz Ahmarov. «Iskandar Ikromov birinchi bo‘lib, o‘zbek milliy kitobat san‘atini tiklagan va uning shuhratini jahonga namoyish qilgan san‘atkor edi.

Iskandar akada o‘zbek milliy ziyolilarining ko‘p ijobiy fazilatlarini mujassam edi. Shu bois Iskandar Ikromov avvalgi o‘zbek ziyolilariga xos fazilatli inson va o‘z milliy san‘atini qalbdan sevgan ijochkor sifatida katta taasurot qoldirgan».

I.Ikromov xalqaro va respublika kitob tanlovlari va ko‘rgazmalarida o‘z asarlari bilan qatnashib, yuksak mukofotlarga sazovor bo‘ldi. Sobiq Ittifoq kitob, grafika va plakatlar ko‘rgazmasida Abu Ali ibn Sinoning «Tib qonunlari» asari bezagi uchun 1956-yilda ikkinchi darajali diplom, 1959-yilda Olmoniyaning Leypsig shahrida o‘tkazilgan xalqaro kitob ko‘rgazmasida Alisher Navoiyning «Lirika» kitobiga ishlagan bezagi uchun bronza medali, 1965-yilda Alisher Navoiyning «Hikmatli so‘zlar» kitobi muqovasi uchun sobiq Ittifoq Rassomlar uyushmasining ikkinchi darajali diplomi bilan taqdirlangan.

Shuningdek, 1970-yilda O‘rta Osiyo va Qozog‘iston Respublikalarining eng yaxshi kitob va jurnal bezaklari uchun o‘tkazilgan 9-tanlovida 1-darajali diplomga ham sazovor bo‘lgan.

Akademik shoir G‘afur G‘ulom Iskandar Ikromov bezagan o‘z kitobini qo‘liga olar ekan: «Avval Moniy, Iskandar soniy» deb uning san‘atiga yuksak baho berganligi bejiz emas.

Chunki rassom o‘zbek kitobat san‘atida milliy an‘analarga suyangan holda o‘z maktabini yaratdi. I.Ikromov ijodiy ish bilan rahbarlik va jamoat ishlarini olib bordi.

U O‘zbekiston Rassomlar uyushmasi raisi, sobiq Ittifoq Rassomlar uyushmasi rahbariyatining kotibi, Sharq xalqlari san‘at Davlat muzeyi ilmiy kengashi, O‘zbekiston madaniyat vazirligi metodik kengashi a‘zosi edi.

Uning sermazzmun ijodi «O‘zbekiston xalq rassomi» unvoni va bir necha orden, medallar bilan munosib taqdirlandi. Mashhur grafik rassom Iskandar Ikromov 1972-yil 6-noyabrda Toshkent shahrida vafot etdi. Undan bebaho san‘at asarlari, ajoyib shogirdlar va sadoqatli farzandlar qoldi. Uning hayot yo‘li ana shu shogird va farzandlari uchun bebaho kitobdek muqaddasdir.

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XALQARO XUSUSIY HUQUQ BO‘YICHA OILA MUNOSABATLARINING TARTIBGA SOLINISHI

Muhitdinov Sunnatulla Toxirovich

Jahon iqtisodiyoti va diplomatiya universiteti magistranti.

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Annotatsiya. Maqolada xalqaro xususiy huquq bo‘yicha oila munosabatlarining tartibga solinishi va uning o‘ziga xos xususiyatlari haqida ma‘lumotlar keltirilgan.

Kalit so‘zlar: aliment, kelishuv, oilaviy munosabatlar, xalqaro xususiy huquq va boshqalar.

REGULATION OF FAMILY RELATIONS UNDER PRIVATE INTERNATIONAL LAW

Abstract. The article analyzes information on the regulation of family relations under international private law and its specific features.

Key words: alimony, agreement, family relations, international private law and others.

РЕГУЛИРОВАНИЕ СЕМЕЙНЫХ ОТНОШЕНИЙ ПО МЕЖДУНАРОДНОМУ ЧАСТНОМУ ПРАВУ

Аннотация. В статье представлены сведения о регулировании семейных отношений и их особенностях в рамках международного частного права.

Ключевые слова: алименты, соглашение, семейные отношения, международное частное право и др.

KIRISH

So‘nggi yillarda O‘zbekiston Respublikasining mustaqillikka erishishi bilan chet el fuqarolari va fuqaroligi bo‘lmagan shaxslar ishtirokidagi oilaviy munosabatlarni huquqiy tartibga solish masalalari alohida dolzarflik kasb etmoqda. Bu holat quyida e‘tiboringizga havola etilayotgan bir qator obyektiv xarakterdagi sabablar bilan bog‘liqdir:

- aholi ko‘chishining o‘ta kuchayib ketganligi, shu jumladan bir mamlakat fuqarolarining u yoki bu mamlakatdan o‘zga hamda chet el fuqarolari va fuqaroligi bo‘lmagan shaxslarning bu mamlakatga erkin kirib kelishi;

- O‘zbekiston fuqarolari bilan chet el fuqarolari o‘rtasidagi (ish yuzasidan) amaliy va shaxsiy aloqalarning kuchayib borayotganligi.

O‘zbekiston fuqarolarining chet el fuqarolari bilan nikoh tuzishlari sonining sezilarli darajada oshganligi, bitta oila a‘zolarining turli davlatlar fuqarolari bo‘lishi hollarining ko‘payganligi yuqorida sanab o‘tilgan holatlarning oqibatidir. Bunda xorijiy (xalqaro) element ishtirokidagi xilma-xil munosabatlar, ya‘ni nikoh tuzishda, nikohning tugatilishida, nikohni haqiqiy emas deb topishda, er-xotin o‘rtasidagi shaxsiy nomulkiy va mulkiy munosabatlarda, otana va bolalar o‘rtasidagi mulkiy munosabatlarda tafovutlar yuzaga keladi.

MUHOKAMA NA NATIJALAR

Xalqaro xususiy huquqda xorijiy davlatlar fuqarolari bo‘lgan shaxslar ishtirok etadigan munosabatlar, ya‘ni masalan, ularning o‘zaro nikoh tuzishlari yoki umumiy fuqarolikka ega bo‘lmagan er-xotinning aliment to‘lash to‘g‘risida bitim tuzishi xorijiy element ishtirokidagi munosabatlar deb ataladi. Huquqiy munosabatlarning vujudga kelishi, o‘zgartirilishi yoki tugatilishi bilan bog‘liq bo‘lgan yuridik fakt chegaradan tashqarida sodir bo‘lgan hollarda ham

(masalan, O'zbekiston Respublikasi hududidan tashqarida O'zbekiston fuqarolari o'rtasida nikohning tuzilishi yoki tugatilishi) chet el elementi bilan murakkablashgan oilaviy munosabatlar mavjud bo'ladi.

Oilaviy munosabatlar bilan murakkablashgan chet el elementi mavjud bo'lgan hollarda qaysi davlat huquqi qo'llaniladi va qaysi davlat organlari oilaviy munosabatlardan kelib chiqadigan u yoki bu masalalar bo'yicha qaror qabul qilishga vakolatli, degan savollar yuzaga keladi. Bunday muammolar xalqaro xususiy huquq doirasiga tegishlidir. U yoki bu masalani qanday hal etish lozimligi xususidagi to'g'ridan to'g'ri javobni, to'g'ridan-to'g'ri ko'rsatmani o'zida mujassam etmagan va qaysi qonunchilik qo'llanilishi lozimligini ko'rsatuvchi kollizion (to'qnashuv) normalar xalqaro xususiy huquqning asosini tashkil etadi. Bunday normalar turli manbalarda mavjuddir. Eng avvalo, bu O'zbekiston Respublikasining ichki qonunlaridir [1].

Masalan, O'zbekiston Respublikasining Oila kodeksida kollizion normalardan tashkil topgan Maxsus bo'lim bor (NIII bo'lim. Chet el fuqarolari va fuqaroligi bo'lmagan shaxslar ishtirokidagi oilaviy munosabatlarni tartibga solish).

O'zbekiston Respublikasi bilan boshqa davlatlar o'rtasidagi xalqaro shartnomalarda ham kollizion normalar mavjuddir. Chet el elementi bilan murakkablashgan oilaviy munosabatlarning keng tarqalganligi O'zbekiston Respublikasi bilan boshqa davlatlar oilaviy qonunchiliklari o'rtasidagi ziddiyatli hal etish muammosini keltirib chiqaradi, zero o'sha davlatlar fuqarolari O'zbekiston Respublikasi oila huquqining ta'sir doirasiga tez-tez tushib qola boshladilar, bu esa tegishli ravishda mamlakat hududidagi oilaviy munosabatlarda ularning huquqlarini ishonchli kafolatlash zamriyatini keltirib chiqardi [6].

Ikkinchi tomondan, chet el fuqarolari va fuqaroligi bo'lmagan shaxslar ishtirokidagi oilaviy munosabatlarda O'zbekiston fuqarolarining, ayniqsa bolalarning qonuniy huquqlari va manfaatlariga rioya qilish masalasi muhimlikda yuqorida tilga olingan masalalardan qolishmaydi (Bu hol chet el fuqarolari va fuqaroligi bo'lmagan shaxslarning o'zbekistonlik bolalarni farzandlikka olganlarida, ota-onalar va bolalarning aliment majburiyatlarini tartibga solishda yaqqol ko'zga tashlanadi). Shu sababdan, oilaviy munosabatlarni tartibga solishda chet ellarning oila huquqi normalarini qo'llash imkoniyatiga yondashuvni tubdan o'zgartirish zamriyati yuzaga keldi, zero bu masalaga nisbatan ilgari mavjud bo'lgan salbiy munosabat ko'pgina hollarda O'zbekiston fuqarolari hamda chet el fuqarolarining huquqlari va manfaatlarini cheklab qo'yishga olib kelgan edi [2].

1998-yilning aprelida O'zbekiston Respublikasining Oila kodeksi qabul qilingach, bu muammolar asosan hal etildi, bundan tashqari avval amalda bo'lgan qonunchilikdagi muammolarga ham barham berildi. Oila kodeksining «Chet el fuqarolari va fuqaroligi bo'lmagan shaxslar ishtirokidagi oilaviy munosabatlari tartibga solish», deb nomlangan NIII-bo'limida fuqaroligi bo'lmagan chet ellik shaxslar ishtirokidagi oilaviy munosabatlarga nisbatan O'zbekiston Respublikasi oila qonunchiligi va chet ellar oila huquqi normalarini qo'llash asoslari nazarda tutilgan. Shuningdek, agar ushbu munosabatlar xorijiy davlat hududi bilan bog'liq bo'lsa, nafaqat O'zbekiston fuqarolarining oilaviy munosabatlariga nisbatan, balki xorijliklarga nisbatan ham ushbu normalar qo'llaniladi

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OILA HUQUQI SOHASIDAGI KOLLIZION MASALALAR

Muhitdinov Sunnatulla Toxirovich

Jahon iqtisodiyoti va diplomatiya universiteti magistranti.

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Annotatsiya. Maqolada xalqaro xususiy huquq bo'yicha oila munosabatlarining tartibga solinishning kollizion nozmalari tahlil qilingan. Shuningdek, shbu maqolada oila munosabatlarini tartibga solishda kollizion normalarning o'zni beqiyosligi haqida so'z yuritiladi.

Kalit so'zlar: oilaviy munosabatlar, kollizion, norma, kollizion normalar va xalqaro xususiy huquq.

CONFLICT ISSUES IN THE FIELD OF FAMILY LAW

Abstract. The article analyzes conflicting norms of regulation of family relations under international private law. Also, this article talks about the incommensurable role of conflicting norms in regulating family relations.

Key words: family relationship, collision, norm, collision norms and private international law.

КОНФЛИКТНЫЕ ВОПРОСЫ В СФЕРЕ СЕМЕЙНОГО ПРАВА

Аннотация. В статье анализируются противоречивые принципы регулирования семейных отношений по международному частному праву. Также в данной статье говорится о несоизмеримой роли коллизионных норм в регулировании семейных отношений.

Ключевые слова: семейные отношения, конфликт, норма, коллизионные нормы и международное частное право.

KIRISH

Bugun oilaning benazir nufuzi, ulkan ijtimoiy ahamiyatga molik voqelik ekanligi hech kimda shubha tug'dirmaydi. Oila jamiyatning asosiy hujayrasi va ijtimoiy tayanchidir. Har bir oilaning baxtiyorligi va farovonligi pirovard natijada jamiyatning barqarorligi, gullab- yashnashi hamda farovonligi shanidir. Oila nafaqat inson naslini davom ettirish omili sifatida, balki jamiyat a'zolarini. ayniqsa, o'sib kelayotgan yosh avlodni milliy isliqlol g'oyasi asosida tarbiyalash maskani sifatida katta ahamiyatga molikdir. Prezident Sh.M. Mirziyoyev oilani mustahkamlash, yosh oilalar haqida g'amxo'rlikni kuchaytirish. ularning huquqiy va ijtimoiy himoyasini ta'minlash, sog'lom va mustahkam oila barpo elish uchun zarur shart-sharoitlar yaratish borasidagi keng qamrovli ishlarni davom ettirish haqida to'xtalib, aynan oila bag'rida, ota-onaning o'zaro mehr-muhabbati, g'amxo'rligi muhitida farzandning dunyoga kelishi, uning shaxs va fuqaro sifatida kamol topishi, halollik, ezgulik va mehribonlik haqidagi tushunchalar, kattalarga hurmat tuyg'usi, avvalo, oilada paydo bo'ladi, insonning dunyoqarashi milliy va umuminsoniy qadriyatlar ruhida aynan shu muhitda shakllanadi, deya ta'kidlab o'tgan edi.

Turli davlatlarning oila huquqlari moddiy-huquqiy normalari orasida katta xilma-xilliklar bor. Bu endi albatta, xorijiy element ishtirokidagi huquqiy munosabatlarning turli masalalarini hal etishda amalda kolliziyalarni, ya'ni qarama-qarshiliklar, to'qnashuvlarni vujudga keltiradi. «Kolliziya» so'zi («qonunlar kolliziyasi», «kollizion masala», «kollizion norma») bu yerda turli mamlakatlar qonunchiliklarining to'qnashuvini ifoda etadigan ibora sifatida ishlatilmoqda.

«Kollizion huquq» degani esa xalqaro xususiy huquqning normalari bo'lib, ma'lum bir masalada to'qnash kelgan xorijiy va o'z davlati qonunlarida qaysi biri qo'llanilishini aniqlab beradi). Iqtisodiy tuzumning o'ziga xosliklari bilan bir qatorda milliy, maishiy, diniy o'ziga xosliklar va an'analar ham oilaviy munosabatlarni tartibga solishga muhim ta'sir ko'rsatadi. Bir qator mamlakatlarning oila huquqiga erning oldidagi yakkahokimligi xosdir; er va xotinning oilada teng huquqli emasligi ko'pgina mamlakatlarda hozirgi kungacha saqlanib kelmoqda. Bunday mamlakatlarning fuqarolik kodekslarida nikoh shaitnomasi tuzish belgilab qo'yilgan. Bunday shartnoma asosan nikohdan avval tuziladi va unda xotinning mol-mulkiga ering huquqlari mustahkamlab qo'yiladi.

MUHOKAMA NA NATIJALAR

Ko'pgina davlatlar qonunchiliklarida yakka nikohlik (monogamiya) mustahkamlab qo'yilgan. Ammo Osiyo va Afrikaning ba'zi bir mamlakatlarida ko'p nikohlik (poligamiya) ham hozirgi kunlarga qadar tan olinadi va kelin uchun qalin puli to'lash kabi qadimiy an'analar saqlanib qolgan. Bunday qonunlarda ayolning turmushga chiqishi mumkin bo'lgan eng yosh chog'i ham belgilab qo'yilgan. Bir qator mamlakatlarning qonunlari va amaliyotida irqiy cheklashlar mavjud: bunday qonunlar bo'yicha turli irqqa yoki turli dinga mansub bo'lgan shaxslarning o'zaro nikoh tuzishlariga yo'l qo'yilmaydi. Sobiq Sovetlar Ittifoqida oila huquqi sotsialistik huquq prinsiplari asosida taraqqiy topgandi. Sovet oila huquqining o'ziga xosliklari, agar xalqaro shartnomalarda boshqacha holat belgilab qo'yilgan bo'lsa, kollizion masalalarda qat'iy hududiylikning o'rnatilishiga olib keldi [1].

«Hududiylik» (har qanday holatlarda ham) xorijiy fuqarolar ishtirokidagi oilaviy munosabatlarga nisbatan sud amalga oshirilmayotgan mamlakat qonunlari qo'llanilishini anglatgan. Shunday qilib, amaliyotda, keyinchalik esa Sovet qonunchiligida ham sovet huquqiy tizimining boshqalardan ajralib turadigan jihatlarga bog'liq ravishda bu tizimga «begona» chet el oila huquqi normalarining SSSRda amal qilishi nomaqbul ekanligi xususidagi nuqtayi nazar o'z ifodasini topdi. Mustaqillik qo'lga kimgach O'zbekiston Respublikasi oila huquqini xalqaro huquq normalari asosida o'zining barqaror an'analari va odatlariga mos ravishda rivojlantirmoqda. O'zbekiston Respublikasi Konstitutsiyasiga binoan «oila jamiyatning asosiy bo'g'inidir» (63-modda). Quyidagilar oilaviy munosabatlar sohasidagi konstitutsiyaviy tamoyillar hisoblanadi: - erkak va ayolning teng huquqliligi; - nikoh tuzishning erkinligi; - nikoh tuzayotgan shaxslarning teng huquqliigi; - ota-onalarning nasl-nasabidan va fuqarolik holatidan qat'iy nazar farzandlarning qonun oldida tengligi; - yetim bolalarning va ota-onalarning vasiyligidan mahrum bo'lgan bolalarning ta'minoti, tarbiyasi va ta'lim olishning kafolatlanganligi; - onalik va bolalikning davlat tomonidan muhofaza qilinishi. Asosiy qonunga mos ravishda davlat quyidagi majburiyatlarni o'z zimmasiga oladi: - oilani muhofaza qilishni; - yetim bolalar va ota-onasining vasiyligidan mahrum bo'lgan bolalarni boqish, tarbiyalash va o'qitishni ta'minlashni; - yetim bolalar va ota-onasining vasiyligidan mahrum bo'lgan bolalarga bag'ishlangan xayriya faoliyatlarini rag'batlantirishni [2].

O'zbekiston Respublikasida oila, onalik va bolalikning konstitutsiyaviy muhofazasi inson huquqlari bo'yicha xalqaro hujjatlarga muvofiqdir. Ona va bola manfaatlarini himoya qilish qonunlar bilan ta'minlanadi. Hozirgi kunda mamlakatimizda 4 milliondan ortiqroq oila mavjud.

Har yili 250 mingga yaqin yosh oilalar paydo bo'lmoqda, 710 ming chaqaloq tug'ilmoqda. O'zbekistondagi oilalar o'rtacha 5-6 kishidan iboratdir. Aholining asosiy qismini bolalar va

yoshlar tashkil etadi. Oilalarning 12 foizdan ko'prog'ida o'n va undan ko'proq bolalar bor, qishloq joylarida esa bu ko'rsatkich 20 foizni tashkil etadi. Aholining 60 foizidan ko'prog'ini bolalar, o'smirlar va 25 yoshgacha bo'lgan yoshlar tashkil etadi. Respublika aholisining yarmidan ko'prog'i (52 foizi) ayollar va qizlardan iborat. Oila jamiyat va davlat muhofazasida ekanligi xususida so'z yuritilar ekan, turli jamg'armalar va jamoat tashkilotlari tomonidan oilaga ham moddiy, ham ma'naviy yordam berilishi anglashiladi. Oilaviy sharoitlarni hisobga olgan holda davlat tomonidan 14 xildan ko'p turli nafaqalar ta'sis etilgan.

Keyingi yillarda O'zbekistonda 2,5 million oila ilk bor yer uchastkalari oldi yoki ularni kengaytirdi. Hozirgi vaqtda yer uchastkasi maydonini 0,25 gektarga yetkazish nazarda tutilmoqda. O'zbekistondagi oilalarning ko'p bolalik ekanligini hisobga olgan holda 16 yoshgacha bo'lgan bolalar uchun nafaqa berishning umumiy adresli tizimi ishlab chiqildi va 1997-yil 1-yanvardan boshlab amalga kiritildi. Oiladagi balog'atga yetmagan bolalarning soniga bog'liq ravishda nafaqalar miqdori differensiyalashgandir. Adres davlat yordamini ta'minlash maqsadida 1994-yil 1- oktabrdan boshlab ilk bor kam ta'minlangan oilalarga nafaqa to'iana boshlandi. Bu nafaqalar davlat budjeti hisobidan mahalliy o'zini o'zi boshqarish organlari (mahalla qo'mitalari) tomonidan tayinlanadi va to'lanadi. Eng kam ish haqining 1,5 dan 3 barobarigacha miqdordagi moddiy yordam sifatidagi nafaqa oilaga uch oy davomida to'lanadi.

Ushbu muddat davomida oilaning moddiy holati yaxshilanmasa, qaytadan yangi muddatga nafaqa tayinlanadi. Hozirgi vaqtda O'zbekistonda 797000 kam ta'minlangan oila borligi aniqlangan. Bu raqam umumiy oilalar sonining 16,7 foizini tashkil etadi. Bu oilalarga 1 milliard so'mdan ko'proq miqdorda nafaqa to'langan. Shunday qilib, bizning mamlakatimizda oila muhofazasi o'ta xilma-xil qonunlar qabul qilinishi hamda oilalarga jamg'armalar va jamoat tashkilotlari tomonidan moddiy va ma'naviy yordam ko'rsatish yo'li bilan amalga oshiriladi.

O'zbekiston Respublikasi Prezidentining qarori bilan mamlakatda «Sog'lom avlod uchun» ordeni ta'sis etilgan. Onalik va bolalikni muhofaza qilishda alohida xizmatlar ko'rsatgan, sog'lom avlodni taraqqiy ettirishda eng yaxshi moddiy va axloqiy shart-sharoitlar yaratishni ta'minlagan shaxslar «Sog'lom avlod uchun» ordeni bilan taqdirlandilar. Millati, irqi, dinga munosabatidan qat'i nazar oilaviy munosabatlarda fuqarolarning teng huquqliligi ta'minlanadi.

O'zbekiston Respublikasining Oila kodeksida ham nikoh shartnomasi to'g'risida qoidalar bor (29-36-moddalar) [2]. Bu qoidalarga binoan, nikohlanuvchi shaxslarning yoki er va xotinning nikohda bo'lgan davrida va yoki er va xotin nikohdan ajralgan taqdirda ularning mulkiy huquqi hamda majburiyatlarini belgilovchi bitimi nikoh shartnomasi deb hisoblanadi. Nikoh shartnomasi nikoh davlat ro'yxatiga olingunga qadar ham, er-xotinning kelishuvi bilan istalgan vaqtda o'zgartiri lishi yoki bekor qilinishi mumkin (Oila kodeksining 32-moddasi). Nikoh shartnomasi qanday shaklda tuzilgan bo'lsa, uning o'zgartirilishi yoki bekor qilinishi ham shunday shaklda amalga oshiriladi. Nikoh shartnomasini bajarishdan bir tomonlama bosh tortishga yo'l qo'yilmaydi. Nikoh shartnomasi er-xotindan birining talabi bilan O'zbekiston Respublikasi Fuqarolik kodeksida belgilangan asoslar va tartibda sudning hal qiluv qarori bilan o'zgartirilishi yoki bekor qilinishi mumkin. Bundan tashqari, nikoh shartnomasi sud tomonidan O'zbekiston Respublikasi Fuqarolik kodeksida nazarda tutilgan asoslar bo'yicha to'la yoki qisman haqiqiy emas deb topilishi mumkin (Oila kodeksining 33-moddasi).

Chet el fuqarolari va fuqaroligi boimagan shaxslar ishtirokidagi oilaviy munosabatlarni tartibga solish) O'zbekiston Respublikasining ko'ptomonlama va ikkitomonlama xalqaro

shartnomalari ham chet el fuqarolari va fuqaroligi bo'lmagan shaxslar ishtirokidagi oilaviy munosabatlarni huquqiy tartibga solish manbalari hisoblanadi [3]. Masalan, irqi, terisining rangi, tili, milliy kelib chiqishi hamda boshqa qandaydir holatlardan qat'i nazar, kamsitishlarning har qanday shaklidan bolani muhofaza qilishini ta'minlash uchun zarur bo'lgan chora-tadbirlar to'g'risidagi, shuningdek, bolaning manfaatlarini eng yaxshi ta'minlash, jumladan, fuqarolarni farzandlikka olish huquqi, bolalarni noqonuniy tarzda chegaradan o'tkazish va qaytarish to'g'risidagi prinsipial qoidalar BMTning 1989-yil 20-noyabrda qabul qilingan «Bolalarning huquqlari to'g'risida»gi konvensiyasiga kiritilgan. Bu konvensiya 1990-yil 2-sentabrdan boshlab kuchga kirdi. 1996-yil 31-may holati bo'yicha konvensiyada 187 ta davlat, shu jumladan O'zbekiston ham ishtirok etmoqda. 1948-yilda qabul qilingan Inson huquqlari umumjahon deklaratsiyasi, 1966-yilda qabul qilingan Iqtisodiy, ijtimoiy va madaniy huquqlar to'g'risidagi xalqaro pakt hamda fuqarolik va siyosiy huquqlar to'g'risidagi xalqaro pakt, 1959-yilda qabul qilingan Bola huquqlari deklaratsiyasi ham xorijiy fuqarolar ishtirokidagi oilaviy munosabatlarni tartibga solishda muhim o'rin tutadi. O'zbekiston Respublikasining MDH davlatlari bilan bo'lgan munosabatlarida 1993-yil 22-yanvarda Minsk shahrida imzolangan Huquqiy yordam va fuqarolik, oilaviy va jinoyat ishlari bo'yicha huquqiy munosabatlar to'g'risidagi konvensiya hamda shu konvensiya yuzasidan 1977-yil 28-martda qabul qilingan, oila huquqlarining alohida normaldri tilga olib o'tilgan Protokol birinchi darajali o'rin tutadi [4].

Oila huquqining ko'pgina masalalari O'zbekiston Respublikasining dunyoning bir qator mamlakatlari bilan tuzilgan fuqarolik, oila, jamiyat ishlarini hal etish borasida huquqiy yordam ko'rsatish to'g'risidagi ikkimonlama shartnomalarida ham ko'rib chiqilgan. Zamonaviy sharoitlarda faoliyati kollizion oila huquqi normalarini kodifikatsiya qilishga qaratilgan hukumatlararo tashkilotlarning ahamiyati kattadir. Xalqaro xususiy huquq bo'yicha Gaaga konferensiyasi ko'pgina mamlakatlar uchun ayniqsa muhim o'rin tutadi. Unda ishlab chiqilgan va qabul qilingan barcha konvensiyalarning uchdan bir qismidan ko'prog'i kollizion oila huquqiga taalluqlidir. Ular orasida 1978-yil 14-martda qabul qilingan nikoh tuzish haqiqiylikini tan olish to'g'risidagi konvensiyani hamda er-xotinning mol-mulki rejimlariga nisbatan qo'llaniladigan huquqi to'g'risidagi konvensiyani, 1980-yil 25-oktabrda qabul qilingan bolalarni xalqaro o'g'irlashning fuqaroviy jihatlari to'g'risidagi konvensiyani va 1993-yil 29-mayda qabul qilingan bolalarni himoya qilish va xorijiy farzandlikka olish borasida hamkorlik qilish to'g'risidagi konvensiyani tilga olib o'tish mumkin [6]. Yuqorida sanab o'tilganlardan ko'rinib turibdiki, oilaviy qonunchiliklarida tafovutlar bo'lgan mamlakatlarning fuqarolari o'zaro nikoh tuzganlarida kollizion masalalarni hal etish ma'lum ahamiyat kasb etadi. Taraqqiy etgan mamlakatlardagi oila huquqining kollizion normalari katta xilma-xillikka ega ekanliklari bilan ajralib turadi. Nikohga taalluqli huquq layoqati, ya'ni nikoh tuzish huquqining o'zi, nikoh tuzish uchun har xil to'siqlarning yo'qligi - bularning barchasi bir qator mamlakatlarda er va xotinning har birining o'zaro fuqarosi hisoblangan davlatda amalda bo'lgan qonunlar bilan aniqlanadi.

Turli mamlakatlar fuqarolari bo'lgan er-xotin o'rtasidagi nikoh tugatiladigan hollarda bir qator mamlakatlarda er fuqarosi bo'lgan mamlakat qonunlari qo'llaniladi. Bu davlat hududida nikoh tuzilgan joy qonunlariga mos ravishda tuzilgan nikoh boshqa bir mamlakatda tan olinmasligi mumkin. Er va xotinning mulkiy munosabatlari bir qator mamlakatlarda er fuqarosi bo'lgan mamlakat qonunlariga binoan hal etiladi. Ko'plab davlatlarda bir qator kollizion masalalar hal etiladi [6].

Nengriya Respublikasi Xalqaro xususiy huquq to'g'risidagi qonunning 31-paragrafi bo'yicha nikoh haqiqiylikining moddiy-huquqiy shart-sharoitlari nikoh tuzuvchilarning «umumiy shaxsiy qonuni» bilan tartibga solinadi. Agar bu shaxslar fuqarolikda turgan davlatlarning qonunlari turlicha bo'lsa, «har ikki tomon qonunlari bo'yicha haqiqiylik sharti mavjud» bo'lgan hollardagina nikoh haqiqiy deb hisoblanadi. Nengriyada nikoh shakliga nisbatan nikoh tutilgan joy huquqi qo'llaniladi.

Xitoy Xalq Respublikasida XXR fuqarosi chet ellik bilan nikoh tuzayotganda nikoh tuzilayotgan joy qonuni qo'llaniladi, nikoh tugatilayotganda esa ishni ko'rib chiqish uchun qabul qilingan sud joylashgan joy qonuni qo'llaniladi (XXRning 1986-yilda qabul qilingan «Fuqarolik huquqi umumiy qoidalarini»ning 147-moddasi). Nengriya va Serbiyada nikohni tugatish masalalarini hal etishda, qoida bo'yicha, er va xotinning davlatlardagi fuqarolik qonunlari asos bo'lib xizmat qiladi. Rossiya Oila qonunchiligining xorijiy element ishtirokidagi oilaviy munosabatlarga taalluqli normalari an'anaviy ravishda asosiy federal sohaviy hujjatga kiritilgandi: 1996-yilgacha RSFSRning Nikoh va oila to'g'risidagi kodeksning 5-bo'limi amalda bo'ldi. Uning normalari SSSR va ittifoqdosh respublikalarning nikoh va oila to'g'risidagi qonunchilik asoslarining tegishli 5-bo'limi qoidalarini amalda aynan takrorlardir.

Rossiya Federatsiyasining kodifikatsiyalangan federal qonun bo'lmish yangi Oila kodeksiga «Xorijiy fuqarolar va fuqaroligi bo'lmagan shaxslar ishtirokidagi oilaviy munosabatlarga nisbatan oila qonunchiligini qo'llash» degan NII bo'lim kiritilgan. Uning normalari RSFSRning ilgari amalda bo'lgan Nikoh va oila to'g'risidagi kodeksining N bo'lim qoidalaridan tubdan farq qiladi. Rossiya Federatsiyasining Oila kodeksidagi 156-167-moddalarida aytilishicha, RF hududida nikoh tuzishning shakli va tartibi Rossiya Federatsiyasi qonunlari bo'yicha belgilanadi. Agar chet el fuqarosi bo'lgan shaxs bir vaqtning o'zida Rossiya Federatsiyasining ham fuqarosi bo'lsa, nikoh Rossiya Federatsiyasi qonunlari bo'yicha tuziladi. Agar shaxs bir qancha xorijiy davlatlar fuqaroligiga ega bo'lsa uning xohishi bo'yicha o'sha davlatlardan birining qonunchiligi qo'llaniladi [7]. Fuqaroligi bo'lmagan shaxsning Rossiya Federatsiyasi hududida nikoh tuzishi o'sha shaxs doimiy turarjoyga ega bo'lgan davlat qonunlari bo'yicha amalga oshiriladi. Rossiya Federatsiyasi hududidan tashqarida istiqomat qilayotgan RF fuqarolari Rossiya Federatsiyasining diplomatik vakolatxonalarida yoki konsullik muassasalarida nikohdan o'tadilar.

Rossiya Federatsiyasi hududidagi xorijiy davlatlarning diplomatik vakolatxo nalarida yoki konsullik muassasalarida tuzilgan chet elliklar o'rtasidagi nikoh, nikohlantuvchilar nikoh tuzish paytida Rossiya Federatsiyasiga elchi yoki konsul jo'natgan xorijiy davlatlarning fuqarolari bo'lgan taqdirdagina o'zaro kelishuv sharti bilan haqiqiy hisoblanadi (RF Oila kodeksining 157-moddasi). Boshqa moddalarda quyidagi holatlar bayon etilgan: «Rossiya Federatsiyasi hududida tashqarida tuzilgan nikohlarning tan olinishi» (158-modda), «Nikohning tugatilishi» (160-modda), «Er va xotinning shaxsiy nomulkiy va mulkiy huquqlari va majburiyatlari» (161-modda), «Otalik (onalik)ning belgilanishi va shu xususda nizolashish» (162-modda), «Ota-onalar va bolalarning huquqlari va majburiyatlari» (163-modda), «Balog'atga yetgan farzandlar va oilaning boshqa a'zolarining alimentga oid majburiyatlari» (164-modda), «Farzandlikka olish» (165-modda), «Xorijiy oila huquqi normalari mohiyatini aniqlash» (166-modda), «Xorijiy oila huquqi normalarini cheklash» (167-modda). 1997-yil 15-noyabrda qabul qilingan «Fuqarolik holati aktlari to'g'risida»gi Federatsiya qonunida hamda 1998-yil 5-noyabrda RF Prezidenti Farmoni

bilan tasdiqlangan Rossiya Federatsiyasining konsullik muassasalari to'g'risidagi Nizomda ham xorijiy element ishtirokidagi oilaviy munosabatlar xususida so'z yuritilgan.

Rossiya Federatsiyasining ko'ptomonlama, shuningdek ikkitomonlama xalqaro shartnomalari ham chet el fuqarolari ishtirokidagi oilaviy munosabatlarni huquqiy tartibga solish manbasi bo'lib xizmat qiladi. Rossiyaning quyida tilga olingan bir qator mamlakatlar bilan fuqarolik, oila va jinoyat ishlarini hal etish bo'yicha o'zaro huquqiy yordam ko'rsatish to'g'risidagi ikkitomonlama shartnomalarda ham oila huquqi masalalari hal etib berilgan: Albaniya, Bolgariya, Nengriya, Nyetnam, KXDR, Kuba, Mongoliya, Polsha, Ruminiya, Chexoslovakiya (1982-yildan beri Chexiya va Slovakiya), Yugoslaviya bilan; shuningdek, Ozarbayjon, Gruziya, Qirg'iziston, Latviya, Litva, Moldaviya, Estoniya bilan. Oila huquqi kolliziyalarini tartibga solish va bu shartnomalarda ko'rib chiqiladigan masalalar doirasi MDH davlatlarining 1993-yil 22-yanvarda qabul qilingan konvensiyasi orqali tartibga solinadigan masalalar doirasiga ancha yaqindir.

Jahon hamjamiyatida xuddi O'zbekiston va boshqa sobiq sovet respublikalari statusi o'zgarganligi singari Rossiya statusining o'zgarganligi, ochiq jamiyat usuliga o'tilganligi, Konstitutsiyada yangi ustuvorliklarning mustahkamlab qo'yilganligi xorijiy element ishtirokidagi oilaviy munosabatlarga nisbatan qo'llanilishi lozim bo'lgan muhitni aniqlash usuliga yondashuvni tubdan o'zgartirib yubordi. Masalan, Rossiya Federatsiyasining yangi Oila kodeksida, O'zbekiston Respublikasining Oila kodeksida qonun chiqaruvchi bog'lanishlarni tanlashda birinchi navbatda munosabatlarning ma'um turining u yoki bu davlat bilan, shu jumladan xorijiy davlat bilan ko'proq yoki kamroq uzviy aloqasini e'tiborga olgan. Sud qonuniga bog'liqlikdan foydalanish doirasi ancha toraytirilgan.

Albatta, turli oilaviy munosabatlarga nisbatan, aytaylik, Rossiya qonunlarini qo'llash o'sha munosabatlar ishtirokchilarining, shu jumladan, chet ellardagi Rossiya fuqarolarining ham manfaatlariga zid kelib qoldi. Shunday qilib, chet el huquqini qo'llamaslik shunga olib keldiki, er fuqarolikda turgan davlatning qonunlari yetakchi deb 386 www.ziyouz.com kutubxonasi tan olinadigan davlatlarda Rossiya muassasalarining, masalan, nikoh tuzilganligi to'g'risidagi tegishli hujjatlari tan olinmasligi va hayotga tatbiq etilmasdan qoladigan bo'ldi.

Bu esa «oqsoqlanadigan», ya'ni bir marqlakatda tan olinib, ikkinchi mamlakatlarda tan olinmaydigan nikohlarni vujudga keltirdi. ko'rib turganimizdek, RFning yangi oila kodeksida qonun chiqaruvchi kollizion normalarni shakllantirishda ma'lum munosabatlar bilan ma'lum huquqiy tizim o'rtasidagi aloqani, bog'liqlikni eng ko'p darajada aks ettiradigan yechimlarni axtargan. O'zbekiston Respublikasida ham qonun ijod qihshning shu yo'lidan foydalaniladi.

O'zbekistondagi kollizion oila huquqi taraqqiyotining ikkinchi yo'nalishi xorijiy element ishtirokidagi oilaviy munosabatlarni qonuniy tartibga solish doirasining kengaytirilishidir.

O'zbekiston Respublikasining Oila kodeksida nikohning haqiqiy emasligi, er va xotinning shaxsiy mulkiy va nomulkiy munosabatlari, ota-onalar va bolalarning huquqlari va majburiyatlari, balog'atga yetgan farzandlar va boshqa oila a'zolarining aliment majburiyatlari singari oila qonunchiligidagi muammolar hal etib berildi. Bu sohadagi qonuniy tartibga solishning kengaytirilganligi, kollizion normalarning yanada batafsillashtirilganligi jahon an'alariga mos kelishini aytib o'tish lozim. Zero, ko'plab xorijiy davlatlarda kollizion oila huquqi normalari yangilangan va batafsillashtirilgan hamda Avstriya, Nengriya, Lixtenshteyn, Turkiya, Shveysariya

kabi davlatlarda xalqaro xususiy huquq to'g'risidagi yangi qonunlarga yoxud oila yoki Fuqarolik kodekslariga kiritilgan.

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"THE EFFECTS OF TASK-BASED INSTRUCTION ON DEVELOPMENT OF
COMMUNICATION SKILLS IN ONLINE LEARNING ENVIRONMENT IN
UZBEKISTAN"

Khakimova Nargiz Khayrilloyevna

The Teacher of History and Philology Department

Asia International University.

Bukhara, Uzbekistan.

Email: xnargiz92@gmail.com

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Abstract. This article discusses the effects of Task-Based Instruction on the Development of Communication skills of English language learners in the online environment in Uzbekistan. It explores the works of different scientists on Task-Based Instruction and examines the strategies and research in teaching online. The author suggests using a mixed-method design to implement Task-Based Instruction online. In addition, the article recognizes some challenges of implementing this research in Uzbek schools and proposes solutions for overcoming them. Altogether, it presents the positive sides of teaching English online in Uzbekistan if Task-Based Instruction is implemented.

Keywords: Task-Based Instruction, Communication skills, online environment, Task-Based Language Teaching, methods and strategies.

«ВЛИЯНИЕ ЦЕЛЕВОГО ОБУЧЕНИЯ НА РАЗВИТИЕ КОММУНИКАТИВНЫХ
НАВЫКОВ В СРЕДЕ ОНЛАЙН-ОБУЧЕНИЯ В УЗБЕКИСТАНЕ»

Аннотация. В данной статье рассматривается влияние целенаправленного обучения на развитие коммуникативных навыков изучающих английский язык в онлайн-среде в Узбекистане. В нем исследуются работы различных ученых по целевому обучению, а также рассматриваются стратегии и исследования в области онлайн-обучения. Автор предлагает использовать смешанный метод для реализации онлайн-инструкции, основанной на задачах. Кроме того, в статье признаются некоторые проблемы внедрения данного исследования в узбекских школах и предлагаются пути их преодоления. В целом, в нем представлены положительные стороны онлайн-обучения английскому языку в Узбекистане при условии внедрения целенаправленного обучения.

Ключевые слова: целенаправленное обучение, коммуникативные навыки, онлайн-среда, целенаправленное обучение языку, методы и стратегии.

Introduction

Task-Based Instruction (TBI) or Task-Based Language Teaching (TBLT) is a subcategory of Communicative Language Teaching (CLT) and it differs from traditional teaching methods in the way of using the foreign language inside and outside of the classroom by concentrating on a certain task in the target language. Instead of memorizing grammar and copying the tasks, TBI is aimed at teaching the language by constantly involving the target language in real-life situations through communication and experience. Simply, the language is not frozen but spoken in different backgrounds. This approach is very effective in the classroom environment. However, it would be great to see the implementation of Task-Based Instruction (TBI) in a distance learning environment for improving communication. Because Uzbekistan has just recently started the

adaptation process to online education, this research would have many positive effects in developing the communication skills of language learners.

Due to Covid 19, distance education has become a priority in most parts of the world, including Uzbekistan. Uzbek schools had to practice distance learning which was unexpected and new for Uzbek people. Here my purpose is to understand how physical and virtual classrooms can work together to create better communication and collaboration in the language learning background. If it is possible to teach online language learners with the help of Task-Based Instruction, then certainly there is a chance to innovate in the Education sphere. This work helps to understand how Task-Based Instruction (TBI) can be implemented in a virtual classroom. It opens up the effective ways of developing communication for online learners through Task-Based Instruction (TBI). Also, it assists to predict positive consequences and avoid possible challenges in the Uzbek curriculum.

There are several pieces of research conducted to understand how TBI or TBLT works in the online environment and how it can assist in the development of communication skills. Some studies investigated positive results of TBI on improving Speaking abilities (Albino, 2017; Maming et al., 2022; Nget et al., 2020), and some studies explored the way how communication may be improved virtually (Alshumaimeri & Alhumud, 2021). Speaking abilities of the learners can be upgraded with the help of multimedia and technology (Belda-Medina, 2021; Madhubala & Gheitanchian, 2017; Mulyadi et al., 2021; Widiastuti et al., 2022) and in a different environment (Belda-Medina, 2021; Muntrikaeo & Poonpon, 2022). Despite the positive results of these studies, more research is needed in this area to understand what effects Task-Based Instruction (TBI) can have on the communication abilities of Uzbek learners and what if it is applied in an online environment.

This topic lacks real-life case studies on the implementation of Task-Based Language teaching for developing communication skills remotely in Uzbekistan. As a result, we do not have the long-term results that can help us to find out the possible challenges that may appear during the teaching process and long after that and try to prevent them. The only problem that can occur during this project may be the lack of experience with online learning.

The Research questions are:

1. How to develop English Speaking abilities in online learning environment by applying TBI?
2. What are the students' opinions about Task-Based Language Teaching in Online learning?
3. What are the effective ways of implementing TBI in the virtual classroom in Uzbekistan?

Literature Review

The effects of Task-Based Instruction (TBI) or Task-Based Language Teaching (TBLT) on the development of communication abilities of language learners have been extensively investigated in a variety of studies. Almost all the research had positive outcomes in improving speaking proficiency (Maming et al., 2022; Nget et al., 2020), fluency (Albino, 2017), and communicative competence (Belda-Medina, 2021) of the EFL learners, except the problems with insufficient internet connection and inoperative technology (Alshumaimeri & Alhumud, 2021). The studies took place in real-time either online or offline mode. Belda-Medina (2021) used Task-Based Language Teaching (TBLT) in a setting of Synchronous Computer-Mediated Communication (SCMC) while Muntrikaeo & Poonpon (2022) wanted to examine the development of speaking abilities of language learners in a Flipped Learning Environment (TGF).

Besides, the CALL-Mediated Task-Based Language Teaching was implemented for the online audience (Widiastuti et al., 2022). By dividing the participants of the research into two groups: control and experimental, researchers could compare the collected data and the level of student satisfaction towards TBI (Mulyadi et al., 2021; Muntrikaeo & Poonpon, 2022; Nget et al., 2020). In their study, Alshumaimeri and Alhumud (2021) proved the effectiveness of virtual classrooms to develop communication. Moreover, Lai (2011) suggested that online ab initio foreign classrooms based on Task-Based Instruction can be effective. All studies that are presented here show that the application of Task-Based Instruction (TBI) is suitable for EFL learners of all ages: from schoolchildren (Muntrikaeo & Poonpon, 2022; Nget et al., 2020) to people of old age (Madhubala & Gheitanchian, 2017).

In their study, Maming et al. (2022) aimed to develop the communication abilities of the learners with the help of a Task-Based learning approach. For this, they suggested implementing two teaching methods for separate periods to compare the results. They have chosen 100 random 7 Graders from High school in Manila, Philippines and they used Direct Teaching Method for the first two months. At the end of the first period, they held a Speaking test called Pre-Test to understand how the learners' speaking abilities improved. The Task-Based approach was implemented after that in the same period. The results collected from Post-Test showed the exceptional speaking proficiency of the participants of the Task-Based learning approach compared to the Pre-Test results from Direct Teaching Method. From this study, it is clear that the Direct Teaching Method is not so practical in improving the speaking abilities of language learners because it is a teacher-centered approach. For better communication, Maming et al. (2022) think that it is appropriate to use interactive activities that require students' constant communication in the classroom. In some parts of Uzbekistan, schools still use the traditional Direct Teaching Method. In the case of Filipino students, the Task-Based learning approach had a positive influence on the speaking abilities of the language learners. In the current research, these results can be important.

The same experimental research method was implemented in the Cambodian background. Nget et al. (2020) tried to learn how TBI affects the ninth-graders speaking abilities and their satisfaction level with this approach by dividing the participants into control and experimental groups. The qualitative and quantitative data were collected through speaking tests and a student satisfaction questionnaire. The authors discovered that Task-Based Instruction affected the learners' self-assurance and motivated them to study English better. The only flaw of this research was insufficient time duration (18 hours). So, further research should use extended teaching and learning hours to get better results. This research is going to be conducted over a long period of a year to get better results and reflections from the participants.

Similarly, Albino (2017) investigated how TBI influenced the speaking fluency of ninth-grade learners in Luanda. The author used the research instruments such as audio-recorded picture descriptions and audio-recorded interviews before and after the implementation of the Task-Based Language Teaching approach in the class. These recordings were utilized as feedback tools to calculate the results of the research. The findings revealed an increase in grammatical accuracy, the development of interactive language, and the development of a certain level of automaticity in speech output. These findings imply that learners who use the TBLT strategy may improve their speaking fluency. The students' opinions on using TBLT in the classroom were positively received,

and it had a significant impact on their self-confidence and speaking fluency. Despite the research's success, there are some limitations. For instance, the instruments used there were only analyzed by the author, not by other researchers who may or may not be native English speakers. In addition, the research method was predictable because students were repeatedly shown the same images, which may lead to the formation of predictions in the learners' minds. Simply put, the results may be predictable. Instead of audio-recorded pictures and interviews, this research emphasizes interactive and collaborative speaking activities which involve constant usage of the target language.

The Task-Based Language Teaching experiment with an ab initio Chinese class (A classroom where the language is taught from the start) proved that it would be great to implement this approach from the beginning of the language learning process. However, the most significant was the fact that this study was implemented by several researchers in the online environment. LAI et al. (2011) conducted the research in one of the high schools in the United States virtually and the participants were taught Chinese. To address the research questions, six data sources were created and the data were collected. The study's findings revealed that learners were satisfied with the TBLT approach and that their attitudes were changed progressively. It was clear that an online ab initio Chinese language learners' reaction to this approach was positive. However, the difficulties encountered during and after the research were those related to developing and implementing an online TBLT syllabus, insufficient internet connection, and difficulties working collaboratively and using the target language for instruction. More research is required to learn how to adapt the task design and implement it in an online environment. Before conducting this research, a unique syllabus based on Task-Based Instruction will be developed. The tasks will be organized in a way that only the target language will be active.

Alshumaimeri and Alhumud (2021) investigated Saudi Arabian undergraduate students' opinions on how well communication skills were improved by using virtual classrooms. Their opinions were mostly positive. The idea is that practicing communication skills in online classes provided a convenient and pleasant environment for students. They felt more motivated, intrigued, and confident. To collect the data the researchers used two types of questions and observations which they compared at the end of the study. However, there are some limitations of this research. According to Alshumaimeri and Alhumud (2021), some drawbacks of online learning shown by the investigation were technical issues and a lack of face-to-face engagement. Further research needs to be done to avoid these consequences. In this study, more online face-to-face activities will be an important part of improving communication between the learners.

Technology-enhanced TBLT/TBI can greatly influence EFL learners' listening and speaking abilities (Mulyadi et al., 2021). The study conducted by a group of Indonesian researchers showed significant improvements in learners' listening comprehension. The participants were undergraduate students in Central Java, Indonesia and they were divided into two groups: experimental and control. For the first group, Mulyadi et al. (2021) applied a Technology-enhanced TBLT while the second, control group received a regular online teaching method. The instruments used to collect data were TOEFL listening sections, group discussions, online presentations, and role-plays. The findings indicated that listening tests and materials had a significant impact on listening comprehension, whereas speaking performance activities produced results that were less than ideal. The perceptions of students on technology-enhanced TBLT need

to be taken into account in further studies. This research is aimed to have an online survey that can assess the learners' perceptions of the method.

Computer-assisted language (CALL)-mediated Task-Based Language Teaching approach can be a great experience to learn how to upgrade the learners' speaking performance, nurture creativity, and build self-reflection (Widiastuti et al., 2022). Widiastuti et al. (2022) believed YouTube to be one of the most well-known social media platforms in ELT. In their study, they investigated the possibilities of social media for literacy and language learning. 38 Indonesian undergraduate students studying English were assigned to do video recordings and upload them on YouTube. They were able to recognize their strengths and weaknesses by watching their YouTube video clips. The findings showed that the student's learning experiences and opinions of video recording activities with online YouTube audiences were positive. However, further research involving more students is required. Unlike this Indonesian research, the participants of this research are 100 schoolchildren. While developing their syllabus, it is supposed to include activities connected to social media.

Another study exploring the influence of Task-Based Instruction on EFL learners was investigated in the Spanish background. Belda-Medina, (2021) believed that task-based language teaching (TBLT) in synchronous computer-mediated communication (SCMC) can help to enhance multimodal interaction and communicative competence in language learners. The participants were randomly assigned to collaborate on creating digital infographics based on various language teaching methods. Through semi-structured online discussions, surveys, and observations, mostly positive results were received. The participants' perceptions revealed a high level of satisfaction while using multimedia communication which allowed the learners to interact. However, there are some gaps to reconsider and improve in the future. The participants expressed frustration with the poor quality of the digital materials, the use of technology as a mere substitute, and the absence of peer connection in their live online classes. This study is going to create an atmosphere of peer-to-peer interaction and collaboration among the learners during lesson time.

There is another combination of an approach called Multimedia Task-Based Teaching and Learning (MMTBLT) that Madhubala and Gheitanchian (2017) thought can have an impact on the speaking abilities of language learners. To conduct the research, the authors used a free software program called the Content Management System. There 57 adult Iranian EFL learners carried out speaking test activities with the help of which the authors could examine the accuracy, fluency, and complexity of their speech. At the end of the study, it was clear that MMTBLT could greatly influence all three dimensions of the speaking skills of the learners. The only drawback of this research was agreed to be the student's ability to use prepositions and come up with error-free phrases. Further studies need to take into consideration this limitation and work on it. Some speaking tasks can help to eliminate these problems. This research is going to include activities with prepositions or phrase cards (They are supposed to be presented online in the class).

Muntrikaeo and Poonpon (2022) investigated a very interesting topic. They want to learn how to integrate task-based language teaching (TBLT), game-based language learning (GBLL) and flipped learning (FL) for effective results in improving non-English speakers' communicative abilities in Thailand and their reactions to it. As usual two groups of ninth graders had two different approaches: the first experimental group practiced learning in a Flipped learning environment, and the second control group had an ordinary class at school. The results were impressive. The findings

showed the development of communication skills of the learners and positive attitudes. This study's limitations included the small number of participants and Covid's improper situation, both of which hindered the researchers' ability to fully complete their work. Unlike the research, the current study is going to be conducted after the Covid period. This, certainly, can have a positive influence on the learners' overall condition.

It's apparent that through all the studies, the topic of Task-Based Instruction (TBI) has been widely investigated. The results of TBI are positive and successful in many cases. This approach is very effective for language learners' speaking, listening, writing skills, and even grammar-constructing abilities. Most important, it can change the learners' perceptions completely, making them more confident, self-aware, and independent in using the language in the future. The research that this paper discusses concentrates on developing communication skills with the help of TBI and the level of the learners' acceptance of this approach in the online environment. It is supposed to be a challenging process. However, by applying the carefully organized research method, it will be possible to implement Task-Based Language Teaching in the online environment in Uzbekistan territory.

Methods

To answer research questions, it would be appropriate to use a mixed-method design. For each question, different data instruments can be applied. The duration of this study can be from 6 to 12 months long and the classes will be conducted online. The syllabus based on Task-Based Instruction will be created before starting the school year. 1. How to develop English Speaking abilities in an online learning environment by applying TBI? To develop the communication abilities of the learners, Task-Based learning activities will be included. The effects of speaking tasks can be examined with the help of speaking tests. 2. What are the students' opinions about Task-Based Language Teaching in Online learning? Here, we can use an online survey platform as it would be impossible to collect the data offline. All the research is supposed to be online to enhance the effect. The online survey platform can be created by the researchers and IT specialists and should include a questionnaire about students' perceptions regarding the Task-Based Language Teaching approach. 3. What are the effective ways of implementing TBI in the virtual classroom in Uzbekistan? To answer the third research question, reflections of the learners and educators can be collected immediately after or long after the research (no more than 1-2 years). This can help to identify the possible limitations in the research for future studies.

Research Questions

1. How to develop English Speaking abilities in online learning environment by applying TBI?
2. What are the students' opinions about Task-Based Language Teaching in Online learning?
3. What are the effective ways of implementing TBI in the virtual classroom in Uzbekistan?

Data Collection

Online education has recently received more attention because of the pandemic situation that happened in the world. Hundreds and hundreds of students had to attend schools and educational institutions online. Due to a lack of experience in online education, educational organizations faced some challenges in holding classes at a distance. This study aims to show a new way of implementing physical methods of teaching in the online environment. For this, 100 students of Grade 9 can be selected from the 42nd specialized state general education school in Bukhara, Uzbekistan. (The number of students combining four classes: 25 students from each

class). Data collection tools involved in this study can be Speaking tests, Surveys, and Reflections in the Post-Study stage.

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MIR ALISHER NAVOIYNING FALSAFIY DIDAKTIK ASARLARI TASNIFI

Shodmanova Iroda

Bandixon tuman kasb-hunar maktabi ona tili va adabiyot fani o'qituvchisi

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Annotatsiya. Mazkur maqolada Mir Alisher Navoiyning falsafiy didaktik asarlari tasnifi va ularning o'ziga xos xususiyatlari haqida ma'lumotlar berib o'tilgan. Maqola davomida asosli fikr va mulohazalar keltirib o'tilgan. Maqola so'ngida xulosa va takliflar keltirilgan.

Kalit so'zlar: Alisher Navoiyning falsafiy didaktik asarlari, turkiy adabiyotning mashhur va tengsiz vakili, ezgulik, adolat, nafosat.

CLASSIFICATION OF PHILOSOPHICAL DIDACTIC WORKS OF MIR ALISHER NAVOI

Abstract. This article provides information about the classification of Mir Alisher Navoi's philosophical didactic works and their characteristics. During the article, reasonable opinions and considerations are mentioned. Conclusions and suggestions are given at the end of the article.

Key words: philosophical didactic works of Alisher Navoi, famous and unparalleled representative of Turkish literature, goodness, justice, sophistication.

КЛАССИФИКАЦИЯ ФИЛОСОФСКО-ДИДАКТИЧЕСКИХ ПРОИЗВЕДЕНИЙ МИР АЛИШЕРА НАВОИ

Аннотация. В данной статье представлена информация о классификации философско-дидактических произведений мир алишера навои и их характеристика. В ходе статьи приводятся обоснованные мнения и соображения. Выводы и предложения приведены в конце статьи.

Ключевые слова: философско-дидактические произведения алишера навои, известного и непревзойденного представителя турецкой литературы, добро, справедливость, утонченность.

Hazrat Alilsher Navoiy turkiy adabiyotning mashhur va tengsiz vakili hisoblanadi, boisi ulug' mutafakkir turkiy til ravnaqi uchun mislsiz xizmat ko'rsatgan. Navoiy ijodini ulkan tog'ning eng yuqori cho'qqisiga qiyoslashadi. Bu, albatta, haq gap. Alisher Navoiy asarlari zamirida bir olam ibratli ma'no hamda hayotiy saboq mujassam. Bu esa o'z navbatida bizni haq yo'ldan og'ishmay yurishimiz va komillikka yetishishimiz uchun zarur bo'lgan hayotiy saboqlardir.

Insonni olam gultoji deb ulug'lagan hazrat Navoiyning butun hayoti ijodi zamiridagi ezgulik, adolat, nafosat kabi yuksak tuyg'ular dunyoni obod va munavvar qildi, bashariyatni ma'naviy halokatdan qutqardi degan qat'iy ishonch mujassam. Nizomiddin Mir Alisher Navoiy asarlarida orasida tinchlik va insonparvarlikni tarannum etuvchi g'oyalar juda ko'p uchraydi. Mazkur asarlarda tinchlikning naqadar ulug' ne'mat ekanligi, osonlikcha erishib bo'lmashligi alohida e'tirof etiladi. Biz buning yaqqol misolini Navoiyning davlat arbobi sifatida yurt ravnaqi, xalqning farovonligi yo'lida qilgan barcha sa'y-harakatlari misolida ham ko'rishimiz mumkin.

Insonlarning eng ulug'i o'ziga ravo ko'rgan yaxshilikni o'zgalarga ham ravo ko'rganlaridir. Ya'ni: "Yaxshidin yomonlar ham yomonlig' ko'z tutmas, yaxshi yomonlarg'a ham yaxshilig'ni unutmaz. Yaxshiliq qila olmasang, yomonliq ham bore qilma. Yaxshiliqdan

yomonlig'ni yaxshiroq bilmasang, yaxshilarga qo'shul, yaxshiliq tegrasida evrula olmasang, yaxshilar tegrasida evrul"- deydi.

Ta'kidlash zarurki, falsafiy-didaktik asarlarini eng asosiylaridan biri bu «Hayratul-abror» dostoni hisoblanadi.

«Hayratul-abror» («Yaxshilarning hayrati») dostoni 1488 yilda yozilgan bo'lib, 64 bobdan tarkib topgan. Jami 3988 bayt (7976 satr)dan iborat. Dostonning 21 bobimuqaddima, 40 bobi-asosiy qismi bo'lib, 20 maqolot, 20 hikoya va masaldan tashkil topgan. So'nggi 3 bobi-xotimasidir.

Dostonning asosini 20 maqolot tashkil etadi, hikoya va masallar ularga ilovalar sanaladi. Dastlabki to'rt maqolot imon, islom, salotin va «riyoyi xirqapo'shlar suluki» haqida bo'lib, keyingi maqolotlarda axloqiy tushunchalar xususida bahs etadi. Shoir olg'a surgan axloqiy-talimiy qarashlar silsilasida xulq-odobni, mehnatsevarlikni, saxovatpeshalikni, mehribonlik va adolatpeshalikni, umuman, insonni sharaflavchi ezgu fazilatlarini targ'ib etish va insonni tubanlashtiruvchi yaramas odat va xislatlarni shafqatsiz tanqid qilish yetakchi tamoyildir.

Jumladan, beshinchi maqolotda karam xususida mulohaza yuritiladi. Unda saxiylik bilan baxillik bir-biriga qarshilantirilib, axloqiy mohiyatiga baho beriladi.

Shoir talqinicha, saxovat-olijanob insoniy fazilat, lekin uning o'ziga xos shartlari bor. Bular tubandagilar; a) saxovat ehtiyojga nisbatan beminnat bo'lganidagina joizdir; b) saxiylik deb to'g'ri sochish -isrofdir; v) kimdandir tama'girlik bilan saxovat kutish-haromdir.

Binobarin:

Oni saxiy anglagil, ey xushmand,
Kim ani davlat qilibon sarbaland.
Holi agar yaxshi durur, gar taboh,
Kimsadin etmas tama'i molu joh,
Har neki haq, bersa qanoat qilur,
Ham neki amr etsa itoat qilur.

(«Ey hushyor odam, sen shunday odamni saxiy deb bilki, baxt-davlat uning boshini yuqori ko'tarib, ahvoli yaxshi bo'lsa ham, yomon bo'lsa ham birovdan molu amal tama' qilmasa. Bunday odam xudo nima bersa-qanoat etadi, nimani buyursa-bo'ysunadi»). («Hayratul-abror», Nasriy bayon qiluvchi A. Hayitmetov. T., G'ASN, 1974, 49-6.) Navoiy saxovatni shu xilda tushuntirarkan, kishilarning saxovatiga ko'z tikishdan ko'ra o'z qo'l kuchi bilan kun ko'rish naqadar olijanob insoniy fazilatligini ko'rsatish maqsadida «Hotami Toyi hikoyati»ni keltiradi.

To'qqizinchi maqolotda ishqni vashf etsa, o'ninchi maqolotda rostgo'ylik va to'g'rilikdan bahs yuritadi. Bunda shoir xilma-xil o'xshatishlar vositasida rostgo'ylik va to'g'rilikni yolg'onchilik va egrilikdan afzallik xususiyatlarini ochib beradi. Nihoyat yolg'on so'zlashi tufayli ovchi tuzog'iga ilingan durroj (tustovuq) holatini bayon etuvchi «Sher bilan durroj» masalini keltiradi. Masalda keltirilishicha, bir beshada sher yashar, har gal bolalasa, chumolilar (mur) uning bolasini nobud qilaverganidan yurak oldirib kuygandi.

Shu sababli:

Tishlabon ul moyai payvandini
Og'zida asrar edi farzandini.

Biroq shu «beshada» bir durroj ham yashar, hamisha sher vahmidan cho`chiyverganidan qo`qqisdan: «fir eta» uchar, bundan shervachcha seskanib ketardi. Bu holdan sher g`am chekardi, Nihoyat sherning Ko`ngli bu ishdin bo`lib ozorlik, Boshladi durroj bila yorlik.

Va unga boshiga har qanaqa tashvish tushsa, ko`maklashmoqqa so`z berib, qo`qqisdan uchaverib, uning bolasini qo`qitmasligini shart qilib qo`ydi. Endi durroj uning yonida cho`chimay emin-erkin yashay boshlaydi. Hatto shu eminligiga ishonch hosil qilish uchun sherni sinamoqchi bo`lib, bir gal ovchi domiga tushdim deya faryod ko`tardi. Sher uni qutqarmoqqa borsa, faryod yolg`on bo`lib chiqadi. Durroj bu harakatini bir necha bor takrorladi. Shu sababli sher unga ishonmay qo`ydi, Boshqa bir mahalda durroj chindan ham sayyod domiga tushadi. Bu gal u:

Qichqiribon dom aro ul muftalo,
Necha dedi, tot meni tuttilo.
Sher kulogiga etib ul makol,
Savtini doyimgidek etti xayol.
Ko`p eshitib erdi bu yolg`onini,
O`yla gumon etti chin afg`onini.
Har necha kim rost fig`on ayladi,
Sidqini ham qkizb gumon ayladi.

Shu tarika, durroj o`z yolg`onining qurboni bo`ldi. Masaldan kelib chiqqan xulosa shu!

Alisher Navoiy ana shu axloqiy-ta`limiy qarashlarini butun hayoti va ijodiy faoliyatining sintezi bo`lgan «Mahbub ul-qulub» («Qalb sevgilisi», 1500) asarida yanada chuqurlashtiradi. Bu asar ustozlari Shayx Sa`diyning «Guliston», «Buston» va Abdurahmon Jomiyning «Bahoriston» singari didaktik bitiklari an`analaridan ijodiy ilhomlanib yozilgan bo`lib, tarkibiy jihatdan uch qismdan iborat:

Birinchi qismi «Xaloyiq ahvoli va atf`oli kayfiyatida» («Kishilarning ahvoli, fe`l-atvori va gap-so`zlarining ahamiyati haqida») bo`lib, 40 fasldan tashkil topgan. Ularda jamiyatdagi turli ijtimoiy tabaqalar hamda ularning ijtimoiy mavqeini tavsiflash etakchilik qiladi. Odil podsholar, beklar, nomunosib noyiblar (o`rinbosarlar), zolim podsholar, diyonatsiz sadrlar (mansabdorlar), maqtanchoqlar, yasovullar, lashkarlar, shayxul-islom, qozilar, qonunshunos muftilar, mudarrislar, tabiblar, mutasavvuflar (bularni nazm gulistonining xushovoz qushlari deb ataydi muallif), kotiblar, maktab ahli, mutrib va mug`anniylar, ashulachilar, qissaguylar, va`zxonlar, munajjimlar, savdogarlar, kosiblar, xalq amaliy san`ati ustalari, mirshablar, zindoniylar, qoravullar, dehqonlar, bezorilar, g`arib va bechoralar, gadoylar, qushchilar va ovchilar, uylanish va xotinlar, riyokor shayxlar, xarobot ahli-rindlar haqida batafsil ma`lumotlar berarkan, feodal jamiyatga xos ijtimoiy tabaqalanish xususiyatlarini ochadi.

Bunday vaziyatda Navoiy o`z zamonasining ulkan jamiyatshunosi sifatida gavdalanadiki, u bergan ma`lumot XV asrdagi ijtimoiy munosabatlar tarixini o`rganishda hamon qimmatli manba sifatida xizmat qiladi.

Navoiy iqtidorli o`quvchilarni, olimlarni, kotiblarni, shoirlarni san`atkorlarni hurmat qilishga chorlaydi. Uningcha o`qish ham, o`qitish ham g`oyat mas`uliyatli ish, chunki beqiyos qunt, havas va g`ayratni talab etadi. Bolalarni savodli, bilimli qilish yo`lida o`qituvchi chekadigan zah, mat ozmuncha emas. Binobarin, shogirdning burchi, garchi ustoz unga bir harf o`rgatgan esada, o`sha ustoz hurmatini joyiga qo`ymoqdan iborat. Shogird ustozni umr bo`yi izzat qilmog`i, unutmashligi lozim:

Haq yo`lida kim senga bir harf o`qitmish ranj ila,
Aylamak bo`lmas ado oning haqin yuz ganj ila.

Asarning ikkinchi qismi «Hamida af`ol va zamima hisol xosiyatida» («Yaxshi fe`llar va xislatlar to`g`risida») tarzida nomlangan va u o`n bobdan iborat bo`lib, axloqiy masalalarga bag`ishlangan. Unda inson axloqi yaxshi fe`llar va yomon xislatlarga bo`lingan holda talqin qilinadi. Yaxshi fe`llar silsilasida tavba, qanoat, sabr, tavoze` va odob, ishq tavsiflanadi, ularning mohiyatini ochish niyatida kichik-kichik tamsiliy voqealar keltirilib, inson kamolotidagi ahamiyati ko`rsatiladi.

Asarning uchinchi qismi «Mutafarriqa favoyid va amsol surati» («Turli foydali maslahatlar va maqollar») tarzida nomlangan bo`lib, 118 tanbihdan tashkil topgan. «O`zbek tilining izohli lug`ati»da «tanbih» arabcha so`z bo`lib, «nojo`ya xatti-harakat uchun beriladigan ta`zir, koyish, ogohlantirish yoki jazo» (II t.,116-6.) tarzida izohlansa-da, Navoiyda u hikmat ma`nosida qo`llangan. Zero, ularda Navoiy umr bo`yi kuzatgan hayotiy tajribalarini lo`nda, qisqa va obrazli qilib, aforistik darajada ifoda etgan. S.G`anieva to`g`ri qayd etganidek, bu tanbihlarda «odam va odamiylik haqida, chin insoniy fazilatlar to`g`risida asrlar mobaynida xalq tajribasi va bilimining qaymog`i sifatida yig`ilgan fikrlar, shuningdek, Navoiyning uzoq hamda murakkab hayot tajribalarining natijalari, xulosalari keltirilgandir. Navoiyning o`zi qayta-qayta takrorlagan «oz so`z–soz so`z» hikmatiga to`la rioya qiladi va hech qanday mubolag`asiz aytilish mumkinki, deyarli xar bir jumla ta`kid va tanbih aforistik xarakterga ega bo`lgan hikmat va donolik namunalari yaratadi.»

«Navoiy aforizmlari» nomi ostida ular alohida terilib, 1947-yilda Hodi Zarif va 1961- yilda Y.Eshonqulovlar tomonidan kitobchalar shaklida nashr etilishi bejiz emas.

«O`ziga bino qo`ygan odam-aqlsizdir; o`ziga zeb bergan-beor, satangdir» «Eshitmoq-kishini boyitadi; ko`p gapirmoq-sayozlatadi, ko`p gapirgan-ko`p yanglishadi. Ko`p yegan-ko`p yiqiladi. Tan kasalining asosi-ko`p yemakdir, qalb kasalining-sababi ko`p demakdir. Ko`p demak-so`zga mag`rurlik, ko`p yemak-nafsga bandalikdir». «Takabburlikshayton ishi va manmanlik-nodon ishi.»

«Xudparastlikdan butparastlik yaxshiroqdir.» «Insoniyat bog`ining eng go`zal daraxti-ehsondir va odamiylik xazinasining eng bebaho gavhari xam ehsondir.» «Saxovatsiz odam-yog`insiz bahor bulutiga va hidi yo`q mushk-anbarga o`xshaydi.» «Himmat ahlining ixtisosi-saxovatdir.» Himmatsiz kishi-er sonida emas,» Oliyhimmat odam-balandparvoz lochindir; behimmat-sichqon ovlovchi kalxatdir.» «Himmat egasi-qashshoq bo`lsa ham tubanlik qilmas; Himmatsiz odamxazina topsa ham buyuklarga teng bo`lmas.» «Yaxshiliklarni topmoq-edirmoqdir; ayblarni yashirmoq-kiydirmoqdir.» «Aytur so`zni ayt, aytmas so`zdan qayt.»

Bular shoirning avlodlarga qaratilgan o`gitlarigina emas, balki barhayot da`vatlari bo`lib, zamonlar osha navqiron naslni komillik sari undab kelmoqda.

Buyuk mutafakkir ana shunday o`lmas g`oyalar bilan kishilikning yangi-yangi avlodlari qalbiga yo`l topib, mangulik kasb etib kelmoqda.

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BOSHQARUVDA SIYOSIY LIDERNING SIFATLARINI TAKOMILLASHTIRISH

Xudoyberdiyeva Dilrabo Akmal qizi

Amaliy siyosatshunoslik fakulteti

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Annotatsiya. Ushbu maqolamda boshqaruv jarayonida uslublar va bu uslublardan liderlik uslubi va sifatleri shuningdek uning boshqaruv jarayonidagi ahamiyati va darajasi haqida bir qancha ma'lumotlar berishga harakat qilganman.

Kalit soʻzlar: Boshqaruv uslublari, avtoritar uslub, demokratik uslub, liderlik uslubi, konsultativ va partisipativ koʻrinishlar.

IMPROVING THE QUALITIES OF A POLITICAL LEADER IN ADMINISTRATION

Abstract. In this article, I tried to give some information about the styles in the management process and the leadership styles and qualities from these styles, as well as its importance and level in the management process.

Key words: Management styles, authoritarian style, democratic style, leadership style, consultative and participative views.

ПОВЫШЕНИЕ КАЧЕСТВ ПОЛИТИЧЕСКОГО ЛИДЕРА В УПРАВЛЕНИИ

Аннотация. В данной статье я постарался дать некоторую информацию о стилях в процессе управления и стилях лидерства и качествах этих стилей, а также о его важности и уровне в процессе управления.

Ключевые слова: Стили управления, авторитарный стиль, демократический стиль, стиль лидерства, консультативные и партисипативные взгляды.

KIRISH.

Har bir lider yoki boshliq oʻzicha individual va takrorlanmasdir. Buning boisi har bir zamonaviy boshliq faoliyatini oʻziga xos tarzda tashkil etishidadir. Ijtimoiy psixologiyada batafsil oʻrganilgan muammolardan biri – turli boshqaruv uslublaridir. Bu sohada nemis olimlaridan G. Gibsh va M. Forverg, rus olimlaridan V. Parigin, L. Uminskiy, M. Jukov va boshqalarning ishlari ayniqsa diqqatga sazovordir. Barcha ilmiy tadqiqotlar natijalarini umumlashtirgan holda ijtimoiy psixologiyada qabul qilingan uch asosiy va mutloq yangi yana bir boshqarish uslublariga tavsif berib chiqamiz. Bu toʻrt uslub – avtoritar, demokratik, liberal va partisipativ boshqaruv uslublaridir.

Avtoritar rahbar barcha koʻrsatmalarni ishchanlik ruhida, aniq, ravshan, keskin ohangda xodimlariga yetkazadi. Muloqot jarayonida ham xodimlariga nisbatan doʻq-poʻpisa, keskin taʻqiqlashlar kabi qatʻiy ohanglardan foydalanadi.

Uning asosiy maqsadlaridan biri – nima yoʻl bilan boʻlsa-da, oʻz hukmini xodimlariga yetkazish, kerak boʻlsa, tayziq oʻtkazishdir. Bu toifa boshqaruvchining nutqi ham hamisha aniq va ravon, doimo jiddiy tusda boʻladi. Biror ish yuzasidan xodimlarni maqtash yoki ularga jazo berish, tanqid qilish obyektiv hisoblanib, bu narsa boshliqning kayfiyatiga va oʻzga shaxslarga nisbatan munosabatiga bogʻliq.

Jamoa aʼzolarini tilak-istaklari, ularning fikrlari va maslahatlari juda kam hollardagina inobatga olinadi, aksariyat vaziyatlarda bunday istak va koʻrsatmalar toʻgʻridan-toʻgʻri doʻq-

po'pisa, kamsitish yoki ma'naviy jazolash yo'li bilan cheklanadi, yoki umuman qoniqtirilmaydi. Bunday rahbar o'z ish uslublari, kelajak rejaları, biror aniq ish yoki operatsiyani qanday amalga oshirmoqchiligini odatda, jamoadan sir tutadi. Uning fikricha, bu holatlar obro'yiga salbiy ta'sir ko'rsatishi mumkin. Guruhdagi ijtimoiy fazoviy munosabatlardagi o'rni jihatdan baholaganda, bunday boshqaruvchi "jamoadan chetda", avtonomdir.

Avtoritar rahbarda har bir jamoa a'zolarining qobiliyatlari, ishga munosabatlari, mavqelariga ko'ra tutgan o'rinlari haqida umumiy tasavvurlar mavjud bo'lib, shunga ko'ra, u har bir xodimning ish harakatlarini maksimal tarzda dasturlashtirib qo'ygan.

Demokratik rahbar, aksincha, xodimlariga mustaqillik, erk berish tarafdori sanaladi. Ish mobaynida xodimlarga topshiriqlar berganda, odatda, ularning shaxsiy qobiliyatlarini hisobga olgan holda taqsimlaydi. Bunda u xodimlarning kasbga nisbatan shaxsiy moyilliklarini, xohish va istaklarini ham hisobga oladi. Buyruq yoki topshiriqlar odatda, taklif ma'nosida beriladi. Nutqi oddiy, doimo osoyishta, sokin bo'lib, unda o'rtoqlarcha, do'stona munosabat, samimiyat sezilib turadi. Biror xodimni maqtash, uning lavozimini oshirish yoki ishdagi kamchilikka ko'ra ishiga baho berish doimo jamoa a'zolarining fikri bilan kelishilgan holda amalga oshiriladi.

Tanqid ko'pincha taklif, istak shaklida, amalga oshirilgan ishlarning mazmuniga baho berish holda egasiga yetkaziladi. Har bir yangi ish jamoa maslahatisiz boshlanmaydi. Shuning uchun ham, bu toifa rahbarning fazoviy-ijtimoiy holati "jamoada ichida"dir. Jamoada tanqid va o'z-o'zini tanqid shunday yo'lga qo'yilganki, uning oqibatida hech kim aziyat chekmaydi. Chunki ko'proq boshliq emas, balki jamoaning boshqa faollari – norasmiy liderlar kimdir ishda kamchilikka yo'l qo'ygan bo'lsa, uning faoliyatini tanqid qiladilar.

O'z navbatida boshliq ham yo'l qo'ygan xato-kamchiliklarini jamoatchilik oldida bo'yniga olishdan qo'rqmaydi. Chunki undagi ma'suliyat hissi nafaqat yuqori boshqaruv tashkilotlari a'zolari, balki xodimlar bilan muloqot paytida ham sezilib turadi. Kun tartibiga qo'yilgan topshiriq yuzasidan ma'suliyatni boshqalarga ham bo'lib berishni yaxshi ko'radi. Boshliqning xodimlaridan siri yo'q, shuning uchun ham majlislarda ko'proq u emas, balki barcha xodimlar gapiradilar, oxirgi qaror chiqarish va so'zlarni yakunlash, umumlashtirish huquqidan to'liq foydalanadi.

Rivojlangan mamlakatlar boshqaruv amaliyotida demokratik boshqarishning ikki xil: "konsultativ" va "partisipativ" ko'rinishlari mavjud. Tashkilot boshqaruvidagi yana bir uslub – partisipativlik deb atalib, unda rahbarning tashkilot maqsadiga erishish yo'lida xodimlar bilan gorizontaal yo'nalishdagi munosabatlarni rivojlantirishi tushuniladi. Mutaxassislar aynan partisipativlikni eng samarali uslublar qatorida ko'radilar. Bu uslub rahbarning quyidagicha xulqida namoyon bo'ladi:

- (1) Rahbarning xodimlari bilan muntazam fikr almashuvi;
- (2) Rahbar va xodim munosabatidagi ochiqlik va samimiylik;
- (3) Xodimlarning tashkiliy qarorlar qabul qilishga jalb etilganligi;
- (4) Rahbar o'z burch va huquqlarining ma'lum qismini xodim zimmasiga o'tkazishi;
- (5) Tashkilot vazifalarini rejalashtirish va amalga oshirishda xodimlarni jalb etish;
- (6) Mustaqil qaror qabul qila olish huquqiga ega bo'lgan maxsus guruhlar tuzish (masalan, "sifat nazorati guruhi") kabilardir.

Liberal (loqayd) uslubda ishlaydigan rahbarning kayfiyatini, ishga munosabatini, ishdan mamnun yoki mamnun emasligini bilish qiyin. Unda ta'qiqlash, do'q-po'pisa bo'lmaydi, balki uning o'rniga ishning oxir oqibati bilan tanishish bilan cheklanadi, xolos. Jamoada hamkorlik

yo'q, boshliq jamoaning muammolari ishning baland-pasti bilan qiziqmaydiganday, go'yoki "koinotda" yurganga o'xshaydi, Aniq ko'rsatmalar bermaydi, uning o'rniga norasmiy liderlar yoki o'ziga yaqin shaxslar orqali qilinishi lozim bo'lgan topshiriqlar xodimlarga yetkaziladi.

Asosiy vazifa, uning nazarida, xodimlar uchun ish sharoitini yaratish, ishdagi kamchiliklarni bartaraf etish, kerakli mahsulot, xom-ashyo kabilarni topib kelish, majlislarda qatnashish. Xodimlar bilan muloqotda bo'lishga to'g'ri kelganda, u doimo xushmuomala bo'lib, odob-axloq normalarini buzmaslikka harakat qiladi, lekin hech qachon ular bilan tortishmaydi.

Majlislarda agar biror muammo munozarani keltirib chiqarsa, u bevosita jarayonga aralashmay oxirgi so'zni o'ziga qoldiradi. Shunday qilib, xodimlarga fikrlash va xatti-harakatlar erkinligi berib qo'yilgan. Shu erkin harakatlar yuzasidan boshliqning fikri so'ralgan taqdirda ham, undan aniq gap chiqmaydi, chunki u xodimlarni yaxshi bilmaydi, qolaversa, ularni xafa qilib qo'yishdan qo'rqadi. Uning fazoviy psixologik holati – "guruh tashqarisida".

Olimlar fikricha, bunday rahbar ishini olib borgan jamoalarda barcha ko'rsatkichlar doimo orqada, xodimlar qo'nimi ham yo'q. Liberal rahbar ishda anarxiyani keltirib chiqarib qo'yib, ko'p turmay boshqa yerdan ish qidirishga harakat qiladi. Yuqorida baho berilgan boshqarish uslublari ko'proq liderlikka emas, rahbarlikka taalluqli. Ilmiy adabiyotlarda bu ikkala ibora birga ishlatilib, ko'pincha, eng yaxshi rahbar barcha liderlik sifatlarini ham mujassamlashtirgan bo'ladi, deb aytiladi. Chunki, sof ijtimoiy-psixologik liderning turlari xilma-xil sharoitlarda o'zida ko'proq namoyon etadigan shaxsiy sifatlarga tabaqalanadi.

Masalan, lider tashkilotchi, lider tashabbuskor, lider erudit, jamoaning his-hayajon holatini boshqaruvchi lider, lider bilag'on. Yaxshi rahbar ana shu lider sifatlarini bilgan holda ularni o'zida tarbiyalashi va jamoasidagi liderlar bilan hamkorlikda ishlay olishi kerak. Oxirgi yillarda Moskva va boshqa yirik markazlarda o'tkazilgan tadqiqotlar natijasida shunday xulosaga kelindiki, aslida hayotda sof demokrat, avtoritar rahbarni uchratish qiyin, lekin uchragan paytda ham ular bir jamoani uzoq muddat boshqara olmasligi ma'lum bo'ldi. Shuning uchun ham ular vaziyatga bog'liq. Jamoa, undagi qabul qilingan xatti-harakat me'yorlari shaxslararo munosabatlar tipi liderning ham, rahbarning ham ish taktikasi va uslubini belgilaydi, degan g'oya qabul qilinmoqda. Lekin rahbarlik uslublarining psixologik mazmun va mohiyatini bilishning amaliy ahamiyati shundaki, har bir uslubda o'ziga xos ijobiy tomon bor.

XULOSA

Xulosa o'rnida shularni ayta olamizki rahbar sifatining bu to'rt shakli ham aslida har bir rahbarda bo'lishi ish samaradorligining yaxshilanishiga sabab bo'ladi. Ya'ni qanday agar barcha xususiyatlardan oz-ozdan bo'lishi maqsadga muvofiqdir. Agar bir rahbar faqatgina avtoritar uslubdan foydalansa uning qo'l ostidagi xodimlar ishdan bezishi va ish samaradorligining pasayib ketishiga sabab bo'ladi. Aytaylik rahbar faqatgina demokratik uslubdan foydalanadi, bu jarayonda xodimlarning o'ta erkin bo'lishiga va har ishni o'z bilgani kabi bajarishiga sabab bo'ladi. Bu boshqaruv uslublaridan eng eng samaralirog'i aslida bu liberal uslub deb hisoblayman.

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ТАБИАТ СОҲАСИДА ЭТИКА МУАММОЛАРИ ВА УЛАРНИ
ЕЧИШ ЙЎЛЛАРИ.

Нуруллаева Д.С.
Миржамалова Н.З.
Абдикадирова Н.С.
Аъзамова М.Г.
Казоқов Р.Т.
ЎзДЖТСУ.

<https://doi.org/10.5281/zenodo.10524910>

Аннотация. Аҳолининг санитария–эпидемиологик осойишталигини таъминлаш ва атроф муҳитни муҳофазалаш борасида Ўзбекистон Республикаси Жиноят Кодексининг 4 модда “Экология соҳасидаги жиноятлар” бўлими, ЎРҚ-393 “Аҳолининг санитария–эпидемиологик осойишталиги “тўғрисида Қонуннинг 12-модда. “Давлат санитария назоратини амалга оширувчи мансабдор шахсларнинг ҳуқуқлари“да, шунингдек, Ўзбекистон Республикасининг Маъмурий жавобгарлик тўғрисидаги Кодексининг “Табиий муҳитни муҳофаза қилиш ва табиатдан фойдаланиш соҳасидаги ҳуқуқбузарликлар учун маъмурий жавобгарлик” номли VIII бобининг 79, 83, 92, 93, 94, 95 моддаларида табиатга, ўсимлик ва ҳайвонот дунёсига зарар етказган, уларни йўқ қилиб юбориш, қирилиб кетишига, сони камайишига сабаб бўлиш учун жазолар белгиланган.

Калим сўзлар: экология, коммунал гигиена, санитария, қонунчилик, ҳуқуқ, атроф муҳит, ифлосланиш.

ETHICAL PROBLEMS AND THEM IN THE FIELD OF NATURE
SOLUTIONS.

Abstract. Article 4 of the Criminal Code of the Republic of Uzbekistan on ensuring sanitary-epidemiological peace of the population and protection of the environment, Section "Crimes in the field of ecology", O'RQ-393, Article 12 of the Law on "Sanitary-epidemiological peace of the population". In "Rights of officials carrying out state sanitary control", as well as in articles 79, 83, 92, 93, 94, 95 of Chapter VIII of the Code of Administrative Responsibility of the Republic of Uzbekistan entitled "Administrative responsibility for violations in the field of natural environment protection and use of nature", who harmed the flora and fauna, caused their destruction, extinction, and decrease in number.

Key words: ecology, communal hygiene, sanitation, legislation, law, environment, pollution.

ЭТИЧЕСКИЕ ПРОБЛЕМЫ И ИХ В ОБЛАСТИ ПРИРОДЫ
РЕШЕНИЯ.

Аннотация. Статья 4 УК Республики Узбекистан «Об обеспечении санитарно-эпидемиологического покоя населения и охраны окружающей среды», раздел «Преступления в области экологии», O'RQ-393, статья 12 Закона о «Санитарно-эпидемиологическое спокойствие населения». В «Правах должностных лиц, осуществляющих государственный санитарный контроль», а также в статьях 79, 83, 92, 93, 94, 95 главы VIII Кодекса об административной ответственности Республики Узбекистан «Административная ответственность за нарушения в сфере области охраны

окружающей среды и природопользования», которые нанесли вред флоре и фауне, вызвали их уничтожение, вымирание и уменьшение численности.

Ключевые слова: экология, коммунальная гигиена, санитария, законодательство, право, окружающая среда, загрязнение.

Атроф - муҳитни муҳофаза қишиш ва табиий бойликлардан тежамкорлик билан фойдаланиш шу куннинг муҳим экологик муаммоси ҳисобланади, ҳамда бу муаммо 6.5 млрддан ортиқ аҳоли улар яшаётган давлатлар манфаатини ўз ичига қамраб олади. Бугунги кунда дунё аҳолиси йилдан-йилга кўпайиб бортмоқда кўпроқ миқдорда озиқ-овқат, ёқилғи кийим кечак ва бошқа нарсаларини ишлаб чиқишга талаб кучаймоқда. Бу эса ўрмонлар эгаллаб турган майданларнинг жадал суратларда қисқаришига чўл-биёбонларнинг бостириб киришига, тупрокнинг бузилишига, атмосферадаги озон қатламининг емирилишига ҳаво ҳароратининг кўтарилишига ва бошқа ноқулай ҳолатларнинг келиб чиқишига сабаб бўлмоқда. Охириги ўн йилликларда фан-техника соҳасида эришилаётган ютуқлар билан боғлиқ ахлоқий мураккаб масалалар, хоҳ диний, хоҳ дунёвий жамият бўлса-да, ҳар қандай кўринишдаги жамиятга даҳл қилмоқда. Экологик тенглик ва ҳолатларнинг олдини олишда, жамият ва табиат ўртасидаги экологик зиддиятларни ҳал этишда, жамият ҳамда табиат ўртасидаги экологик зиддиятларни ҳал этишда кучли қонунчилик ҳам муҳим ўрин тутди.

Экология соҳасида ҳам хусусан санитария шифокорларнинг хусусан экологларнинг ҳуқуқлари ҳам ҳуқуқий жиҳатдан белгилаб қўйилган. Мамлакатимизнинг миллий қонунчилигида, хусусан аҳолининг санитария – эпидемиологик осайишталигини таъминлаш ва атроф муҳитни муҳофазалаш борасида Ўзбекистон Республикасининг Жиноят Кодексининг тўртинчи “Экология соҳасидаги жиноятлар” бўлими, яъни XIV боби “Атроф муҳитни муҳофаза қилиш ва табиатдан фойдаланиш соҳасидаги жиноятлар”га бағишланган. Ўзбекистон Республикасининг Қонуни 26.08.2015 йил ЎРҚ-393 “Аҳолининг санитария-эпидемиологик осойишталиги “тўғрисида Қонунчилик палатаси томонидан 2015 йил 15 июлда қабул қилинган Сенат томонидан 2015 йил 6 августда маъқулланган. Ушбу Қонуннинг 12-модда. “Давлат санитария назоратини амалга оширувчи мансабдор шахсларнинг ҳуқуқлари“да куйидагилар белгилаб қуйилган, яъни Давлат санитария назоратини амалга оширувчи мансабдор шахсларга ўз ваколатлари доирасида куйидаги ҳуқуқлар берилди: санитария қоидаларининг, нормаларининг ва гигиена нормативларининг йўл қўйилган бузилишларини бартараф этиш юзасидан кўрсатмалар берган ҳолда, давлат органларидан ва бошқа органлардан, юридик ва жисмоний шахслардан уларнинг бартараф этилишини талаб қилиш; объектларни қуриш ва реконструкция қилиш лойиҳаларида санитария қоидаларига, нормаларига ва гигиена нормативларига риоя этилиши устидан назоратни амалга ошириш; аҳоли пунктларини режалаштириш ва қуриш лойиҳалари ҳамда объектларни жойлаштириш бўйича истиқбол режалари, шунингдек корхоналарни, биноларни ва иншоотларни қуриш, реконструкция қилиш лойиҳалари юзасидан; қурилиш учун ер участкалари бериш, хўжалик ва маиший мақсадларда сувдан фойдаланиш жойларини ҳамда оқова сувлар тозаланганидан кейин уларни тушириб юбориш шартларини аниқлаш, захарли, кимёвий, радиоактив моддаларни ва бошқа моддаларни утилизация қилиш ҳамда қўмиб ташлаш масалалари бўйича;

иншоотларнинг, турар жойларнинг, даволаш-профилактика, таълим, маданият, спорт муассасаларининг ва бошқа муассасаларнинг, ишлаб чиқариш бинолари ҳамда санитария-маиший биноларнинг, шунингдек ускуналарнинг, транспорт воситаларининг санитария қоидалари, нормалари ва гигиена нормативларига мувофиқлиги тўғрисида; одамларнинг соғлиғига зарарли таъсир пайдо бўлган тақдирда, хўжалик ва ичимлик суви билан таъминлаш амалиётида, озиқ-овқат маҳсулотлари, қишлоқ хўжалиги экинлари ҳамда чорванинг ривожини тезлаштирувчи ва тартибга солувчи воситаларни, пестицидлар, атир-упа ҳамда пардоз маҳсулотларини ишлаб чиқиш ва уларни қайта ишлашда фойдаланиладиган кимёвий моддалар, восита ва усулларнинг, бу моддалар, восита ва усулларнинг хавфсизлиги тўғрисида ишлаб чиқувчи илмий жиҳатдан асосланган маълумотлар тақдим этгунига қадар, қўлланилишини тақиқлаш; хўжалик ва ичимлик суви таъминоти учун қўллашга яроқсиз деб топилган сувдан фойдаланишни тақиқлаш.

Шунингдек, Ўзбекистон Республикасининг Маъмурий жавобгарлик тўғрисидаги Кодексининг “Табиий муҳитни муҳофаза қилиш ва табиатдан фойдаланиш соҳасидаги ҳуқуқбузарликлар учун маъмурий жавобгарлик” номли VIII бобининг 79, 83, 92, 93, 94, 95 моддаларида табиатга, ўсимлик ва ҳайвонот дунёсига зарар етказган, уларни йўқ қилиб юбориш, қирилиб кетишига, сони камайишига сабаб бўлиш учун жазолар белгиланган [2.3].

Шунга қарамай атроф муҳитга нисбатан аҳолидаги муносабат ҳамон ачинарли аҳволда. Юқоридаги қонуний меъёрий ҳужжатлардан ташқари Ўзбекистон Республикасининг “Экологик экспертиза тўғрисида”ги Қонунда ҳам этика масалалари белгилаб қўйилган. 17-модда. Давлат экологик экспертизаси экспертнинг мажбуриятлари: давлат экологик экспертизасини амалга ошириш тартиби ва шартларига риоя этиши; давлат экологик экспертизаси ўз вақтида, комплекс, холис, сифатли ўтказилишини ҳамда белгиланган тартибда хулоса берилишини таъминлаши; давлат экологик экспертизасининг муайян объектига нисбатан шахсий манфаатдорлиги бўлган тақдирда ўзини ўзи рад этиши; давлат экологик экспертизаси учун тақдим этилган материалларнинг бут сақланишини ҳамда давлат, ҳарбий, хизмат ва тижорат сирини бўлган маълумотларнинг ошқор қилинмаслигини таъминлаши шарт. Давлат экологик экспертизаси экспертнинг зиммасида қонун ҳужжатларига мувофиқ бошқа мажбуриятлар ҳам бўлиши мумкин. Шу билан бирга қонуннинг қуйидаги моддасида эса экологик экспертизаси экспертнинг жавобгарлиги белгилаб қўйилган. 18-модда. Давлат экологик экспертизаси экспертнинг жавобгарлиги; Ўз вазифасини буюртмачининг ҳуқуқларига ёки қонун билан муҳофаза қилинадиган манфаатларига моддий зарар ёки маънавий зиён етказган тарзда бажармаганлик ёки лозим даражада бажармаганлик учун, шунингдек экологик экспертиза тўғрисидаги қонун ҳужжатларини бошқача тарзда бузганлик учун давлат экологик экспертизасининг эксперти қонун ҳужжатларига мувофиқ жавобгар бўлади.

Атроф муҳитни муҳофаза қилиш соҳасида давлат сиёсатининг устувор йўналишларини белгилаш, табиатни муҳофаза қилиш соҳасидаги қонун ҳужжатлари бузилишлари профилактикаси, уларни аниқлаш ва олдини олишнинг самарали механизмларини жорий этиш, республика аҳоли пунктларининг санитария ва экологик ҳолати учун давлат органлари, хўжалик юритувчи субъектлар раҳбарлари ва фуқароларнинг шахсий жавобгарлигини кучайтириш, шунингдек, 2030 йилгача бўлган даврда барқарор ривожланиш соҳасидаги Миллий мақсад ва вазифаларга эришишни

таъминлаш мақсадида: 2030 йилгача бўлган даврда Ўзбекистон Республикасининг Атроф мухитни муҳофаза қилиш концепцияси қабул қилинган бўлиб, унда атроф мухит объектларини (атмосфера хавоси, сув, ер, тупроқ, ер қаъри, биохилма-хиллик, кўрикланадиган табиий ҳудудлар) антропоген таъсир ҳамда бошқа салбий таъсир қилувчи омиллардан сақлаш ва сифатини таъминлаш; экологик жиҳатдан энг кам хавф туғдирувчи материаллардан, маҳсулотлардан, ишлаб чиқариш объектлари ва бошқа объектлардан устувор даражада фойдаланиш; заҳарли кимёвий ва радиоактив моддалардан экологик хавфсиз фойдаланишни таъминлаш; чиқиндилар билан боғлиқ ишларни амалга оширишнинг экологик хавфсиз тизимини такомиллаштириш; аҳолининг экологик маданиятини шакллантириш, атроф мухитни муҳофаза қилиш соҳасида давлат органлари фаолиятининг шаффофлик даражасини ошириш ва фуқаролик жамиятининг ролини кучайтириш; кўрсатиб ўтилган.

Юқоридагиларни кўзда тутган ҳолда талабаларга биоэтка фанини ўқитишда санитария ва гигиена соҳасидаги, хусусан экологик муаммолар ва масалаларини ечишда этика ўрни ҳақида маълумотлар бериш мақсадга мувофиқ ҳисобланади.

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INTELLEKTUAL MULK HUQUQINI HIMOYA QILISHDA XALQARO SHARTNOMALARNING TUTGAN O'RNI

Ismoilov Adxam Baxodirovich

Jizzax viloyat yuridik texnikumi "Ommaviy huquqiy fanlar" kafedrası o'qituvchisi

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Annotatsiya. O'zbekistonning intellektual mulk sohasidagi muhim xalqaro shartnomalarga qo'shilishi barobarida tadbirkorlik uchun qulay muhit yaratilishi xorijiy investitsiyalarni jalb qilishda ham muhim omil sifatida e'tirof etilmoqda. Zero, mamlakatning investitsion jozibadorligining eng asosiy shartlaridan biri ham intellektual mulk himoyasi ta'minlangani bilan belgilanishidir. Intellektual mulk obyektlari muhofazasini ta'minlash bilan birga ularni samarali himoya qilish mexanizmlarini yo'lga qo'yish va amalga oshirish hamda bu yo'nalishdagi amaliyotni takomillashtirish dolzarb masala ekanligini zamonning o'zi taqozo etmoqda. Ushbu maqolada O'zbekistonning xalqaro shartnomalarga qo'shilishining ijobiy jihatlari haqida so'z yuritiladi.

Kalit so'zlar: Intellektual mulk, xalqaro shartnomalar, nomoddiy aktivlar, patent, bitim, konvensiya, sanoat namunalari, seleksiya yutuqlari, integral mikrosxema topologiyalari.

THE ROLE OF INTERNATIONAL AGREEMENTS IN THE PROTECTION OF INTELLECTUAL PROPERTY RIGHTS

Abstract. As Uzbekistan joins important international agreements in the field of intellectual property, the creation of a favorable environment for entrepreneurship is recognized as an important factor in attracting foreign investments. After all, one of the main conditions of the country's investment attractiveness is the provision of intellectual property protection. Along with ensuring protection of intellectual property objects, establishing and implementing mechanisms for their effective protection, as well as improving practice in this direction, is an urgent issue of the times. This article talks about the positive aspects of Uzbekistan's accession to international agreements.

Key words: Intellectual property, international agreements, intangible assets, patent, agreement, convention, industrial samples, selection achievements, integrated microcircuit topologies.

РОЛЬ МЕЖДУНАРОДНЫХ СОГЛАШЕНИЙ В ЗАЩИТЕ ПРАВ ИНТЕЛЛЕКТУАЛЬНОЙ СОБСТВЕННОСТИ

Аннотация. По мере присоединения Узбекистана к важным международным соглашениям в сфере интеллектуальной собственности создание благоприятной среды для предпринимательства признается важным фактором привлечения иностранных инвестиций. Ведь одним из главных условий инвестиционной привлекательности страны является обеспечение защиты интеллектуальной собственности. Наряду с обеспечением защиты объектов интеллектуальной собственности, создание и внедрение механизмов их эффективной защиты, а также совершенствование практики в этом направлении является актуальной задачей времени. В данной статье говорится о положительных аспектах присоединения Узбекистана к международным соглашениям.

Ключевые слова: Интеллектуальная собственность, международные договоры, нематериальные активы, патент, соглашение, конвенция, промышленные образцы, селекционные достижения, топологии интегральных микросхем.

Ma'lumki, keyingi yillarda O'zbekistonda intellektual mulk muhofazasini ta'minlash borasida olib borilayotgan jadal ishlar, sohaga oid xalqaro shartnomalarga qo'shilish hamda ochiq tashqi siyosat mamlakatimizning jahon hamjamiyatidagi nufuzi va obro'sini mustahkamlashga xizmat qilmoqda. Qolaversa, yangi O'zbekiston rahbariyatining olib borayotgan siyosati o'laroq, O'zbekistonning intellektual mulk sohasidagi muhim xalqaro shartnomalarga qo'shilishi barobarida tadbirkorlik uchun qulay muhit yaratilishi xorijiy investitsiyalarni jalb qilishda ham muhim omil sifatida e'tirof etilmoqda. Zero mamlakatning investitsion jozibadorligining eng asosiy shartlaridan biri ham intellektual mulk himoyasi ta'minlangani bilan belgilanishidir.

Bugungi kunda O'zbekistonda intellektual mulk huquqi muhofazasini ta'minlash doirasida xalqaro me'yorlar talablaridan kelib chiqib, sohaning barcha yo'nalishlarini qamrab olishga qaratilgan "Intellektual mulk sohasini rivojlantirish milliy strategiyasi"ni ishlab chiqish ishlari olib borilyapti va bu jarayonga Butunjahon intellektual mulk tashkiloti bilan hamkorlikda xorijdan malakali mutaxassislar jalb qilingan. Bundan tashqari davlatimiz ko'zlagan maqsadlardan biri Jahon savdo tashkilotiga a'zo bo'lish va Yevropa ittifoqi bilan hamkorlik va kengaytirilgan sheriklik bitimini tuzish jarayonida intellektual mulk obyektlarini muhofaza qilish va himoyasini to'laqonli ta'minlash maqsadida mazkur sohaga oid qonunchilik me'yorlari samaradorligini oshirish borasida keng qamrovli ishlar olib borilmoqda.²⁰

O'zbekiston Respublikasida intellektual mulk sohasini rivojlantirish, muallif va boshqa huquq egalarining qonuniy manfaatlarini ishonchli himoya qilishga alohida e'tibor berilmoqda. Aynan intellektual mulkni rag'batlantirishga doir normalar Bosh qomusimizdaham o'z ifodasini topgan. O'zbekiston Respublikasi Konstitutsiyasining 53-moddasidahar kimga ilmiy, texnikaviy va badiiy ijod erkinligi, madaniyat yutuqlaridan foydalanish huquqi kafolatlanib, intellektual mulk qonun bilan muhofaza qilinishi va davlat jamiyatning madaniy, ilmiy va texnikaviy rivojlanishi haqida g'amxo'rlik qilishi qat'iy belgilab qo'yilgan.²¹

Intellektual mulk obyektlari muhofazasini ta'minlash bilan birga ularni samarali himoya qilish mexanizmlarini yo'lga qo'yish va amalga oshirish hamda bu yo'nalishdagi amaliyotni takomillashtirish dolzarb masala ekanligini zamonning o'zi taqozo etmoqda.

Umuman olganda **Intellektual mulk** bu– ijodiy aqliy faoliyat mahsulidir. Ixtirochilik va mualliflik obyekti huquqi majmuiga kiruvchi, fan, adabiyot, san'at va ishlab chiqarish sohasida ijodiy faoliyatning boshqa turlari, adabiy, badiiy, ilmiy asarlar, ijrochi aktyorlik san'ati, jumladan ovoz yozish, radio, televideniye asarlari, kashfiyotlar, ixtirolar, ratsionalizatorlik takliflari, sanoat namunalari, kompyuterlar uchun dasturlar, ma'lumotlar bazasi, nou-xauning ekspert tizimlari, tovar belgilari, firma atamallari va boshqa aqliy mulk obyektlariga kiradi.²²

Dunyo bo'yicha eng qimmatbaho mulk – bu intellektual mulkdir. Zamonaviy dunyoda intellektual mulk himoyasini ta'minlash muhim ahamiyatga ega. Nomoddiy aktivlar ulushi 1975-yilda 17 foizni tashkil etgan bo'lsa, 2020-yilda 90 foizga ko'tarilib, ularning taxminiy qiymati 21 trillion AQSH dollarini tashkil etadi. Hozirgi kunda intellektual mulk Yevropada YAIMning 45 foizini, Xitoyda 12 foiz, Rossiyada 7 foizini tashkil etadi. Lekin O'zbekistonda intellektual mulkni

²⁰ <https://uza.uz/posts/208024>

²¹ O'zbekiston Respublikasi Konstitutsiyasi. –T.: "O'zbekiston", 2023 y. 21-b.

²² https://uz.wikipedia.org/wiki/Intellektual_mulk

tijoratlashtirish darajasi juda past.²³ Ushbu huquqni Konstitutsiyaviy darajada e'tirofini amalga oshirmasdan turib, samarali iqtisodiy-ijtimoiy rivojlanishni ta'minlash qiyin. Kelajakda biz uchun eng ko'p foyda keltiradigan jihat ham ayni shudir. Sababi kelgusida bizning intellektual mahsulotlarimiz, ixtirolarimiz dunyo bozorlarini egallashi kerak. Agar olimlarimiz tomonidan yaratiladigan ixtirolar jahon ilmiy maydonlarining markazidan joy egallasa va butun jahon ulardan ilmiy-texnik taraqqiyot yo'lida foydalansa, mamlakatimiz uchun bu narsa oddiy obro'-e'tibor emas, balki ulkan darajada manfaat keltiradi.

Intellektual mulk huquqini himoya qilishda O'zbekiston Respublikasining bir qator qonun hujjatlari qabul qilingan bo'lib, jumladan, Fuqarolik kodeksi, "Ixtirolar, foydali modellar va sanoat namunalari to'g'risida", "Seleksiya yutuqlari to'g'risida", "Integral mikrosxemalar topologiyalarini huquqiy muhofaza qilish to'g'risida", "Tovar belgilari, xizmat ko'rsatish belgilari va tovar kelib chiqqan joy nomlari to'g'risida", "Geografik ko'rsatkichlar to'g'risida", "Firma nomlari to'g'risida", "Mualliflik huquqi va turdosh huquqlar to'g'risida", "Raqobat to'g'risida", "Ilm-fan va ilmiy faoliyat to'g'risida", "Telekommunikatsiyalar to'g'risida"gi qonunlari va intellektual mulk sohasidagi munosabatlarni tartibga soluvchi boshqa normativ-huquqiy hujjatlarni sanab o'tish mumkin.

Intellektual mulk sohasiga oid O'zbekiston Respublikasi qo'shilgan quyidagi xalqaro shartnomalarini e'tirof etib o'tish mumkin, xususan: "Butunjahon intellektual mulk tashkilotini ta'sis etish to'g'risida"gi konvensiyasi (1967-yil 14-iyul, Stokgolm va 1979-yil 2-oktyabrda o'zgartirilgan; O'zbekiston Respublikasi uchun 1991-yil 25-dekabrda kuchga kirgan); "Sanoat mulki muhofazasi bo'yicha" Parij konvensiyasi (Parij, 1883-yil 20-mart, Bryussel, 1900-yil 14-dekabr, Vashington, 1911-yil 2-iyun, London, 1934-yil 2-iyun, Lissabon, 1958-yil 31-oktyabr, Stokgolm, 1967-yil 14-iyulda qayta ko'rilgan va 1979-yil 2-oktyabrda o'zgartirilgan. O'zbekiston Respublikasi mazkur konvensiyada huquqiy voris sifatida 1991-yil 25-dekabrda ishtirok etadi);

"Adabiy va badiiy asarlarni muhofaza qilish to'g'risida"gi Bern konvensiyasi (Parij, 1971-yil 24-iyul, 1979-yil 28-sentyabrda o'zgartish kiritilgan. Mazkur konvensiya O'zbekiston Respublikasi Oliy Majlisining 2004-yil 27-avgustdagi 681-II-sonli "Adabiy va badiiy asarlarni muhofaza qilish to'g'risida"gi Bern konvensiyasiga qo'shilish haqida"gi qaroriga asosan qo'shilgan);

"Patent huquqi to'g'risida"gi shartnoma (2000-yil 1-iyunda Jenevada Diplomatik konferensiya tomonidan qabul qilingan. O'zbekiston Respublikasi ushbu shartnomaga O'zbekiston Respublikasining 2006-yil 15-martdagi O'RQ-25-sonli "O'zbekiston Respublikasining 2000-yil 1-iyunda Jenevada Diplomatik konferensiya tomonidan qabul qilingan Patent huquqi to'g'risidagi Shartnomaga qo'shilishi haqida"gi Qonuniga asosan qo'shilgan. 2006-yil 19-iyuldan kuchga kirgan);

"Tovar belgilariga doir qonunlar to'g'risida"gi shartnoma (Jeneva, 1994-yil 27-oktyabr. O'zbekiston Respublikasi mazkur Shartnomaga O'zbekiston Respublikasi Oliy Majlisining 1998-yil 1-maydagi 630-I-sonli "Tovar belgilariga doir qonunlar to'g'risidagi Shartnomaga qo'shilish haqida"gi qaroriga asosan qo'shilgan. O'zbekiston Respublikasi uchun 1998-yil 4-sentyabrda kuchga kirgan);

²³ O.Abdullayeva "Xalq so'zi" gazeta № 185 05.09.2023

“O‘simliklarning yangi navlarini muhofaza qilish to‘g‘risida”gi xalqaro konvensiya (1961-yil 2-dekabr, 1972-yil 10-noyabr, 1978-yil 23-oktyabr va 1991-yil 19-martda Jenevada qayta ko‘rib chiqilgan. Mazkur konvensiya O‘zbekiston Respublikasi Oliy Majlisining 2004-yil 27-avgustdagi 680-II-sonli “O‘simliklarning yangi navlarini muhofaza qilish to‘g‘risidagi Xalqaro konvensiyaga qo‘shilish haqida”gi qarori bilan ratifikatsiya qilingan);

“Belgilarni xalqaro ro‘yxatdan o‘tkazish to‘g‘risida”gi Madrid bitimiga doir bayonnoma (Madrid, 1989-yil 27-iyun. O‘zbekiston Respublikasi mazkur Bayonnomaga O‘zbekiston Respublikasining 2006-yil 18-iyuldagi O‘RQ-40-sonli “O‘zbekiston Respublikasining belgilarni xalqaro ro‘yxatdan o‘tkazish to‘g‘risida”gi Madrid bitimiga doir bayonnomaga (Madrid, 1989-yil 27-iyun) qo‘shilishi haqida”gi Qonuniga asosan qo‘shilgan);

“Patent kooperatsiyasi to‘g‘risida”gi shartnoma (Vashington, 1970-yil 19-iyun. O‘zbekiston Respublikasi uchun 1991-yil 25-dekabrda kuchga kirgan);

“Patent protsedurasi maqsadlari uchun mikroorganizmlarni deponentlashning xalqaro e‘tirof etilishi to‘g‘risida”gi Budapesht shartnomasi (Budapesht, 1977-yil 28-aprel. O‘zbekiston Respublikasi mazkur Shartnomaga O‘zbekiston Respublikasi Oliy Majlisining 2001-yil 30-avgustdagi 277-II-sonli “Patent tartiboti maqsadlari uchun mikroorganizmlarni to‘plashni xalqaro e‘tirof etish to‘g‘risida”gi Budapesht shartnomasiga qo‘shilish haqida”gi qaroriga asosan qo‘shilgan. 2002-yil 12-yanvardan kuchga kirgan);

“Belgilarni ro‘yxatdan o‘tkazish uchun tovar va xizmatlarning xalqaro tasnifi to‘g‘risida”gi Nissa bitimi (Nissa, 1957-yil 15-iyun. O‘zbekiston Respublikasi mazkur Bitimga O‘zbekiston Respublikasi Oliy Majlisining 2001-yil 30-avgustdagi 275-II-sonli “Belgilar ro‘yxatga olinadigan Xalqaro tovarlar va xizmatlar tasnifi to‘g‘risidagi Nissa shartnomasiga qo‘shilish haqida”gi qaroriga asosan qo‘shilgan. 2002-yil 12-yanvardan kuchga kirgan);

“Xalqaro patent tasnifi to‘g‘risida”gi Strasburg bitimi (Strasburg, 1971-yil 24-mart. O‘zbekiston Respublikasi mazkur Bitimga O‘zbekiston Respublikasi Oliy Majlisining 2001-yil 30-avgustdagi 276-II-sonli “Xalqaro patent tasnifi to‘g‘risidagi Strasburg bitimiga qo‘shilish haqida”gi qarori bilan qo‘shilgan. 2002-yil 12-oktyabrda kuchga kirgan);

“Sanoat namunalarining xalqaro tasnifini ta‘sis etish to‘g‘risida”gi Lokarno bitimi (1968-yil 8-oktyabrda Lokarnoda imzolangan. O‘zbekiston Respublikasi ushbu Bitimga O‘zbekiston Respublikasining 2006-yil 14 martdagi O‘RQ-24-sonli “O‘zbekiston Respublikasining 1968-yil 8-oktyabrda Lokarnoda imzolangan sanoat namunalarining xalqaro tasnifini ta‘sis etish to‘g‘risidagi Lokarno bitimiga qo‘shilishi haqida”gi Qonuni bilan qo‘shilgan);

“Butunjahon intellektual mulk tashkilotining Mualliflik huquqi bo‘yicha shartnomasi” (Jeneva, 1996-yil 20-dekabr. O‘zbekiston Respublikasi ushbu shartnomaga O‘zbekiston Respublikasining 2019-yil 16-fevraldagi O‘RQ-520-sonli “Butunjahon intellektual mulk tashkilotining Mualliflik huquqi bo‘yicha shartnomasiga (Jeneva, 1996-yil 20-dekabr) O‘zbekiston Respublikasining qo‘shilishi to‘g‘risida”gi Qonuniga asosan qo‘shilgan. O‘zbekiston Respublikasi uchun 2019-yil 17-iyuldan kuchga kirgan);

“Butunjahon intellektual mulk tashkilotining Ijrolar va fonogrammalar bo‘yicha shartnomasi” (Jeneva, 1996-yil 20-dekabr. O‘zbekiston Respublikasi ushbu shartnomaga O‘zbekiston Respublikasining 2019-yil 16-fevraldagi O‘RQ-519-sonli “Butunjahon intellektual mulk tashkilotining ijrolar va fonogrammalar bo‘yicha shartnomasiga (Jeneva, 1996-yil 20-

dekabr) O‘zbekiston Respublikasining qo‘shilishi to‘g‘risida”gi Qonuniga asosan qo‘shilgan. O‘zbekiston Respublikasi uchun 2019-yil 17-iyuldan kuchga kirgan);

“Fonogrammalarni tayyorlovchilarning manfaatlarini ularning fonogrammalarini noqonuniy takrorlashdan muhofaza qilish to‘g‘risida”gi konvensiya (Jeneva, 1971-yil 29-oktyabr. Mazkur Konvensiya O‘zbekiston Respublikasining 2018-yil 26-dekabrda O‘RQ-511-sonli “Fonogramma tayyorlovchilarning manfaatlarini ularning fonogrammalari noqonuniy takrorlanishidan muhofaza qilish to‘g‘risidagi Konvensiyaga (Jeneva, 1971-yil 29-oktyabr) O‘zbekiston Respublikasining qo‘shilishi haqida”gi Qonuni bilan ratifikatsiya qilingan. O‘zbekiston Respublikasi uchun 2019-yil 25 apreldan kuchga kirgan);

“Ko‘zi ojiz, ko‘rishda nuqsoni bo‘lgan va bosma axborotni idrok etishda boshqa jihatdan qobiliyati cheklangan shaxslarning nashr etilgan asarlardan foydalanishini yengillashtirish to‘g‘risida”gi Marokash shartnomasi (Marokash, 2013-yil 27-iyun. O‘zbekiston Respublikasi mazkur shartnomaga O‘zbekiston Respublikasi Prezidentining 2022-yil 12-yanvardagi PQ-80-sonli “Xalqaro shartnomaga qo‘shilish to‘g‘risida”gi qarori bilan qo‘shilgan).

Xulosa sifatida aytish mumkinki, intellektual mulk huquqini himoya qilishda rivojlangan davlatlar tajribasini qo‘llash, ulardan foydalanish maqsadga muvofiq bo‘ladi. Istiqbolda bizning yurtimizda ham ushbu sohadagi mexanizmlarni takomillashtirish, mavjud tashkiliy-huquqiy muammolarni bartaraf etish uchun, birinchi navbatda, Intellektual mulk huquqlarining savdo jihatlari bo‘yicha kelishuvi va unda ishtirok etish masalalarini va kelgusida intellektual mulk huquqi buzilgan tovarlarni chegarada ushlab qolish imkonini beruvchi qonunchilik mexanizmlarini takomillashtirish, ikkinchidan, mazkur kelishuvda belgilangan intellektual mulk masalalari bo‘yicha alohida sudlar tashkil etish.

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RESPUBLIKAMIZ KORXONALARIGA SIFAT MENEJMENTI TIZIMINI JORIY ETISH MUAMMOLARI

Kadirova U.E.

Toshkent kimyo-texnologiya instituti o'qituvchisi

Mirzayeva I.E.

Toshkent kimyo-texnologiya instituti S1B-19 guruh talabasi

Hamroqulov M.G'.

Toshkent kimyo-texnologiya instituti dotsenti, PhD

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Annotatsiya. Hamkorlikdagi tashkilotlar uchun xalqaro standartlarga muvofiq sifat tizimi sertifikatini muhim rol o'ynaydi. Zamonaviy tashkilotlar o'z korxonalarida sifat menejmenti tizimini shakllantirish va joriy etish bosqichida bo'lgan yoki mavjud bo'lgan kompaniyalar bilan hamkorlik qilishni ma'qul deb biladi yoki ko'proq afzal ko'radi. Shu bois, ko'rsatilayotgan tovar va xizmatlar sifatini oshirish hamda iste'molchilarning qoniqishini oshirish masalasi juda dolzarb.

Kalit so'zlar: sifat menejmenti tizimi, sertifikatlashtirish, joriy etish, ishlab chiqish, xalqaro standart.

PROBLEMS OF IMPLEMENTING THE QUALITY MANAGEMENT SYSTEM IN THE ENTERPRISES OF OUR REPUBLIC

Abstract. Quality system certificate in accordance with international standards plays an important role for cooperating organizations. Modern organizations find it desirable or prefer to cooperate with companies that are at the stage of forming and implementing a quality management system in their enterprises or already exist. Therefore, the issue of improving the quality of goods and services and increasing consumer satisfaction is very urgent.

Key words: quality management system, certification, implementation, development, international standard.

ПРОБЛЕМЫ ВНЕДРЕНИЯ СИСТЕМЫ МЕНЕДЖМЕНТА КАЧЕСТВА НА ПРЕДПРИЯТИЯХ НАШЕЙ РЕСПУБЛИКИ

Аннотация. Сертификат системы качества в соответствии с международными стандартами играет важную роль для сотрудничающих организаций. Современные организации считают желательным или предпочитают сотрудничать с компаниями, которые находятся на стадии формирования и внедрения системы менеджмента качества на своих предприятиях или уже существуют. Поэтому вопрос повышения качества товаров и услуг и повышения удовлетворенности потребителей является весьма актуальным.

Ключевые слова: система менеджмента качества, сертификация, внедрение, развитие, международный стандарт.

Hozirgi vaqtda Respublikamizda ko'plab kompaniyalar xalqaro standartlarga muvofiq sifat menejment tizim (SMT)larini joriy qilishmoqda. Sifat menejmenti tizimini ishlab chiqish va sertifikatlash katta xarajatlar talab qilishga qaramay, kompaniyalar SMTni joriy qilib, ularni ish holatida saqlaydilar.

Privoradida, SMTni sertifikatlash va joriy etish nafaqat yangi shartnomalar imzolash va tovarlar va xizmatlar bozorlarini kengaytirish orqali tashkilotning iqtisodiy ko'rsatkichlarini yaxshilash imkoniyati, balki kompaniya ichidagi jarayonlarni optimallashtirish uchun ajoyib imkoniyatdir. Xususan, ishni yaxshiroq va aniqroq tashkil etish, mas'uliyat va vakolatlarni taqsimlash imkoniyatini beradi. [1]

ISO 9000 seriyali xalqaro standartlar qatori talablariga javob beradigan SMTni ishlab chiqish va joriy etish “boshqaruv shaffofligi”ni namoyish etish va korxonalarining investitsion jozibadorligini oshirish hamda ularni ishonchli hamkorlar sifatida joylashtirish uchun samarali vosita hisoblanadi.

Sifat menejmenti tizimi tashkilot o‘z strategik maqsadlarini aniqlaydigan va kerakli natijalarga erishish uchun zarur bo‘lgan jarayonlar va resurslarni belgilaydigan faoliyatni o‘z ichiga oladi.

Sifat menejmenti tizimining xalqaro standartga muvofiqligi to‘g‘risidagi sertifikatning mavjudligi ishlarni bajarish uchun buyurtmalarni qabul qilishda hal qiluvchi ahamiyatga ega, chunki u potentsial mijozlar tomonidan korxonaga ishonchlilik va ishonch darajasini oshiradi hamda sifatsiz ish xavfini sezilarli darajada kamaytiradi. [1]

O‘zbekiston Respublikasida xalqaro standartlariga muvofiq sifat menejmenti tizimlari bo‘yicha sertifikatlashtirish ishlari akkreditatsiyadan o‘tgan (“SGS Tashkent” (Shveysariya), “Cert International” (Germaniya), “DQS Quality System” (Italiya), “Sert Management” (Slovakiya), “Astraia Management” (Slovakiya), “Central Asia Certification” (Koreya Respublikasi), “Management Certification” (Gretsiya), “Nika-Certification” (Slovakiya), “UzTest” DUK Samarqand filiali (Turkiya), “Russkiy Registr-Srednyaya Aziya”, “Total Quality Service” sertifikatlashtirish organlari tomonidan amalga oshirib kelinmoqda. [2]

Xalqaro standartlariga muvofiq sifat menejmenti tizimlari joriy qilish ishlari akkreditatsiyadan o‘tgan sertifikatlashtirish organlari tomonidan amalga oshirilsada, ular bilan bog‘liq muammolar o‘z navatida tashkilotlardagi ichki omillar bilan bevosita bog‘liq.

Sertifikatlangan SMTga ega bo‘lgan korxonalar faoliyatida aniqlangan ijobiy jihatlardan tashqari, sifat menejmenti tizimlarini joriy etish va sertifikatlashda korxonalar duch keladigan bir qator muammolarni ta’kidlash mumkin:

xodimlarni tayyorlash, sifat menejmenti tizimini ishlab chiqish va joriy etish bilan bog‘liq moliyaviy xarajatlar;

- sertifikatlash uchun moliyaviy xarajatlar;
- sifat menejmenti tizimini joriy etish uchun uzoq vaqt talab etilishi;
- ishlab chiqarish bo‘limlari rahbarlari va mutaxassislarini ISO 9001 standarti talablariga o‘rgatish (adaptatsiya) zarurati;
- sifat menejmenti tizimini ishchi holatda saqlash bilan bog‘liq katta moliyaviy xarajatlar;
- SMT faoliyati samaradorligini tahlil qilishdan rahbariyatni chetlashtirish. [3]

Korxonalarining boshqaruv tizimini qayta tashkil etishdagi bir qator muammolar aniq boshqaruv bo‘g‘ini tomonidan SMTning ahamiyati va maqsadlarini yetarli darajada tushunmaslik bilan bog‘liq.

Rahbariyatning sifat menejmenti tizimini rivojlantirishning barcha tafsilotlarini o‘rganishni istamasligi, xodimlarni ISO 9001 tamoyillarini o‘rganishga undash uchun rahbariyat tomonidan boshlangan chora-tadbirlarning yo‘qligi. Ko‘pincha sifat tamoyillarini amalga oshirishning ahamiyati va istiqbollarni yetarlicha baholamaslik. Korxonada menejment ISO 9001 SMTni ishlab chiqish va joriy etish uchun rahbariyat tomonidan yetarlicha mablag‘ ajratilmasligiga olib keladi. O‘z navbatida, mablag‘larning yetishmasligi va cheklangan resurslar ko‘rilgan chora-tadbirlar samarasiz bo‘lishiga va hatto ajratilgan mablag‘lar ham oxir-oqibat behuda ketishiga olib

keladi. Natijada, kompaniya rahbarlari SMTni yarim yo'lda joriy etishga qiziqishni yo'qotadilar, ya'ni kompaniya samarali ishlaydigan tizim o'rniga faqat rasmiy hujjatlar to'plamiga ega bo'lishlariga olib keladi [4].

Kompaniyaning rahbariyati va mas'ul xodimlari SMTni amalga oshirishning mohiyati, maqsadlari, metodologiyasi va vazifalarini aniq tushungan taqdirdagina ijobiy natijaga erishish mumkin.

Ta'lim bilan bog'liq tadbirlar ISO 9001 sifat menejmenti tizimini ishlab chiqish va joriy etish jarayonlari bilan bir vaqtda amalga oshiriladi.

Xodimlarning qarshilik ko'rsatishning asosiy sabablari o'zgarishlarning mohiyatini tushunmaslikdir.

Tashkilotlarda o'zgarishlarni boshqarish muhim ahamiyat kasb etadi. Avvalombor, o'zgarishlar bevosita xodimlarning ish faoliyati hamda psixologiyasiga o'z ta'sirini ko'rsatadi.

SMTni amalga oshirishda xodimlarning bir qator asosiy qarshiliklarini ajratish mumkin:

- SMTni amalga oshirish maqsadlarini tushunmaslik;
- Ishonchsizlik, ijobiy ta'sirga erishishga ishonchning yo'qligi;
- Vaziyatni nazorat qilmaslik hissi;
- O'rnatilgan tartibni, o'zaro munosabatlarni saqlash istagi;
- Innovatsiyalarni joriy etish tajribasining yetishmasligi tufayli qo'rquv va xavotir.

Standartni joriy qilishning birinchi bosqichida ushbu jarayoniga jalb qilingan xodimlarning va bevosita yuqori rahbariyatning vakili bilan tanishish yig'ilishlarini o'tkazish kerak. Ijobiy ta'sirga erishish uchun SMTni joriy qilgan boshqa tashkilot xodimini, shuningdek tashqi maslahatchilarni korxonada xodimlarini o'qitish uchun taklif qilish mumkin.

Innovatsiyalarga ishonchni mustahkamlash va yuqori boshqaruvning sadoqatini va qiziqishini namoyish etish kerak. Shu maqsadda xodimlar bilan bevosita muloqot qilish eng yaxshi usul hisoblanadi. Stendlardan foydalanish, munozaralar va konferentsiyalar o'tkazish rahbariyat va jamoa ichida do'stona munosabatlarni o'rnatish usulidir. Xodimlarni o'z funktsiyalari va majburiyatlari o'zgarishi, shuningdek ish haqining oshishi to'g'risida xabardor qilish kerak (motivatsiyaning tarkibiy qismlaridan biri bu ish haqining oshishi), chunki majburiyatlar qancha ko'p bo'lsa va ular bilan muomala qilinsa, ish haqi shunchalik katta bo'ladi [5]. Rahbariyatning sukut saqlashi shubhalarni keltirib chiqaradi va xodimlarda SMTni joriy etish foydasiga ishonmasliklariga olib keladi.

Menejerlar o'z vakolatlarining bir qismini ularga topshirishga tayyor bo'lishlari uchun xodimlarga yetarlicha ishonishlari kerak va xodimlar bu vakolatni qabul qilishga tayyor bo'lishlari uchun menejerlarga yetarlicha ishonishlari kerak.

Demak, ISO 9001 xalqaro standartiga to'liq mos keladigan SMTning samarali ishlashining asosiy printsiplari doimiy takomillashtirishdir. Tegishli sifat darajasini ta'minlashda ishtirok etadigan tashkilotning barcha xodimlari sifat bilan bevosita bog'liq bo'lgan barcha jarayonlarni muntazam ravishda tahlil qilishlari, kamchiliklarni yaxshilab qayd etishlari, yakuniy iste'molchilar va boshqa chet ellik tomonlarning qoniqish darajasini oshirish maqsadida tashkilotning amaldagi protseduralari va belgilangan sifat siyosatini o'zgartirish bo'yicha takliflar kiritishlari kerak.

Ushbu muammoni hal qilish uchun samarali ishlaydigan axborot tizimidan foydalangan holda xodimlarning malakasi va sifat bilan bog'liq standartlar bo'yicha bilimlarini yetarli darajada ta'minlash kerak.

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EVALUATION IN ENGLISH LANGUAGE INSTRUCTION: A THOROUGH EXAMINATION

Nosirova Dilnoza Rizoqulovna

Lecturer at Asia International University

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Abstract. When teaching English as a second language, assessment is essential for tracking students' development and success. Teachers employ both formative and summative assessments, conforming to norms such as validity, fairness, and fairness. Clearly stating learning objectives, employing a variety of techniques, establishing explicit standards, and promoting self-evaluation are examples of best practices. Ensuring justice, taking linguistic variety into account, and meeting specific needs are challenges. Opportunities are presented by competency-based education and technology, and new innovations offer insightful data on students' language proficiency. High-quality assessment techniques can improve English language instruction.

Key words: Assessment, teaching English as a second language, growth, achievements, improvement, formative assessments, summative assessments, learning objectives, diversified, fair, equal, reliable, consistent, legitimate, language skills, language abilities, learning experiences, language competency, best practices, assessment methods, assessment criteria, feedback, self-assessment, reflection, fairness, equity, language diversity, cultural differences, special needs, technology in education, competency-based education, performance evaluations, portfolios, projects, performance assessments, advancements, technology, real assessments, formative feedback, language education, student language competency.

ОЦЕНКА ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА: ТЩАТЕЛЬНЫЙ ЭКЗАМЕН

Аннотация. При обучении английскому языку как второму оценивание имеет важное значение для отслеживания развития и успеха учащихся. Учителя используют как формативное, так и суммативное оценивание в соответствии с такими нормами, как валидность, справедливость и справедливость. Примерами передовой практики являются четкое определение целей обучения, использование различных методов, установление четких стандартов и поощрение самооценки. Обеспечение справедливости, учет языкового разнообразия и удовлетворение конкретных потребностей представляют собой сложную задачу. Возможности открывают компетентностное образование и технологии, а новые инновации дают ценные данные о владении языком учащихся. Высококачественные методы оценивания могут улучшить преподавание английского языка.

Ключевые слова: оценивание, преподавание английского как второго языка, рост, достижения, улучшение, формирующее оценивание, суммативное оценивание, цели обучения, разнообразное, справедливое, равное, надежное, последовательное, законное, языковые навыки, языковые способности, опыт обучения, языковая компетенция, передовой опыт, методы оценки, критерии оценки, обратная связь, самооценка, размышление, справедливость, равенство, языковое разнообразие, культурные различия, особые потребности, технологии в образовании, компетентностное образование, оценка эффективности, портфолио, проекты, оценка эффективности, достижения, технологии,

реальные оценки, формирующая обратная связь, языковое образование, языковая компетентность учащихся.

Introduction

Assessment plays a crucial role in the English language learning process. Evaluation methods help identify students' progress, their achievements, and their areas for improvement. Because of this, it is imperative that educators employ effective assessment techniques to ensure that their students are correctly understanding the English language they are studying. This article's goal is to provide a thorough overview of evaluation in English language training. This examination will cover a wide range of subjects, including the many types of assessments, the fundamentals of effective assessments, and the most effective ways to conduct assessments. The potential and issues associated with assessment in English language instruction will also be covered in this article, as well as the most recent trends and changes that have occurred in the area.

Various Forms of Evaluation

In the context of teaching English as a second language, educators can assess their students' language proficiency using a wide range of evaluation techniques. These assessments can be divided into two primary categories: formative and summative assessments.

Formative assessment is a type of evaluation that is done on an ongoing basis while a student is learning. It provides feedback to both teachers and students, allowing adjustments to be made to the way that lessons and learning activities are conducted in order to raise students' comprehension and general performance. Formative assessment can be done in many different methods, such as exams, discussions, peer evaluations, and self-evaluation exercises.

On the other hand, the summative assessment is used to gauge students' overall language proficiency and achievement and occurs at the end of a lesson. Examples of techniques of evaluation include exams, standardised tests, project assessments, and final assignments that fall within this category.

There are also a number of alternative evaluation techniques, such as portfolios, performance evaluations, and authentic evaluations, in addition to traditional evaluation techniques including written, oral, and essay exams. There are many various types of assessments, each with a specific purpose and the ability to provide crucial information on students' language development and proficiency.

Guidelines for Conducting an Efficient Evaluation

Ensuring that assessments in English language instruction yield the desired outcomes requires adherence to a set of standards that are crucial for guaranteeing fairness, trustworthiness, and legitimacy in evaluating students' language competency and skills. First and foremost, the connection between assessments in English language education and the learning objectives, outcomes, curriculum, and instructional materials is essential to accurately measure students' progress and capabilities. This ensures that assessments are aligned with what students have learned and what they are capable of achieving.

Furthermore, assessments ought to be diverse, encompassing a combination of formative and summative evaluations, as well as incorporating a variety of assessment methods. This approach provides a more comprehensive and realistic assessment of students' language skills, allowing for a thorough evaluation of their capabilities.

Equity and fairness are crucial aspects of assessments, requiring consideration of diverse learning styles, backgrounds, and experiences. Making accommodations for students with special needs, utilizing culturally appropriate assessment techniques, and acknowledging the linguistic diversity within the classroom are vital steps in ensuring fairness and equality in evaluations.

Additionally, assessments need to be reliable and consistent, delivering consistent findings when administered to the same group of students under comparable conditions. Achieving this involves using standardized assessment instruments, establishing explicit assessment standards, and providing training for assessors to ensure reliability and consistency in the evaluation process.

Last but not least, the legitimacy of assessments is essential, meaning that they should measure what they are intended to measure. Careful consideration of the content, format, and scoring of assessments is necessary to ensure that they authentically reflect students' language abilities and competencies. Thus, these key principles of assessment are vital for ensuring that assessments in English language instruction yield accurate, trustworthy, and fair results that truly reflect students' language proficiency.

Standards of Excellence for the Execution of Evaluations

Educators must adhere to best practices aligned with successful assessment principles to ensure the effectiveness of assessments in English language instruction. Alongside these fundamental principles, there are recommended practices that further enhance the assessment process.

To begin with, educators should explicitly articulate the learning objectives and outcomes before conducting assessments. Clarity in these aspects ensures that assessments are aligned with educational objectives, providing a clear framework for evaluating student learning.

In addition, the use of a variety of assessment methods, including both formative and summative evaluations, as well as diverse modes of assessment, allows for a comprehensive and accurate evaluation of students' language abilities and competency. This approach not only helps students understand the expectations but also establishes a transparent and consistent foundation for the evaluation process.

Moreover, when assessment criteria are clearly defined, students gain a clear understanding of what is expected from them, supporting their ability to meet and exceed expectations.

Furthermore, timely and constructive feedback is essential in providing students with the opportunity to monitor their progress, identify areas for improvement, and take action to enhance their language abilities.

Ensuring assessments are fair and equitable, and that they provide an accurate representation of students' skills, involves taking into account the diverse needs of students. This includes considering different learning styles, experiences, and backgrounds, ensuring that assessments are inclusive and accessible to all learners.

Lastly, promoting self-assessment and reflection among students can foster metacognitive awareness and enhance their language development, providing valuable insights into their language competence and the learning process.

Overall, these recommended practices, when integrated into the assessment process, ensure a robust, comprehensive, and student-centered approach to evaluating language acquisition and proficiency.

The Assessment Process: Obstacles and Future Opportunities

While evaluation is a critical aspect of teaching English as a second language, it is not without its challenges. One of the most significant issues in assessment is ensuring fairness and equity for all students, considering their diverse learning styles, experiences, and backgrounds. Educators need to be mindful of linguistic diversity, cultural differences, and the specific needs of students, providing necessary modifications and support where required to ensure a fair assessment process.

The increasing integration of technology in educational settings presents both obstacles and opportunities in the realm of evaluation. While technology allows for innovative assessment methods and platforms, concerns about the security and validity of online exams, as well as the potential for cheating and academic dishonesty, must also be addressed.

Moreover, the shift towards competency-based education and performance evaluations poses several challenges and opportunities for assessment. Educators must develop new assessment methods and procedures to effectively measure students' competence and capabilities, as competency-based education emphasizes mastery of specific skills and knowledge.

Despite these challenges, there are also numerous opportunities in assessment that can enhance the teaching of English as a second language. Genuine and alternative forms of assessment, such as portfolios, projects, and performance assessments, can effectively evaluate students' language proficiency and abilities in a manner that is authentic and engaging. Additionally, the increasing focus on formative assessment and feedback provides opportunities to enhance students' language development and foster a deeper understanding of the language acquisition process. These practices offer a proactive way to address students' needs and promote their language proficiency.

Examining the Most Recent Developments and Trends in Assessment

In recent years, the field of evaluation in English language instruction has witnessed significant advancements and trends, with technology playing a pivotal role. The integration of technology into the evaluation process has introduced online assessment tools, digital portfolios, and computer-adaptive testing, offering instructors new avenues to create unique and engaging assessment experiences for students. These technological innovations not only cater to diverse learning styles but also address concerns surrounding the validity and security of assessments.

Moreover, there is an emerging emphasis on authentic assessments and performance evaluations in the field of English language instruction. These assessments require students to demonstrate their language abilities in real-life scenarios, providing a more comprehensive and relevant evaluation of their language competency and capabilities. By incorporating genuine tasks and activities, these assessments offer a more accurate representation of students' language skills.

Additionally, there is a growing focus on formative assessment and feedback within English language instruction. Recognizing the importance of providing ongoing feedback to support the development of students' language skills, educators are increasingly adopting a student-centered approach to evaluation. This approach encourages active student engagement in evaluating their own language proficiency and reflecting on their learning process, fostering a more collaborative and participatory assessment environment.

In combination, these trends in evaluation reflect a shift towards more dynamic, engaging, and student-centered assessment practices in English language instruction, contributing to a more

holistic and effective approach to evaluating students' language proficiency and fostering their language development.

Conclusion

Providing students with vital insights into their language competency and abilities, as well as supporting their language growth, assessment is an essential component of teaching English as a second language at the English language school. Educators are able to guarantee that assessments are fair, trustworthy, and valid by applying effective assessment methodologies and best practices. This allows them to offer meaningful and engaging language learning experiences for students. The most recent trends and advancements in the sector offer new potential for boosting English language education and developing students' language competency and abilities. This is the case despite the fact that assessment presents both obstacles and opportunities.

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DINIY ANTROPOLOGIYA

Toshpo'latova Shaxnoza Shuhratovna

Osiyo Xalqaro Universiteti

“Tarix va filologiya” kafedrasida tarix fani o'qituvchisi

toshpulatovashaxnozashuhratovna@oxu.uz

<https://doi.org/10.5281/zenodo.10525012>

Annotatsiya. Ushbu maqolada Antropologiya — (“antropo” “logos”) — odamning kelib chiqishi va evolyutsiyasi, odamzod irqalarining paydo bo'lishi, odamning tana tuzilishidagi normal farq-tafovut, o'zgaruvchanlik haqidagi fan ekanligini va diniy antropologiya nima va uning turlari, belgilari odam morfologiyasi, antropogenez, irqshunoslik, antropometriya, osteometriya, kraniometriya, sehr, din haqida ma'lumotlar bayon etilgan.

Kalit so'zlar: Antropologiya, odam morfologiyasi, antropogenez, irqshunoslik, antropometriya, osteometriya, kraniometriya, sehr va din.

RELIGIOUS ANTHROPOLOGY

Abstract. In this article, it is explained that Anthropology - ("anthropo" "logos") - the origin and evolution of man, the emergence of human races, the normal difference in the structure of the human body, the science of variability, and what religious anthropology is and its types, signs, human morphology, information about anthropogenesis, ethnology, anthropometry, osteometry, craniometry, magic, religion is presented.

Key words: Anthropology, human morphology, anthropogenesis, ethnology, anthropometry, osteometry, craniometry, magic and religion.

РЕЛИГИОЗНАЯ АНТРОПОЛОГИЯ

Аннотация. В данной статье объясняется, что Антропология – («антропо» «логос») – происхождение и эволюция человека, возникновение человеческих рас, нормальное различие в строении человеческого тела, наука об изменчивости, и что такое религиозная антропология и ее виды, признаки, морфология человека, представлены сведения об антропогенезе, этнологии, антропометрии, остеометрии, краниометрии, магии, религии.

Ключевые слова: Антропология, морфология человека, антропогенез, этнология, антропометрия, остеометрия, краниометрия, магия и религия.

Odamning paydo bo'lishida faqat tabiat olamining qonuniyatlarigina emas, balki ijtimoiy va diniy omillar ham muhim rol o'ynagan. Odam paydo bo'lgandan hozirgi holatigacha uning butun hayoti ijtimoiy jamiyatning rivojlanish qonuniyati bilan chambarchas bog'langan. Antropologiyaning fan bo'lib rivojlanishida tabiat va jamiyat to'g'risidagi fanlar ijobiy rol o'ynadi. Zamonaviy fan nuqtai nazaridan aytganda, Antropologiya quyidagi uchta katta bo'limdan iborat: 1) odam morfologiyasi; 2) antropogenez; 3) irqshunoslik (etnik antropologiya)-Morfologiya odamning jismoniy tuzilishidagi belgilarning yosh, jins, kasb va tashqi sharoitga qarab o'zgarishini tushuntirib beradi. Irqshunoslik odamzod irqalarining kelib chiqish davri va sabablarini, ularning Yer yuziga tarqalishini izohlab, etnogenez muammolarini yechishga ham o'z hissasini qo'shadi. Antropologiya o'zining turlicha tekshirish usullariga (antropometriya, osteometriya, kraniometriya) va ko'p xil asboblariga ega. Bu o'lka, xususan O'zbekiston xalqlarini antropologik jihatdan o'rganish 20-yillarda rivojlandi. Bu ishda O'rta Osiyo davlat universiteti

antropologiya kafedrasini asoschisi va doimiy rahbari L. V. Oshaninning xizmati katta bo'ldi. Uning rahbarligida Turkiston bo'ylab 29 antropologik ekspeditsiyalar uyushtirildi. L. V. Oshanin va uning shogirdlari (V. Ya. Zezenkova, Q. N. Najimov)ning sa'y-harakatlari natijasida Turkiston antropologik jihatidan 3 viloyatga ajratildi. Amudaryo va Sirdaryo oralig'ida yashovchi o'zbeklar va tojiklar yer yuzidagi mavjud uch irqning (yevropeoid, negroid va mongoloid) biri — yevropeoid irqining „O'rta Osiyo ikki daryo oralig'i tipi“ga mansub deb topildi.

Moskvalik antropolog A. I. Yarxo bu irqni „Pomir-Farg'ona tipi“ deb atadi. Farg'ona vodiysidagi Selung'ur va Surxondaryodagi Teshiktosh g'orlaridan topilgan qadimgi ajdodlarimiz qoldiqlari tufayli O'zbekiston Afrika va Old Osiyo hududlari bilan bir qatorda, hozirgi zamon odamlarining paydo bo'lishi jarayoni yuz bergan hududlar tarkibiga kiritildi va bu xulosa fanda uzil-kesil isbotlangan. O'zbek xalqiga xos „O'rta Osiyo ikki daryo oralig'i tipi“ ning shakllanish davri, makoni va tarixi masalalarida fanda yaqinlashgan yagona fikr yo'q edi. Bir guruh olimlar bu irqiy tip bundan 6 — 8 ming yil ilgari shakllandi desa, boshqa bir guruh mutaxassislar bu voqea bundan 3 ming yil ilgari sodir bo'ldi deyishdi. Uchinchi guruh olimlari esa uni XVI asrda shakllandi deb hisoblar edilar. O'zbek antropologlari (T. Xo'jayov)ning uzoq yillik izlanishlari natijasida, juda boy antropologik materiallar asosida bu tip bundan 2200 — 2300-yil ilgari shakllana boshlaganligini isbotladilar.

Din antropologiyasi - dinlarning inson bilan aloqasining turli jabhalarini o'rganuvchi soha. U din psixologiyasi va sotsiologiyasi bilan chambarchas bog'liqdir. Uning asosi qadimgi miflarga borib taqaladi.

Jumladan, barcha dinlar va diniy tasavvurlarda birinchi odamning paydo bo'lishi Xudo yoki xudolar tomonidan yaratilish g'oyasi bilan bog'lanadi. Masalan, qadimgi Bobilda yaratilgan „Enum Elish“ dostonida dastlabki inson xudolar o'rtasida bo'lib o'tgan urushdan so'ng loy va qondan paydo bo'lgani, Qadimgi Misrdagi afsonalardan birida esa Xnum nomli iloh odamni kulolchilik charxi yordamida loydan yasagani aytiladi. Shu bilan birga, islom, xristianlik va yahudiylik dinlarida ham insoniyat yagona Xudo tomonidan tuprokdan yaratilgani aytilib, ilk inson Odam yoki Adam deb nomlanadi. Umuman olganda, din antropologiyasi barcha dinlardagi inson haqidagi g'oyalarni o'rganib, tizimlashtiradi.

Din antropologiyasini o'rganishda qator metodlar mavjud bo'lib, falsafiy, materialistik maktab vakillari dinshunoslikning bu sohasini ham evolyutsion nazariyaga moslashtirishga harakat qilganlar. Jumladan, ko'plab adabiyotlarda Jahon dinlari o'zlarining aksar e'tiqodlarini qadimgi Bobil, Misr, Mesopotamiya, fors va hind afsonalaridan o'zlashtirgani aytib o'tiladi. Bu, bir yoqlama yondashuv bo'lib, teologik metod tarafdorlari dinlardagi bu o'xshashlikni ularning bir o'zakdan kelib chiqishi bilan bog'laydilar. Dinshunoslikda esa, barcha dinlarning antropologik qarashlari, hech qanday shaxsiy fikr bildirmagan holda, boricha o'rganish nazarda tutiladi

Din antropologiyasi dinni boshqa ijtimoiy hayot bilan bog'liq holda o'rganadi.

XII asrning boshlarida Abu Rayhon Buruniy (973-1048), dinlar va madaniyatlarining antropologiyasi bo'yicha batafsil qiyosiy tadqiqotlar yozgan O'rta Yer dengizi havzasi (shu jumladan „Yaqin Sharq“) va Hindiston qit'asi. U Hindiston yarim orolidagi xalqlar, urf-odatlar va dinlarni muhokama qildi.

XIX asrda madaniy antropologiyaga bo'lgan qiziqish ustunlik qildi madaniy evolyutsiya; eng antropologlar „ibtidoiy“ va „zamonaviy“ dinlar o'rtasida oddiy farqni qabul qildi va birinchisi qanday qilib ikkinchisiga aylangani haqida ma'lumot berishga harakat qildi.

XX asrda antropologlarning ko'pchiligi ushbu yondashuvni rad etishdi. Bugungi kunda din antropologiyasi kabi nazariyotchilar ta'sirini yoki ular bilan aloqani aks ettiradi Karl Marks (1818-1883), Zigmund Freyd (1856-1939), Emil Dyurkxaym (1858-1917) va Maks Veber (1864-1920). Din antropologlari, ayniqsa, diniy e'tiqod va amallar siyosiy yoki iqtisodiy kuchlarni qanday aks ettirishi mumkinligi bilan bog'liq; yoki diniy e'tiqod va amallarning ijtimoiy funktsiyalari.

1912-yilda Emil Dyurkgeym, ishiga asoslanib Feyerbax, dinni “jamiyatning ijtimoiy qadriyatlari proektsiyasi”, “yaratish vositasi” deb hisoblagan ramziy jamiyat haqidagi bayonotlar”, “ijtimoiy buyurtma to'g'risida bayonotlar beradigan ramziy til”. Qisqacha aytganda, “din bu o'z-o'ziga sig'inayotgan jamiyatdir”.

Antropologlar taxminan 1940 -yil din bilan muttasil edi, deb sehrli fikrlash va bu madaniy mahsulot ekanligi taxmin qildi. Orasidagi to'liq uzluksizlik sehr va din kamida 30-yillarning boshlaridan beri zamonaviy antropologiyaning postulatiga aylandi.

Zamonaviy antropologiyaning dinga bo'lgan munosabati proektsiya g'oya, har qanday dinni inson yaratadi deb taxmin qiladigan uslubiy yondashuv jamiyat unga sig'inadigan, “Xudoga berilgan ijodiy faoliyat inson tomonidan rejalashtirilgan”. 1841 yilda, Lyudvig Feyerbax birinchi bo'lib ushbu kontsepsiyani dinni muntazam tanqid qilish uchun asos sifatida ishlatgan. Ushbu proektsion printsiptni shakllantirishda taniqli kashshof bo'lgan Giambattista Viko (1668-1744) va uning dastlabki shakllanishi qadimgi yunon yozuvchisida uchraydi Ksenofantlar v. 570 – v. Miloddan avvalgi 475 y.), “Efiopiya xudolari muqarrar ravishda tekis burunli qora, frakiyaliklar esa ko'k ko'zli sariq rangda bo'lishgan”.

Dinning ta'rifi. Din antropologiyasining asosiy muammolaridan biri bu dinning o'zi ta'rifidir. Bir vaqtning o'zida antropologlar ba'zi diniy urf-odatlar va e'tiqodlar rivojlanish davrida biron bir davrda barcha madaniyatlar uchun ozmi-ko'pmi universal deb ishongan, masalan, ruhlarga yoki arvohtar, foydalanish sehr nazorat qilish vositasi sifatida g'ayritabiiy, foydalanish bashorat yashirin bilimlarni kashf etish vositasi sifatida va marosimlar kabi ibodat va qurbonlik turli xil hodisalarning natijalariga g'ayritabiiy agentlik orqali ta'sir o'tkazish vositasi sifatida, ba'zan shaklini oladi shamanizm yoki ajdodlarga sig'inish.

Bugungi kunda diniy antropologlar ushbu toifalarning madaniy asoslanganligi to'g'risida bahslashmoqdalar va rad etishmoqda (ko'pincha ularni Yevropa misollari sifatida ko'rishadi).

Antropologlar dinni aniqlash uchun turli xil mezonlarni ko'rib chiqdilar - masalan, g'ayritabiiy narsalarga ishonish yoki marosimga tayanish - ammo ozchilik bu mezonlarning umumbashariy kuchga ega ekanligini ta'kidlamogda.

Entoni F. S. Uolles dinning to'rt toifasini taklif qiladi, har bir keyingi toifasi avvalgisini o'z ichiga oladi. Biroq, bu sintetik toifalardir va barcha dinlarni qamrab olishi shart emas.

1. Individualistik: eng asosiy; eng sodda. Misol: ko'rish vazifasi.

2. Shamanistik: yarim kunlik diniy amaliyotchi, dinni davolash uchun, odatda mijozning nomidan ilohiy ilhom uchun foydalanadi. The Tillamook shamanning to'rt toifasiga ega. Shamanlarga misollar: spiritizmchilar, imon tabiblari, palma o'qiydiganlar. O'z mablag'lari bilan olingan diniy hokimiyat.

3. Kommunal: e'tiqod va amallarning aniq to'plami; nasl-nasab, yosh guruhi yoki ba'zi diniy jamiyatlar bo'yicha urug'larga ajratilgan odamlar guruhi; odamlar bilim va ajdodlarga sig'inishga asoslangan rollarni bajaradilar.

4. Cherkoviy: qishloq xo'jaligi jamiyatlari va davlatlarida hukmronlik qiladi; davlatlarning tashkil etilishi bilan parallel ravishda markazlashgan holda tashkil etilgan va tuzilishi bo'yicha ierarxikdir. Odatda raqobatdosh individualistik va shamanistik kulturni rad etadi.

Diniy antropologiya vakillari Gans Eduard Xenstenberg va Feliks Xammerlarning fikricha inson tabiatda ruh muhim rol o'ynaydi, bu olimlar ruh tushunchasini insonning psixik faoliyatidan alohida o'rganishdi va ruhning faoliyatini ilohiy kuch bilan bog'lashadi.

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IQTISODIYOTNI TARTIBGA SOLISHDA DAVLATNING ROLI

Jumayeva Zamira Bustonovna

Osiyo xalqaro universiteti o'qituvchisi.

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Annotatsiya. Bozor munosabatlariga asoslangan mamlakatlarda iqtisodiyotni tartibga solish borasida davlat muhim vazifalarni bajaradi. Davlat iqtisodiyotga faol aralashib, bozor mexanizmining amal qilishiga ko'maklashadi, raqobatchilik muhitini yaratib, aholini salbiy oqibatlardan himoyalash chora-tadbirlarini ko'radi. Bozor iqtisodiyotini davlat tomonidan tartibga solishdan ko'zlangan asosiy maqsad bozor munosabatlarini muayyan va ma'lum yo'nalishlar asosida rivojlantirib, iqtisodiy taraqqiyot sur'atlarini Jadallashtirish va aholi turmush darajasini oshirish choralarini ko'rishdan iboratdir.

Kalit so'zlar: *regulyator, xo'jalik yurituvchi sub'yektlar, subsidiyalar, soliq stavkasi, sanatsiya, diversifikatsiyalash, eksport va import muvozanati.*

ROLE OF THE STATE IN REGULATING THE ECONOMY

Abstract. *In countries based on market relations, the state performs important tasks in regulating the economy. The state actively intervenes in the economy, helps the functioning of the market mechanism, creates a competitive environment, and takes measures to protect the population from negative consequences. The main goal of regulating the market economy by the state is to develop market relations on the basis of certain and known directions, to accelerate the pace of economic development and to take measures to increase the standard of living of the population.*

Key words: *regulator, business entities, subsidies, tax rate, rehabilitation, diversification, export and import balance.*

РОЛЬ ГОСУДАРСТВА В РЕГУЛИРОВАНИИ ЭКОНОМИКИ

Аннотация. *В странах, основанных на рыночных отношениях, государство выполняет важные задачи по регулированию экономики. Государство активно вмешивается в экономику, помогает функционированию рыночного механизма, создает конкурентную среду, принимает меры по защите населения от негативных последствий. Основной целью регулирования государством рыночной экономики является развитие рыночных отношений на основе определенных и известных направлений, ускорение темпов экономического развития и принятие мер по повышению уровня жизни населения.*

Ключевые слова: *регулятор, субъекты хозяйствования, субсидии, налоговая ставка, реабилитация, диверсификация, баланс экспорта и импорта.*

KIRISH

O'zbekiston Respublikasida rejali iqtisodiyot tizimidan xoli bo'lgan ijtimoiy yo'naltirilgan bozor iqtisodiyotini shakllantirish davlatning asosiy vazifasi hisoblanadi. Bu borada davlat iqtisodiy islohotlar jarayoniga bosh islohotchi sifatida yetakchilik qilmoqda. O'zbekiston Respublikasining Birinchi Prezidenti: "O'tish davrining og'ir davrida davlatning o'zi bosh islohotchi bo'lishi kerak. Davlat butun xalq manfaatlarini ko'zlangan holda islohotlar jarayonining tashabbuskori bo'lishi, iqtisodiyotning yetakchi yo'nalishlarini belgilab berishi kerak. taraqqiyot, iqtisodiyot, ijtimoiy sohada suveren davlatimiz sohasi va ijtimoiy-siyosiy hayotida tub o'zgarishlar siyosatini ishlab chiqish va izchillik bilan amalga oshirish zarur", deb ta'kidlagan edi.

Davlatimiz bozor iqtisodiyotini tartibga solish bo'yicha rivojlangan mamlakatlarda to'plangan boy tajribalarni o'rganish va ularni respublikamizning o'ziga xos xususiyatlarini hisobga olgan holda qo'llash maqsadga muvofiqligiga bugun hech kim shubha qilmaydi. Bozor munosabatlari sharoitida narxlar (narxlar) iqtisodiyotni tartibga solishning muhim vositasi bo'lib xizmat qiladi. Bunda narx bozor regulyatori bo'lib, ikkita asosiy vazifani bajaradi. Birinchidan, u resurslar, tovar va xizmatlar iste'molini cheklaydi, ikkinchidan, mahsulot (xizmatlar) ishlab chiqarish uchun rag'batlantirish vazifasini bajaradi.

Ishlab chiqarish jarayonida qancha nodir iste'mol tovarlari va xizmatlari bo'lsa, ularning narxi shunchalik yuqori bo'ladi va shunga mos ravishda ularni xarid qilish chegaralanadi. Boshqacha qilib aytganda, tovarlar va xizmatlar ularning narxiga qarab iste'mol qilinadi, taqsimlanadi va qayta taqsimlanadi. Narxlarning o'zgarishi, ya'ni ko'tarilishi yoki tushishi ishlab chiqaruvchilarning xatti-harakatlariga ta'sir qiladi. Binobarin, har qanday tovar (xizmat) narxining oshishi uning ishlab chiqarish hajmining oshishiga, ushbu tarmoqning aniq mahsulot bozoriga yangi ishlab chiqaruvchilarning kirib kelishiga sabab bo'ladi.

ADABIYOTLAR TAHLILI VA METODOLOGIYASI

Bozor iqtisodiyotida faqat foyda olishni ta'minlaydigan tovarlar (xizmatlar) ishlab chiqariladi. Ishlab chiqaruvchi uchun foyda keltirmaydigan tovarlar (xizmatlar) ishlab chiqarilmaydi. Muayyan tovar narxining pasayishi, uni ishlab chiqarish foydani ta'minlay olmay qolganligidan dalolat beradi. Bunday tovarlarni ishlab chiqarish kamayib boradi, ushbu tarmoq va bozorni ishlab chiqaruvchilar tark eta boshlaydilar. Demak, narxning bozor pasangisi, regulyatori vazifasini o'tashi tufayli ishlab chiqaruvchilar foydasiz yoki kam foyda keltiradigan tarmoqdan yuqori foyda keltiradigan tarmoqqa, sohaga o'tib turadi. Yuqori foyda keltirayotgan tarmoq yoki bozorlardagi iqtisodiy sub'ektlar o'zgalarning kirib kelishiga to'sqinlik qiladilar. Iqtisodiy sub'ektlar aniq tovarlar bozorida o'z mavqelarini saqlash, mustahkamlash, yaxshilash maqsadlarida o'zaro arini saqlash, mustahkamlash, raqobatga kirishadilar.

Ko'p sonli o'zaro raqobatlashuvchi iqtisodiy sub'ektlarning faoliyati natijasida bozor munosabati buzilib, undagi talab va taklif o'rtasida nomutanosiblik paydo bo'ladi. Bu nomutanosiblik ishlab chiqarish bilan iste'mol o'rtasidagi ziddiyatda o'z ifodasini topadi. Ijtimoiy ishlab chiqarish ijtimoiy iste'molga nisbatan o'sib ketishi natijasida davriy tanglik paydo bo'lishi mumkin.

Bozor mexanizmi xususiy tadbirkorlar uchun foyda kelishini ta'minlaydigan tovar va xizmatlarni ishlab chiqarishni rag'batlantiradi. Ammo jamiyat taraqqiyoti uchun zarur bo'lgan, aholining ko'pchiligi foydalanadigan ijtimoiy tovarlar va xizmatlar xususiy tadbirkorlik doirasida ishlab chiqarilishi mumkin emas. Bunday ijtimoiy tovarlar va xizmatlarga: maktablar, yo'llar, yong'indan himoya qilish, mudofaa, milliy xavfsizlik va boshqalar kiradi. Binobarin, ularni ishlab chiqarishni va ulardan foydalanishni davlatning o'zi tashkil qilishi, tartibga solishi zarur bo'ladi.

Iqtisodiyotni tartibga solishning davlat mexanizmini taqozo etuvchi sabablardan biri aholini inson salomatligiga va tabiatga ziyon yetkazuvchi omillardan himoya qilish zaruratidir. Masalaning mohiyati shundaki, bozor iqtisodiyoti sharoitida har qanday xo'jalik yurituvchi tadbirkor, avvalo, o'zini o'ylaydi, o'z manfaati yo'lida faoliyat ko'rsatadi. Bu faoliyat ayrim hollarda tabiatga yoki inson salomatligiga ziyon yetkazishi, davlat manfaatlariga zid kelishi mumkin. Bunday holatlar ham iqtisodiyotga davlatning aralashuvini, ko'p sonli tadbirkorlarning manfaatlarini barcha Jamiyat a'zolari mushtarakligini ta'minlash choralari ko'rishni taqozo etadi.

MUHOKAMA VA NATIJALAR

Iqtisodiyotni tartibga solishning eng muhim va asosiy vositasi amaldagi qonunchilik hisoblanadi. Mamlakatimizda qonun ustivorligi, ya'ni uning barcha uchun bab-baravar kuchga ega ekanligi va unga barcha xo'jalik yurituvchi sub'ektlarning so'zsiz amal qilishi shart ekanini yana bir bor ta'kidlab o'tish zarur. Hozirga qadar iqtisodiy hayotga taalluqli bo'lgan yuzlab qonunlarning qabul qilingani iqtisodiyotni davlat tomonidan tartibga solishning huquqiy asoslarini belgilab beradi. Shu bilan birgalikda davlat ixtiyorida bir qator moliyaviy, ya'ni iqtisodiy vositalar ham mavjudki, ular yordamida davlat xo'jalik yurituvchi sub'ektlarning manfaatlariga bevosita ta'sir ko'rsata oladi.

Soliqlar davlat tomonidan iqtisodiyotni tartibga solishning eng kuchli va ta'sirchan vositasi hisoblanadi. Ular har qanday ishlab chiqarish xarajatlari tarkibiga kiritiladi. Shuning uchun soliq stavkasi ko'tarilsa, korxonalar (firma) foydasi kamayadi va aksincha, bu stavkalar kamaysa, olinayotgan foyda ko'payadi. Demak, tovar ishlab chiqaruvchilarning moddiy manfaatdorligi ko'p jihatdan undirilayotgan soliqlar stavkasiga bevosita bog'liq. Soliqlar stavkasini oshirish yoki kamaytirish orqali muayyan ishlab chiqarish tarmoqlari rivojini sekinlashtirish (hatto to'xtatish), boshqa tarmoqlar rivojini esa rag'batlantirish mumkin.

Iqtisodiyotni davlat tomonidan tartibga solishning moliyaviy vositalaridan biri sanatsiya hisoblanadi. U asosan umumdavlat manfaatlaridan kelib chiqib, davlat korxonalariga ko'rsatiladigan moliyaviy yordamdir. Korxonalar qarzini kechib yuborish yoki uni o'zga sub'ektlar hisobidan qoplash, qarzni to'lash muddatlarini kechiktirish, qarz uchun to'lanadigan foizlarni kamaytirish, korxonaga buyurtma berib, uning haqini oldindan to'lab qo'yish va hokozolar sanatsiya shakllari hisoblanadi.

Davlat tomonidan aniq maqsadlar uchun qaytarib olmaslik sharti bilan ajratiladigan moliya mablag'lari subsidiyalar deb yuritiladi. Iqtisodiyotni tarkiban o'zgartirish (diversifikatsiyalash), eksport va import muvozanatini ta'minlash, ayrim hududlarga yordam berish kabi maqsadlar uchun ajratiladigan mablag'lar (subsidiyalar) ijtimoiy yo'naltirilgan bozor iqtisodiyoti sharoitida muhim ahamiyat kasb etadi.

Bojxona to'lovlari davlat tomonidan iqtisodiyotni tartibga solish, aniqrog'i, eksport va importni cheklash yoki rag'batlantirishning muhim vositasi hisoblanadi. Ularning stavkalari ko'paysa, chegaradan o'tayotgan tovarlar miqdori kamayadi va aksincha, stavkalarning kamayishi tovarlar oqimining ko'payishiga olib keladi. Yana shuni ham aytib o'tish joizki, davlat o'zining kredit siyosati orqali iqtisodiyot taraqqiyotiga ham o'zining ta'sirini o'tkazib turadi.

XULOSA

Davlatning iqtisodiyotni tartibga solish mexanizmidagi jamiyatda siyosiy, ijtimoiy barqarorlikni ta'minlash maqsadida aholining iqtisodiy jihatdan nochor yashayotgan guruhlarini ijtimoiy himoyalash muhim o'rin tutadi.

Davlatning iqtisodiyotni tartibga solish mexanizmidagi jamiyatda siyosiy, ijtimoiy barqarorlikni ta'minlash maqsadida aholining iqtisodiy jihatdan nochor yashayotgan guruhlarini ijtimoiy himoyalash muhim o'rin tutadi. Aholining yordamga muhtoj qismini ijtimoiy himoyalash uchun jamiyat milliy iqtisodiyot tarmoqlarini, shu jumladan, qishloq xo'jaligini qo'llab-quvvatlash maqsadidagi daromadlar davlat tomonidan qayta taqsimlanadi. Daromadlarning qayta taqsimlash tizimida davlat muhim o'rin tutadi. Davlat tomonidan daromadlarning qayta taqsimlanishi iqtisodiyotni tartibga solish mexanizmining muhim unsuri hisoblanadi.

Iqtisodiyotni davlat tomonidan tartibga solish mexanizmidagi makroiqtisodiy barqarorlashtirish chora-tadbirlari ham muhim o'rin tutadi. Ma'lumki, bozor iqtisodiyoti sharoitida ishbilarmonlik faolligi o'zgarib turadi, iqtisodiy o'sish uning pasayishi bilan almashinib turadi. Uning oqibatida firmalarning sinishi va ishsizlarning ko'payishi ortadi, aholi turmush darajasi pasayadi, ular ko'p qiynchiliklarni boshdan kechiradilar. Makroiqtisodiy barqarorlikni ta'minlash mexanizmi yordamida iqtisodiy o'sish tsiklidan tanglikka (pasayishga) o'tishdagi salbiy oqibatlarni cheklash, shuningdek, tanglikdan iqtisodiy o'sish sari o'tish imkoniyatlari vujudga keladi.

Shunday qilib, iqtisodiyotni tartibga solishning davlat mexanizmi Jamiyatning ijtimoiy-iqtisodiy taraqqiyotiga ta'sir ko'rsatuvchi va ko'maklashuvchi chora- tadbirlar tizimidan iborat degan xulosa qilish mumkin.

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TIJORAT BANKLARIDA MUAMMOLI KREDITLARNI BOSHQARISH AMALIYOTINI TAKOMILLASHTIRISH

Saidov Xayotjon Raxmatulloevich

Denov tadbirkorlik va pedagogika instituti Moliya va bank ishi kafedrasida stajior o'qituvchisi

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Annotatsiya. Ushbu maqolada tijorat banklar tomonidan kredit berish yanada kengiyib bormoqda. Ular davr taraqqiyoti bilan shahdam qadam tashlash maqsadida hamda raqobat kurashiga bardosh bera olishda o'z xizmat turlarini ko'paytirishlari va rivojlantirishlari shart. Bu o'z navbatida tijorat banklari xususiy kapitalining milliy va halqaro standartlar darajasiga yaqinlashtirish bo'yicha ilmiy hamda amaliy ahamiyatga ega bo'lgan tadqiqotlar olib borilishini taqazo etmoqda. Kredit operatsiyalarini amalga oshirishda muammoli kreditlarning yuzaga kelishi, ularning buxgalteriya hisobini xalqaro standartlari talablari asosida tartibga solishni zaruriyat qilib qo'ymoqda. O'zbekiston Respublikasida faoliyat olib borayotgan tijorat banklarida kredit monitoringgi va muammoli kreditlar haqida bo'lib, unda bugungi kundagi tijorat banklari kredit portfeli monitoringidagi kamchiliklar, yutuqlar va xorij tajribasini qo'llashda qaysi jihatlari mamlakatimiz iqtisodiy muhiti uchun munosib ekanligi haqida qisqacha fikr bildirilgan.

Kalit so'zlar: Kredit monitoringgi, kredit riski, kredit portfeli, muammoli kreditlar (NPL).

IMPROVING PROBLEM LOAN MANAGEMENT PRACTICES IN COMMERCIAL BANKS

Abstract. In this article, lending by commercial banks is expanding. They must increase and develop their services in order to keep pace with the development of the times and to be able to withstand the competition. This, in turn, requires carrying out studies of scientific and practical importance on bringing the private capital of commercial banks closer to the level of national and international standards. The emergence of problem loans in the implementation of credit operations makes it necessary to regulate their accounting based on the requirements of international standards. It is about credit monitoring and problem loans in the commercial banks operating in the Republic of Uzbekistan, it briefly describes the shortcomings, achievements and foreign experience in the monitoring of the credit portfolio of commercial banks today, which aspects are suitable for the economic environment of our country.

Key words: Credit monitoring, credit risk, credit portfolio, non-performing loans (NPL).

СОВЕРШЕНСТВОВАНИЕ ПРАКТИКИ УПРАВЛЕНИЯ ПРОБЛЕМНЫМИ КРЕДИТАМИ В КОММЕРЧЕСКИХ БАНКАХ

Аннотация. В данной статье расширяется кредитование коммерческих банков. Они должны увеличивать и развивать свои услуги, чтобы идти в ногу с развитием времени и выдерживать конкуренцию. Это, в свою очередь, требует проведения исследований научного и практического значения по приближению частного капитала коммерческих банков к уровню национальных и международных стандартов. Появление проблемных кредитов при осуществлении кредитных

операций обуславливает необходимость регулирования их учета с учетом требований международных стандартов. Речь идет о кредитном мониторинге и проблемных кредитах в коммерческих банках, действующих в Республике Узбекистан, кратко описаны недостатки, достижения и зарубежный опыт мониторинга кредитного портфеля коммерческих банков на сегодняшний день, какие аспекты подходят для экономической среды Узбекистана. наша страна.

Ключевые слова: *Кредитный мониторинг, кредитный риск, кредитный портфель, проблемные кредиты (NPL).*

Muammoli kreditlar(NPL) - bu qarz oluvchi belgilangan muddat davomida rejalashtirilgan to'lovlarni amalga oshirmaganligi sababli to'lanmagan kredit. Ishlamaydigan holatning aniq elementlari kreditning muayyan shartlariga qarab farq qilishi mumkin bo'lsa-da, "to'lovsiz" odatda asosiy qarz yoki foizlarning nol to'lovlari sifatida aniqlanadi.

Belgilangan muddat sanoat va kredit turiga qarab ham farq qiladi. Biroq, odatda, muddat 90 kun yoki 180 kun. Muammoli kreditlar (NPL) - bu qarz oluvchi majburiyatni bajarmagan va ma'lum vaqt davomida asosiy qarz yoki foizlarni rejalashtirilgan to'lovlarni amalga oshirmagan kredit. Bank sohasida, agar qarz oluvchi 90 kun o'tgan bo'lsa, tijorat kreditlari muammoli hisoblanadi. Xalqaro Valyuta Jamg'armasi, agar kelajakdagi to'lovlar bilan bog'liq yuqori noaniqlik mavjud bo'lsa, muddati 90 kundan kamroq muddat o'tgan kreditlarni muammoli deb hisoblaydi. Biroq, NPLlarning standarti yoki ta'rifi yo'q. Ba'zi banklar kapitalni bo'shatish va/yoki daromad keltiradigan kreditlarni bajarishga e'tibor qaratish uchun boshqa banklar yoki investorlarga NPL sotishni afzal ko'radilar.

Muammoli kredit (NPL) defolt yoki defoltga yaqin deb hisoblanadi. Kredit to'lanmagan bo'lsa, qarzdor uni to'liq to'lash ehtimoli ancha past bo'ladi. Agar qarzdor NPL bo'yicha to'lovlarni qaytadan boshlasa, qarzdor o'tkazib yuborilgan barcha to'lovlarni uddalamagan bo'lsa ham, u qayta ishlaydigan kreditga (RPL) aylanadi. Bank sohasida, agar qarzdor 90 kun ichida foizlar yoki asosiy qarzni nol to'lagan bo'lsa yoki muddati 90 kun o'tgan bo'lsa, tijorat kreditlari muammoli deb hisoblanadi. Iste'mol krediti uchun muddati 180 kun o'tgan bo'lsa, uni NPL sifatida tasniflaydi. Agar asosiy qarz yoki foizlar to'lanmagan yoki o'tkazib yuborilgan bo'lsa, kredit kechiktirilgan hisoblanadi. Qarz beruvchi kredit shartnomasini buzilgan deb hisoblasa va qarzdor o'z majburiyatlarini bajara olmagan hisoblanadi.

Muammoli kreditlar turlari (NPL) qarz bir necha usul bilan muammoli kredit holatiga tushishi mumkin. NPLlarga misollar quyidagilarni o'z ichiga oladi:

- 90 kunlik foizlar kapitallashtirilgan, qayta moliyalashtirilgan yoki kelishuv hamda dastlabki shartnomaga kiritilgan o'zgartirish tufayli kechiktirilgan kredit.
- To'lovlar 90 kundan kam kechikkan kredit, lekin qarz beruvchi endi qarzdor kelajakda to'lovlarni amalga oshirishiga ishonmaydi.
- Asosiy qarzni to'lash muddati tugagan, ammo kreditning bir qismi to'lanmaganligicha qolgan kredit.

Kreditni boshqarishning asosiy qismi bu muammoli kreditlarni erta aniqlash va faol boshqarish, kreditorni nomaqbul tavakkalchilikdan himoya qilish. Muammoli kreditlarni o'z

balansida olib borish kreditorlarning pul oqimini qisqartirishi, byudjetni buzishi va daromadlarni kamaytirishi mumkin. Bunday yo'qotishlarni qoplash kreditorlarning keyingi kreditlar uchun mavjud bo'lgan kapitalini kamaytirishi mumkin.

Tijorat banklar tomonidan kredit berish yanada kengiyib bormoqda. Ular davr taraqqiyoti bilan shahdam qadam tashlash maqsadida hamda raqobat kurashiga bardosh bera olishda o'z hizmat turlarini ko'paytirishlari va rivojlantirishlari shart. Bu o'z navbatida tijorat banklari xususiy kapitalining milliy va halqaro standartlar darajasiga yaqinlashtirish bo'yicha ilmiy hamda amaliy ahamiyatga ega bo'lgan tadqiqotlar olib borilishini taqazo etmoqda. Shuningdek, tijorat banklari nafaqat sub'ektlarni kreditlash balki, ushbu resurslardan kutiladigan natijani buxgalteriya hisobi orqali nazorat qilishni taqozo etadi. Shuningdek, kredit operatsiyalarini amalga oshirishda muammoli kreditlarning yuzaga kelishi, ularning buxgalteriya hisobini xalqaro standartlari talablari asosida tartibga solishni zaruriyat qilib qo'yimoqda. Ushbu zaruriyatdan kelib chiqib, tijorat banklarida kreditlar bo'yicha to'lash va ehtimoliy yo'qotishlar zahiralari jarayolari hisobini takomillashtirish dolzarb masalalardan biri hisoblanadi.

Hozirgi kunda xar bir tijorat banki o'zining kredit siyosatini ishlab chiqib, kredit munosabatlarini ushbu siyosat orqali yuritadilar Markaziy bank esa kreditlash bo'yicha umumiy ko'rsatmalar beradi. Shu o'rinda kredit liniyalari haqida to'xtalib o'tsak. Xorijiy bank amaliyotida kreditlashning ikki usuli ma'lum. Birinchi usulning ahamiyati har bir individual tartibda ko'rib chiqilishidadir. Kredit ma'lum maqsaddagi mablag' ehtiyojini qondirishga beriladi. Ushbu usul aniq muddatga kredit ajratishda qo'llaniladi. Ikkinchi usulda kredit bank tomonidan qarz oluvchiga oldindan belgilab qo'yilgan kredit limiti bo'yicha beriladi, bunda qarz oluvchi unga qo'yilgan to'lov hujjatini o'z vaqtida to'lash majburiyatini oladi. Kreditlashning ushbu shakli kredit liniyasi deb ataladi. Ochilgan kredit liniyasi kredit hisobiga barcha hisob-kitob pul hujjatlarini bank va mijoz o'ptasidagi shartnomaga asosan to'lash 1 yilga ochiladi, ammo kredit liniyasi undan qisqa muddatga ham ochilishi mumkin. Kredit liniyasi muddati davomida mijoz bank bilan qo'shimcha kelishuvni istagan vaqtida kredit olishi mumkin. Ammo bank qarz oluvchining moliyaviy holatini zaiflashganini aniqlasa, mijozga belgilangan limit chegarasida kredit berishdan bosh tortishi mumkin. Kredit liniyasi, odatda, moliyaviy barqaror va e'tiborli mijozlarga ochiladi. Mijoz iltimosiga binoan kreditlash limiti qayta ko'rib chiqilishi mumkin. Kredit liniyasi - bank yoki boshqa kredit tashkilotining qaroluvchiga ma'lum davr mobaynida kelishilgan limit doirasida huquqiy jihatdan rasmiylashtirilgan kredit berish majburiyatidir. Kredit liniyasining ochilishi kreditor va qarzdorning uzoq muddat davomidagi xamkorligini anglatadi. Shu o'rinda xalqaro kredit liniyasiga ta'rif berib o'tsak: xalqaro kredit liniyasi bu xalqaro miqiyosda qarz oluvchiga ma'lum davr mobaynida kelishilgan limit doirasida huquqiy jihatdan rasmiylashtirilgan kredit berish majburiyatidir.

Hozirgi kunda mamlakatimizda iqtisodiyot tarmoqlarini jadal rivojlantirishni ta'minlashga qaratilgan investitsiya loyihalarini samarali va o'z vaqtida amalga oshirish maqsadida xalqaro moliya institutlari va donor mamlakatlar mablag'larini faol jalb etish bo'yicha izchil chora-tadbirlar amalga oshirilmoqda. Shundan kelib chiqqan holda, mazkur chora-tadbirlar doirasida «iqtisodiy jihatdan asoslantirilgan investitsiya loyihalarini ularning moliyalashtirish manbalari aniq belgilangan holda samarali amalga oshirilishini ta'minlaydigan, shuningdek, ularni amalga oshirish bo'yicha mablag'larning nooqilona sarflanishini istisno

etadigan, mamlakatni rivojlantirish davlat dasturlarini shakllantirish va moliyalashtirishning sifat jihatdan yangi tartibi joriy etildi». Yaqin o'rta muddatli istiqbolda korxonalarni modernizatsiyalash bo'yicha kutilayotgan ehtiyojlar hamda O'zbekiston iqtisodiyotining moliyaviy imkoniyatlaridan kelib chiqib, aytish mumkinki, yaqin yillarda bank tizimi jami kredit portfelida investitsion kreditlarning yanada o'sishini kutish mumkin. Bu esa, tijorat banklarining investitsion loyihalarni moliyalashda bank risklarini boshqarish zaruratini yuzaga keltiradi va dolzarbligini oshiradi. Alohida ta'kidlash o'rinliki, investitsion loyihalarni moliyalashtirish bankning yuqori riskli faoliyati hisoblanib, bu turdagi risklarni boshqarish murakkab va ko'p pog'onali jarayon hisoblanadi. Shundan kelib chiqib, investitsion loyihalarni moliyalashtirish bilan shug'ullanuvchi tijorat banklari riskni boshqarish maqsadida risk-menejment jarayoniga ko'maklashuvchi o'ziga xos modellarni shakllantirishlari muhim ahamiyat kasb etadi. Bank investitsiya faoliyatiga o'z mablag'lari bilan birga, tashqaridan moliyalashtirish manbalarini jalb etish bo'yicha chora-tadbirlar ishlab chiqishi kerak. Odatda, har qanday investitsion tadbirkorlik muayyan maqsadga yo'naltirilgan, mukammal darajada yaratilgan investitsiya g'oyasiga asoslanadi. Mukammal darajada shakllantirilgan va asoslangan investitsiya g'oyasi investitsiya loyihasining qaror topishiga olib keladi.

Kredit liniyasi bir yildan oshmagan xar qanday muddatga to'lov hujjatlarini to'lash uchun beriladi, u qayta tiklanadigan va tiklanmaydigan bo'lishi mumkin. Bunda limit tugagandan so'ng bank va qarzdor o'rtasidagi munosabat o'z payoniga etadi. Ushbu berilgan ta'riflardan ko'rinib turibdiki kredit liniyasida qarz berish muddatlari turlicha T.Kosterinaning fikricha kredit liniyasi qisqa muddatga ochiladi, O.Lavrushinning fikricha muddat ahamiyatga ega emas bo'lib, asosiy e'tibor kreditning maqsimal miqdoriga karatiladi. Bulardan xulosa qilgan holda xalqaro kredit liniyasiga quyidagicha ta'rif bersak maqsadga muvofiq bo'ladi: xalqaro kredit liniyasi xalqaro moliya institutlari tomonidan qarz oluvchilarga ma'lum bir muddatga kredit limiti doirasida kredit berish majburiyatini anglatadi. Davom ettiriladigan va ettirilmaydigan kredit liniyalari o'zaro farqlanadi. Davom ettirilmaydigan kredit liniyasi ochilib ssuda berilgan va qaytarilgandan keyin mijoz va bank o'rtasidagi aloqalar tugatiladi. Davomlashtiriladigan kredit liniyasida kredit belgilangan limit asosida avtomatik ravishda beriladi va qaytariladi. Agar, bank tomonidan mijozga kredit liniyasi ma'lum tovarlarga bir shartnoma bo'yicha bir yil ichida pul to'lash uchun ochilgan bo'lsa, kredit liniyasi maqsadli bo'ladi.

Xulosa qiladigan bo'lsak O'zbekistonda "substandart", "qoniqarsiz", "shubhali" va "umidsiz" sifatida tasniflangan aktivlar bo'yicha ehtimoliy zararlarni qoplashga mo'ljallangan zaxiralar ajratiladi. Ular majburiy zaxiralar hisoblanadi. Bank ustav kapitali miqdori 100,0 mlrd so'mdan kam bo'lmasligi kerak. O'zbekiston Respublikasi Markaziy banki banklardan ularning faoliyatiga xos tavakkalchilik, iqtisodiy shart-sharoit va moliyaviy ahvolidan kelib chiqib, kapital monandligining yanada yuqori koeffitsiyenti ta'minlanishini talab qilishi mumkin. Bunday tavakkalchiliklar muammoli kreditlarning katta hajmi, sof zararlar, aktivlarning yuqori darajada o'sishi, foiz stavkalari bo'yicha yuqori darajali tavakkalchilikning yuzaga kelishi yoki tavakkalchilikka asoslangan faoliyatga jalb qilinish kabilarni o'z ichiga oladi, biroq ular bilan cheklanib qolmaydi.

Kreditlarni monitoring qilishda muammoli kreditlarni yuzaga kelishini oldini olish zarur. AQSH tajribasiga ko'ra muammoli kreditlarni bartaraf qilish va muammoli kreditlarni default ko'rinishga yetib bormasligini ta'minlash maqsadida muammoli kreditlarni yopish uchun berilgan foizga 2 % qo'shib kreditni yopish uchun yangi kredit liniyasini chib beradi. Bunda albatta tadbirkorning moliyaviy holati o'rganiladi.

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МАКТАБДА БАДИЙ ГИМНАСТИКА МАШГУЛОТЛАРИНИ ТАШКИЛ ҚИЛИШ ВА УТКАЗИШ

Абдуллаев Темурбек Улугбекович

Туркистон янги инновациялар университети магистранти

timur17o7abdullayev@gmail.com

Telefon: +998(93) 083 98 24

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Аннотация. Ушбу мақолада мактаб ёшдаги болаларнинг гимнастика шугулланувчиларнинг барча орган ва тизимларини гармоник ривожлантиришга, уларнинг соғлигини яхшилашга, ҳаётий фаолиятини оширишга ва мактаб уқувчиларида тугри қомат ва ҳаракат функцияларини шакллантириш, биологик омил ва мактаб усмирларининг ёш хусусиятлари ҳақида маълумотлар берилган.

Калит сўзлар: Гимнастика, бадий гимнастика, жисмоний ривожланиш, гармоник ривожлантириш, акселерация, педагогик омил.

ORGANIZING AND CONDUCTING RHYTHMIC GYMNASTICS CLASSES AT SCHOOL

Abstract. This article provides information about the harmonious development of all organs and systems of school-aged children who practice gymnastics, improving their health, increasing their vital activity, and forming proper stature and movement functions in schoolchildren, biological factors and young characteristics of schoolchildren.

Key words: Gymnastics, rhythmic gymnastics, physical development, harmonic development, acceleration, pedagogical factor.

ОРГАНИЗАЦИЯ И ПРОВЕДЕНИЕ ЗАНЯТИЙ ПО ХУДОЖЕСТВЕННОЙ ГИМНАСТИКЕ В ШКОЛЕ.

Аннотация. В статье представлены сведения о гармоничном развитии всех органов и систем детей школьного возраста, занимающихся гимнастикой, укреплении их здоровья, повышении жизнедеятельности, формировании правильного роста и двигательных функций у школьников, биологических факторах и юношеских особенностях школьников.

Ключевые слова: Гимнастика, художественная гимнастика, физическое развитие, гармоническое развитие, акселерация, педагогический фактор.

Мактабда жисмоний тарбия турли воситалар орқали амалга оширилади. Бу воситаларнинг энг муҳимларидан бири асосий гимнастика ҳисобланади. Бу асосий гимнастикага хос-хусусиятлар билан изоҳланадики, бу хусусиятлар гимнастикани ҳамма ёшдаги болаларнинг жисмоний тарбияси учун мос ва самарали воситага айлантиради. Асосий гимнастика шугулланувчиларнинг барча орган ва тизимларини гармоник ривожлантиришга, уларнинг соғлигини яхшилашга, ҳаётий фаолиятини оширишга ва мактаб уқувчиларида тугри қомат ва ҳаракат функцияларини шакллантиришга қаратилган.

Уқувчилар жисмоний тарбия вазифаларини муваффақиятли ҳал қилиш учун, улардаги ҳаракат фаолиятининг ривожланиш шароитини ҳар томонлама урганиш зарур. Одамнинг ҳаракат функцияси биологик ва педагогик омиллар таъсирида шаклланади. Биологик омил болалар ва усмирларнинг ёш хусусиятлари билан боғлиқ булади ва уларнинг ҳаракат функциясига анча таъсир курсатади. Болаларда ҳаракат анализатори бир неча

Йиллар давомида такомиллашиб боради. етти ёш ривожланишда бурилиш даври-эркин харакатларнинг шакллана бошлаш ва марказий нерв системасида координация механизмларининг такомиллашиш даври шисобланади. Етти ёшдан ун турт ёшгача булган болаларда харакат анализаторининг фаол ривожланиши содир булади, 13-14 ёшга келиб, харакат анализатори ривожланишининг энг юқори даражасига кутарилади. Физиологик маълумотлар болаларнинг ёши улгайиши билан катта ярим шарлар қобигининг функцияси ва айниқса дифференцияли тормозланиш (турли харакатлараро ухшашлик ва тафовутни ажрата олиш қобилияти) тез ривожланишини тасдиқлайди. Катта ярим шарлар қобигининг функцияси 13-14 ёшдаги усмирларда 8-9 ва 10-12 ёшдаги болаларга нисбатан яхшироқ ривожланган булади. Нерв-мускул аппарати морфологиясини оурганувчилар 8-15 ёшда барча суяк-муску қисмлари ва периферик нерв учлари жадал усади. Марказий нерв тизими ва нерв-мускул аппаратининг функционал имкониятлари ошади, мускулларнинг огирлиги ва хажми ошади, нисбий кучнинг ута ошиши кузатилганини таъкидлайдилар.

Биологик етуклик паспорт ёшига тугри келмайди. Тенгқур усмирлар хар хил жинсий етуклик даражасида булиши мумкин. Бу фарқ 1-1,5 йил булиши мумкин, жинсий етуклик еса 12 дан 15 ёшгача давом етади. Бу давр усмирларнинг харакат фаолиятига анча таъсир қилади, чунончи, бунда харакат координациясининг бузилиши кузатилади, иш қобилияти сустлашади.

Акселерация хам харакат функциясининг шаклланишига таъсир курсатади. Тана қисмларининг тез усиши жисмоний ривожланишига ва координация фаолиятига катта таъсир курсатади. Болалар ва усмирлар харакат функцияларини шакллантиришда биологик омилларни хисобга олиш зарур. Бироқ, харакат етуклиги ёшга боглиқ тарзда уз-узидан пайдо булмайди, албатта. У атроф-мухит таъсири хамда харакат фаолиятининг режими билан узаъро чамбарчас алоқада ривожланади ва такомиллашади. Демак, харакат функциясини шакллантириш ва такомиллаштиришга педагогик омилнинг асосий томонларини амалга ошириш орқали эришиш мумкин. Педагогик омилнинг биринчи таркибий қисми харакат фаолиятига ургатишдир. Болалар ва усмирларнинг харакат функцияси харакат фаолияти орқали содир булади, харакат фаолияти еса, харакатларни бажариш билан, шартли рефлектор боғланишларнинг (жамгарма) га боглиқ булади. Одатда, шартли рефлектор боғланишлари қанчалик куп булса, бу боғланишлар қанчалик турли-туман булса, унда янги харакат турлари шунчалик тез ва осон шаклланади. Уқувчиларни асосий гимнастиканинг турли-туман машқларидан фойдаланиб, янада кенгроқ укув машгулоти орқали ургатиш харакат функциясининг шаклланишига ёрдам беради. Иккинчи таркибий қисми-жисмоний сифатларнинг ривожланганлик даражаси. Жисмоний сифатлар қанчалик яхши ривожланган булса, харакат малакаси, шунга кура харакат функцияси шунчалик муваффақиятли шаклланади. Болаларда хамма жисмоний сифатларни бир текис ривожлантириб, 7-10 ёшда якка харакатлар тезлиги; егилувчанлик ва чакқонликни ривожлантиришга, 11-13 ёшда тезкор кучни, 15-16 ёшда максимал кучни ва чидамлиликни ривожлантирига купроқ этибор бериш керак.

Харакат функциясини шакллантиришда (энг мухим) учинчи таркибий қисм харакатларни вақт бирлигида фазода ва мускул зур беришининг даражасига қараб хис қила билишни урганишдан иборат. Харакат аниқлиги ва координацияси яхши ривожланган мускул сезгиси орқали таъминланади. Бу еса харакат анализатори фаолиятининг

натижасидир. Харакат анализаторининг фаолиятини фақат жисмоний машқлар ёрдамида махсус машқ қилиш орқали такомиллаштириш мумкин. Бундай қобилиятни тарбиялаш учун, тананинг айрим қисмлари билан оддий шамда мураккаб ҳаракатлар қилишдан юриш, югуриш, сакраш, улоқтириш, мувозанат сақлаш машқлари, тирмашиб чиқиш, акробатика машқларидан фойдаланилади. Шугулланувчилар бу машқларни бажараётганда узларининг фазо тугрисидаги ва ҳаракат фаолиятини бажариш учун сарфлайдиган вақт тугрисидаги субъектив хисларини ўқитувчидан оладиган маълумотларга таққослаб куришлари керак. Ҳаракат фаолиятини жараёнида вақт, фазо ва мускул зур беришининг даражаси ҳақида тез ва бевосита маълумотлар бериб туриш шугулланувчиларда бу параметрларнинг турлича, ҳажмига нисбатан хиссиётини таркиб топишига ёрдамлашади, бу еса ҳаракатларни бошқариш учун жуда муҳимдир.

Гимнастика машқларини муваффақиятли ўзлаштириш шартлари ва усуллари.

Биринчи шарт. Гимнастика машқлари ўргатишни муваффақиятли ташкил этишнинг биринчи шarti — ўқувчининг тайёрлик даражасини аниқ баҳолашдир. Бунда ўқувчининг потенциал имкониятлари қуйидаги кўрсаткичларга биноан баҳоланади:

ҳаракат тайёргарлиги (ўзлаштирган ҳаракатларининг ҳажми ва характери, ҳаракатларни ўрганишдаги типик қийинчиликлар, ўқувчида янги ҳаракатлардагига ўхшаш ҳаракат тажрибасининг мавжудлиги;

-жисмоний тайёргарлиги (янги ҳаракатни ўрганиб олишда ҳал қилувчи аҳамиятга эга бўлган хислатларнинг камолот даражаси);

Психик хислатларининг (ўқувчиларнинг дадиллиги, қатъийлиги, узоқ вақт давом этадиган асабий зўр беришларга реакцияси ва бошқа шахсий хислатларининг) қай даража ривож топгани.

Ўқувчининг қобилиятини баҳолаш характери айни чоқда қандай машқ ўрганаётганлигига боғлиқ. Гимнастика машқлари эса ниҳоятда хилма-хил, шунинг учун янги ҳаракат ўрганилаётгандаги ҳар бир конкрет ҳолда ўқувчининг имкониятларини аниқлаш ўзгариб туриши мумкин.

Иккинчи шарт—ўргатиш дастурсини ҳаракат тузилишини таҳлил қилиш ва ўқувчининг индивидуал хусусиятларини билиш асосида тузиш. Ўқитиш дастурси алгоритмик топшириқ, чизиқли ёки тармоқли дастур тарзида ёзилади. Гимнастика машқларининг техникаси мураккаблаша борган сари ўргатиш дастурларининг самарадорлиги ҳам орта боради.

Учинчи шарт — машқни ўзлаштириш жараёнини моҳирлик билан бошқариш. Буни ўқитувчи ўқувчи фаолиятини таҳлил қилиш ҳамда аниқлик киритадиган командалар ва назораттопшириқларни танлаш асосида амалга оширади.

Тўртинчи шарт — тегишли шароит ва ўқув воситаларининг мавжуд бўлиши. Бунга қуйидаги: машғулот жойи (синф хонаси, зал, майдонча), асосий ва ёрдамчи снарядлар, методик ўқув воситалари (жадваллар, расмлар, кинограммалар, одам гавдасининг моделлари, таълим техникасини ва методикаси юзасидан тузилган методик режалар ва ҳоказо), техникавий таъминлаш воситалари кино ва фотоаппаратлар, ўлчов қурилмалари ва гониометр, динамометр ва ҳоказо типдаги асбоблар, магнитофонлар, видеомагнитофонлар, диктофонлар ва ҳоказолар кириди.

Мазкур ўргатиш методлари ўқувчиларга машқ ҳақида ахборот олиш ва ўрганилаётган ҳаракат техникаси асосларини билиб олиш имконини беради. ундан ташқари, улар ҳаракат тузилиши тўғрисидаги тасаввур аниқлашуви ва аниқлашувига, шуниингдек рўй бериши мумкин бўлган хатоларни тузатишга ёрдам беради.

Учинчи гуруҳ ўргатиш методларига қуйидагилар киради:

стандарт машқ методи бу метод трснировка машғулоти шароитида ҳаракат кўникмасини мустаҳкамлаш мақсадида ҳаракатни мустақил бажариш билан характерланадн; ўзгарувчан машқ методи, у қуйидаги қийинлаштирилган шароитлар билан боғлиқ бўлади: адаштирувчи сигналлар (шовқин, бегона товушлар ва ҳоказолар), атрофдаги шароитнинг ўзгариши (снарядларнинг одатдагидан бошқача қўйилиши, ёритишни ўзгартириш ва ҳоказолар), маълум топшириқни бажариш ҳақида кутилмаган кўрсатма берилиши, машқнинг комбинациядаги жойи ўзгариб қолиши машқни чарчаган ёки ортиқча ҳаяжонланиб туриб бажариш;

ўргатишнинг ўйин ва мусобақа мтоди ўқувчиларнинг ўзаро рақобат қилишини ёки ҳаракатдан муайян натижага эришиш учун масъулият сезишни назарда тутди. Мазкур ўргатиш методлари ҳаракат кўникмалари барқарорлигига эришиш имкониятини беради. Тўртинчи гуруҳ ўргатиш методлари янги ҳаракатни

ўргатишнинг тўғри тактикасини ва ўқув жараёнини ташкил қилишнинг самарали формасини танлаб олиш имкониятини берадиган дастурлаш методларидан иборатдир. Машқни ўргатиш жараёнини алгоритмлаш дастурлаштиришнинг турларидан биридир.

Алгоритмик типдаги топшириқлар ўқув материални қисмларга (дозалар, порциялар ёки ўқув вазифаларига) бўлишни ва ана шу қисм вазифаларни шуғулланувчиларга қатъиян аниқ тартибда бирин-кетин ўргатишни назарда тутди. Ўқув вазифаларининг биринчи серияси ўрганиб бўлингандан кейингина иккинчи серияга ўтиш ҳукуқи берилади. Топшириқларни тузишга қуйидаги талаблар қўйилдн:

1) топшириқлар ёки ўқув материалнинг қисмлари ҳар бир фаолият характерини аниқ кўрсатиши, уларни танлашда тасодифга йўл қўймаслиги ва у қимларга мўлжалланган бўлса, шуларга тушунарли бўлиши керак;2) алгоритмик типдаги топшириқлар битта ҳаракат фаолияти учун ҳам, структура жиҳатидан ўхшаш ҳаракатлар серияси учун ҳам тузилиши мумкин;

3) ўқув вазифаларининг ҳаммаси бир-бири билан боғлиқ ҳамда мураккаблашиб бориши жиҳатидан изчил бўлиши керак.

Топшириққа биноан ўқув материали қисмларини ўрганиш тартиби улар орасидаги алоқадорликка қараб белгиланади.

Алгоритмик типдаги топшириқнинг ҳар бир вазифалар серияси муайян мақсадни ҳал қилишга қаратилган бўлади.

Чунончи, ўрганиладиган ҳаракат фаолиятини муваффақият билан бажариш учун зарур жисмоний хислатларни ривожлантирадиган машқлар, ўқув вазифаларининг биринчи сериясида бўлиши керак.

Ўқув вазифаларининг учинчи серияси асосий ҳаракатлар бажарилишини назарда тутди, Масалан, брусларда қўлларга таяниб туриб олдинга силтаниб кўтарилишни ўзлаштириш учун ўқувчи силтаниб туришни ва олдинга қараб зарур бўлган баландликка силтанишни бажара билиши керак.

Харакат фаолиятини онгли бошқариш сезги органларининг ривожланиши билан чамбарчас боғлиқдир, чунки сезги органлари орқали ташқи дунё хис қилинади. “Эшитиш, куриш ва бошқа сезгилар қанчалик кам ривожланган булса, -деб ёзган еди в.в. Гориневский, - одамнинг фаолияти шунчалик чегараланган ва у шунчалик кам ривожланган булади”. Махсус текширишлар уз харакатларини фазода вақт бирлигида ва мускул зур бериши даражасини хис қилишни узлаштириб олган болалар турли харакат фаолиятларини бунга ургатилмаган болаларга нисбатан муваффақиятлироқ бажарадилар.

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TIJORAT BANKLARIDA MUAMMOLI KREDITLARNI BOSHQARISH AMALIYOTINI TAKOMILLASHTIRISH

Saidov Xayotjon Raxmatulloyevich

Denov tadbirkorlik va pedagogika institute Moliya va bank ishi kafedrası stajior
o'qituvchisi

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Annotatsiya. Ushbu maqolada tijorat banklar tomonidan kredit berish yanada kengiyib bormoqda. Ular davr taraqqiyoti bilan shahdam qadam tashlash maqsadida hamda raqobat kurashiga bardosh bera olishda o'z hizmat turlarini ko'paytirishlari va rivojlantirishlari shart. Bu o'z navbatida tijorat banklari xususiy kapitalining milliy va halqaro standartlar darajasiga yaqinlashtirish bo'yicha ilmiy hamda amaliy ahamiyatga ega bo'lgan tadqiqotlar olib borilishini taqazo etmoqda. Kredit operatsiyalarini amalga oshirishda muammoli kreditlarning yuzaga kelishi, ularning buxgalteriya hisobini xalqaro standartlari talablari asosida tartibga solishni zaruriyat qilib qo'ymoqda. O'zbekiston Respublikasida faoliyatolib borayotgan tijorat banklarida kredit monitoringgi va muammoli kreditlar haqida bo'lib, unda bugungi kundagi tijorat banklari kredit portfeli monitoringgidagi kamchiliklar, yutuqlar va xorij tajribasini qo'llashda qaysi jihatlari mamlakatimiz iqtisodiy muhiti uchun munosib ekanligi haqida qisqacha fikr bildirilgan.

Kalit so'zlar: Kredit monitoringgi, kredit riski, kredit portfeli, muammoli kreditlar (NPL).

IMPROVING PROBLEM LOAN MANAGEMENT PRACTICES IN COMMERCIAL BANKS

Abstract. In this article, lending by commercial banks is expanding. They must increase and develop their services in order to keep pace with the development of the times and to be able to withstand the competition. This, in turn, requires carrying out studies of scientific and practical importance on bringing the private capital of commercial banks closer to the level of national and international standards. The emergence of problem loans in the implementation of credit operations makes it necessary to regulate their accounting based on the requirements of international standards. It is about credit monitoring and problem loans in the commercial banks operating in the Republic of Uzbekistan, it briefly describes the shortcomings, achievements and foreign experience in the monitoring of the credit portfolio of commercial banks today, which aspects are suitable for the economic environment of our country.

Key words: Credit monitoring, credit risk, credit portfolio, non-performing loans (NPL).

СОВЕРШЕНСТВОВАНИЕ ПРАКТИКИ УПРАВЛЕНИЯ ПРОБЛЕМНЫМИ КРЕДИТАМИ В КОММЕРЧЕСКИХ БАНКАХ

Аннотация. В данной статье расширяется кредитование коммерческих банков. Они должны увеличивать и развивать свои услуги, чтобы идти в ногу с развитием времени и выдерживать конкуренцию. Это, в свою очередь, требует проведения исследований научного и практического значения по приближению частного капитала коммерческих банков к уровню национальных и международных стандартов. Появление проблемных кредитов при осуществлении кредитных операций обуславливает необходимость регулирования их учета с учетом требований международных стандартов. Речь идет о кредитном мониторинге и проблемных кредитах в коммерческих банках, действующих в Республике Узбекистан, кратко описаны недостатки, достижения и зарубежный опыт мониторинга кредитного портфеля коммерческих банков на сегодняшний день, какие аспекты подходят для экономической среды Узбекистана. наша страна.

Ключевые слова: *Кредитный мониторинг, кредитный риск, кредитный портфель, проблемные кредиты (NPL).*

Muammoli kreditlar (NPL) - bu qarz oluvchi belgilangan muddat davomida rejalashtirilgan to'lovlarni amalga oshirmaganligi sababli to'lanmagan kredit. Ishlamaydigan holatning aniq elementlari kreditning muayyan shartlariga qarab farq qilishi mumkin bo'lsa-da, "to'lovsiz" odatda asosiy qarz yoki foizlarning nol to'lovlari sifatida aniqlanadi.

Belgilangan muddat sanoat va kredit turiga qarab ham farq qiladi. Biroq, odatda, muddat 90 kun yoki 180 kun. Muammoli kreditlar (NPL) - bu qarz oluvchi majburiyatni bajarmagan va ma'lum vaqt davomida asosiy qarz yoki foizlarni rejalashtirilgan to'lovlarni amalga oshirmagan kredit. Bank sohasida, agar qarz oluvchi 90 kun o'tgan bo'lsa, tijorat kreditlari muammoli hisoblanadi. Xalqaro Valyuta Jamg'armasi, agar kelajakdagi to'lovlar bilan bog'liq yuqori noaniqlik mavjud bo'lsa, muddati 90 kundan kamroq muddat o'tgan kreditlarni muammoli deb hisoblaydi. Biroq, NPLlarning standarti yoki ta'rifi yo'q. Ba'zi banklar kapitalni bo'shatish va/yoki daromad keltiradigan kreditlarni bajarishga e'tibor qaratish uchun boshqa banklar yoki investorlarga NPL sotishni afzal ko'radilar.

Muammoli kredit (NPL) defolt yoki defoltga yaqin deb hisoblanadi. Kredit to'lanmagan bo'lsa, qarzdor unito'liq to'lash ehtimoliancha pastbo'ladi. Agar qarzdor NPL bo'yicha to'lovlarni qaytadan boshlasa, qarzdor o'tkazib yuborilgan barcha to'lovlarni uddalamagan bo'lsa ham, u qayta ishlaydigan kreditga (RPL) aylanadi. Bank sohasida, agar qarzdor 90 kun ichida foizlar yokiasosiyqarzninol to'lagan bo'lsa yoki muddati 90 kun o'tgan bo'lsa, tijorat kreditlari muammoli deb hisoblanadi. Iste'mol krediti uchun muddati 180 kun o'tgan bo'lsa, uni NPL sifatida tasniflaydi. Agar asosiy qarz yoki foizlar to'lanmagan yoki o'tkazib yuborilgan bo'lsa, kredit kechiktirilgan hisoblanadi. Qarz beruvchi kredit shartnomasini buzilgan deb hisoblasa va qarzdor o'z majburiyatlarini bajara olmagan hisoblanadi.

Muammoli kreditlar turlari (NPL) qarz bir necha usul bilan muammoli kredit holatiga tushishi mumkin. NPLlarga misollar quyidagilarni o'z ichiga oladi:

90 kunlik foizlar kapitallashtirilgan, qayta moliyalashtirilgan yoki kelishuv hamda dastlabki shartnomaga kiritilgan o'zgartirish tufayli kechiktirilgan kredit.

To'lovlar 90 kundan kam kechikkan kredit, lekin qarz beruvchi endi qarzdor kelajakda to'lovlarni amalga oshirishiga ishonmaydi.

Asosiy qarzni to'lash muddati tugagan, ammo kreditning bir qismi to'lanmaganligicha qolgan kredit.

Kreditni boshqarishning asosiy qismi bu muammoli kreditlarni erta aniqlash va faol boshqarish, kreditorni nomaqbul tavakkalchilikdan himoya qilish. Muammoli kreditlarni o'z balansida olib borish kreditorlarning pul oqimini qisqartirishi, byudjetni buzishi va daromadlarni kamaytirishi mumkin. Bunday yo'qotishlarni qoplash kreditorlarning keyingi kreditlar uchun mavjud bo'lgan kapitalini kamaytirishi mumkin.

Tijorat banklar tomonidan kredit berish yanada kengiyib bormoqda. Ular davr taraqqiyoti bilan shahdam qadam tashlash maqsadida hamda raqobat kurashiga bardosh bera olishda o'z xizmat turlarini ko'paytirishlari va rivojlantirishlari shart. Bu o'z navbatida tijorat banklari xususiy kapitalining milliy va halqaro standartlar darajasiga yaqinlashtirish bo'yicha ilmiy hamda amaliy ahamiyatga ega bo'lgan tadqiqotlar olib borilishini taqazo etmoqda. Shuningdek, tijorat banklari nafaqat sub'ektlarni kreditlash balki, ushbu resurslardan kutiladigan natijani buxgalteriya hisobi orqali nazorat qilishni taqozo etadi. Shuningdek, kredit operatsiyalarini amalga oshirishda

muammoli kreditlarning yuzaga kelishi, ularning buxgalteriya hisobini xalqaro standartlari talablari asosida tartibga solishni zaruriyat qilib qo'ymoqda. Ushbu zaruriyatdan kelib chiqib, tijorat banklarida kreditlar bo'yicha to'lash va ehtimoliy yo'qotishlar zahiralari jarayolari hisobini takomillashtirish dolzarb masalalardan biri hisoblanadi.

Hozirgi kunda xar bir tijorat banki o'zining kredit siyosatini ishlab chiqib, kredit munosabatlarini ushbu siyosat orqali yuritadilar Markaziy bank esa kreditlash bo'yicha umumiy ko'rsatmalar beradi. Shu o'rinda kredit liniyalari haqida to'xtalib o'tsak. Xorijiy bank amaliyotida kreditlashning ikki usuli ma'lum. Birinchi usulning ahamiyati har bir individual tartibda ko'rib chiqilishidadir. Kredit ma'lum maqsaddagi mablag' ehtiyojini qondirishga beriladi. Ushbu usul aniq muddatga kredit ajratishda qo'llaniladi. Ikkinchi usulda kredit bank tomonidan qarz oluvchiga oldindan belgilab qo'yilgan kredit limiti bo'yicha beriladi, bunda qarz oluvchi unga qo'yilgan to'lov hujjatini o'z vaqtida to'lash majburiyatini oladi. Kreditlashning ushbu shakli kredit liniyasi deb ataladi. Ochilgan kredit liniyasi kredit hisobiga barcha hisob-kitob pul hujjatlarini bank va mijoz o'ptasidagi shartnomaga asosan to'lash 1 yilga ochiladi, ammo kredit liniyasi undan qisqa muddatga ham ochilishi mumkin. Kredit liniyasi muddati davomida mijoz bank bilan qo'shimcha kelishuvni istagan vaqtida kredit olishi mumkin. Ammo bank qarz oluvchining moliyaviy holatini zaiflashganini aniqlasa, mijozga belgilangan limit chegarasida kredit berishdan bosh tortishi mumkin. Kredit liniyasi, odatda, moliyaviy barqaror va e'tiborli mijozlarga ochiladi. Mijoz iltimosiga binoan kreditlash limiti qayta ko'rib chiqilishi mumkin. Kredit liniyasi - bank yoki boshqa kredit tashkilotining qaroluvchiga ma'lum davr mobaynida kelishilgan limit doirasida huquqiy jihatdan rasmiylashtirilgan kredit berish majburiyatidir. Kredit liniyasining ochilishi kreditor va qarzdorning uzoq muddat davomidagi xamkorligini anglatadi. Shu o'rinda xalqaro kredit liniyasiga ta'rif berib o'tsak: xalqaro kredit liniyasi bu xalqaro miqiyosda qarz oluvchiga ma'lum davr mobaynida kelishilgan limit doirasida huquqiy jihatdan rasmiylashtirilgan kredit berish majburiyatidir.

Hozirgi kunda mamlakatimizda iqtisodiyot tarmoqlarini jadal rivojlantirishni ta'minlashga qaratilgan investitsiya loyihalarini samarali va o'z vaqtida amalga oshirish maqsadida xalqaro moliya institutlari va donor mamlakatlar mablag'larini faol jalb etish bo'yicha izchil chora-tadbirlar amalga oshirilmoqda. Shundan kelib chiqqan holda, mazkur chora-tadbirlar doirasida «iqtisodiy jihatdan asoslantirilgan investitsiya loyihalarini ularning moliyalashtirish manbalari aniq belgilangan holda samarali amalga oshirilishini ta'minlaydigan, shuningdek, ularni amalga oshirish bo'yicha mablag'larning nooqilona sarflanishini istisno etadigan, mamlakatni rivojlantirish davlat dasturlarini shakllantirish va moliyalashtirishning sifat jihatdan yangi tartibi joriy etildi». Yaqin o'rta muddatli istiqbolda korxonalarini modernizatsiyalash bo'yicha kutilayotgan ehtiyojlar hamda O'zbekiston iqtisodiyotining moliyaviy imkoniyatlaridan kelib chiqib, aytish mumkinki, yaqin yillarda bank tizimi jami kredit portfelida investitsion kreditlarning yanada o'sishini kutish mumkin. Bu esa, tijorat banklarining investitsion loyihalarni moliyalashda bank risklarini boshqarish zaruratini yuzaga keltiradi va dolzarbligini oshiradi. Alohida ta'kidlash o'rinliki, investitsion loyihalarni moliyalashtirish bankning yuqori riskli faoliyati hisoblanib, bu turdagi risklarni boshqarish murakkab va ko'p pog'onali jarayon hisoblanadi. Shundan kelib chiqib, investitsion loyihalarni moliyalashtirish bilan shug'ullanuvchi tijorat banklari riskni boshqarish maqsadida risk-menejment jarayoniga ko'maklashuvchi o'ziga xos modellarni shakllantirishlari muhim ahamiyat kasb etadi. Bank investitsiya faoliyatiga o'z mablag'lari bilan birga, tashqaridan moliyalashtirish manbalarini jalb etish bo'yicha chora-tadbirlar ishlab chiqishi kerak. Odatda, har qanday investitsion tadbirkorlik muayyan maqsadga yo'naltirilgan, mukammal darajada yaratilgan

investitsiya g'oyasiga asoslanadi. Mukammal darajada shakllantirilgan va asoslangan investitsiya g'oyasi investitsiya loyihasining qaror topishiga olib keladi.

Kredit liniyasi bir yildan oshmagan xar qanday muddatga to'lov hujjatlarini to'lash uchun beriladi, u qayta tiklanadigan va tiklanmaydigan bo'lishi mumkin. Bunda limit tugagandan so'ng bank va qarzdor o'rtasidagi munosabat o'z payoniga etadi. Ushbu berilgan ta'riflardan ko'rinib turibdiki kredit liniyasida qarz berish muddatlari turlicha T.Kosterinaning fikricha kredit liniyasi qisqa muddatga ochiladi, O.Lavrushinning fikricha muddat ahamiyatga ega emas bo'lib, asosiy e'tibor kreditning maqsimal miqdoriga karatiladi. Bulardan xulosa qilgan holda xalqaro kredit liniyasiga quyidagicha ta'rif bersak maqsadga muvofiq bo'ladi: xalqaro kredit liniyasi xalqaro moliya institutlari tomonidan qarz oluvchilarga ma'lum bir muddatga kredit limiti doirasida kredit berish majburiyatini anglatadi. Davom ettiriladigan va ettirilmaydigan kredit liniyalari o'zaro farqlanadi. Davom ettirilmaydigan kredit liniyasi ochilib ssuda berilgan va qaytarilgandan keyin mijoz va bank o'rtasidagi aloqalar tugatiladi. Davomlashtiriladigan kredit liniyasida kredit belgilangan limit asosida avtomatik ravishda beriladi va qaytariladi. Agar, bank tomonidan mijozga kredit liniyasi ma'lum tovarlarga bir shartnoma bo'yicha bir yil ichida pul to'lash uchun ochilgan bo'lsa, kredit liniyasi maqsadli bo'ladi.

Xulosa qiladigan bo'lsak O'zbekistonda "substandart", "qoniqarsiz", "shubhali" va "umidsiz" sifatida tasniflangan aktivlar bo'yicha ehtimoliy zararlarni qoplashga mo'ljallangan zaxiralar ajratiladi. Ular majburiy zaxiralar hisoblanadi. Bank ustav kapitali miqdori 100,0 mlrd so'mdan kam bo'lmasligi kerak. O'zbekiston Respublikasi Markaziy banki banklardan ularning faoliyatiga xos tavakkalchilik, iqtisodiy shart-sharoit va moliyaviy ahvolidan kelib chiqib, kapital monandligining yanada yuqori koeffitsiyenti ta'minlanishini talab qilishi mumkin. Bunday tavakkalchiliklar muammoli kreditlarning katta hajmi, sof zararlar, aktivlarning yuqori darajada o'sishi, foiz stavkalari bo'yicha yuqori darajali tavakkalchilikning yuzaga kelishi yoki tavakkalchilikka asosalangan faoliyatga jalb qilinish kabilarni o'z ichiga oladi, biroq ular bilan cheklanib qolmaydi.

Kreditlarni monitoring qilishda muammoli kreditlarni yuzaga kelishini oldini olish zarur.

AQSH tajribasiga ko'ra muammoli kreditlarni bartaraf qilish va muammoli kreditlarni default ko'rinishga yetib bormasligini ta'minlash maqsadida muammoli kreditlarni yopish uchun berilgan foizga 2 % qo'shib kreditni yopish uchun yangikredit liniyasini chib beradi. Bunda albatta tadbirkorning moliyaviy holati o'rganiladi.

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**ТОШКЕНТ ВИЛОЯТИ ИКЛИМ ШАРОИТИДА ПАТИССОННИНГ
ЮҚОРИ ҲОСИЛДОР НАВЛАРНИ АНИҚЛАШ.**

Дурходжаев Шавкат Файзуллаевич

ТошДАУ Мева-сабзавотчилик ва узумчилик
кафедраси к.х.ф.ф.д (PhD)

Сативалдийев Фурқатжон Азамжон ўғли

Мева сабзавотчилик ва
узумчилик факултети Иссиқхона хўжалигини
ташқил етиш ва уни юритиш йўналишининг
2-босқич 22-57 гуруҳ талабаси,

Миралийева Хабиба Мирруслан қизи

Ўрмон хужалик ва ландшафт дизайн факултети.
Урмончилик юналиши 21-64 гуруҳ талабаси,

Тоҳирова Фарангиз Урол қизи

Мева сабзавотчилик ва
узумчилик факултети Иссиқхона хўжалигини
ташқил етиш ва уни юритиш йўналишининг
1-босқич 23-57 гуруҳ талабаси.

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Аннотация. Ушбу мақолада Ўзбекистон иқлим шароитида патиссон кўчатини етиштириш, турли муддатларда экиш ва унинг ўсиши, ривожланиши, ҳосилдорлиги, шунингдек об-ҳаво шароитларининг таъсири бўйича тадқиқотлар натижалари келтирилган. Патиссон-қовоқдошлар оиласининг бир йиллик ўсимлиги, асосан, бутасимон, камдан-кам ҳолларда қамчисимон шаклда бўлади. Пояси тик, қиррали, қаттиқ-попукли, тугунлар орасида қисқарган. Бутасимон қийшиқ поянинг узунлиги 30-60 см. мевалар яссиланган, пластинка шаклидаги ёки қўнғироқ шаклидаги, оқ ёки тўқ сариқ рангда. Униб чиққандан то товар маҳсулотларини олишгача бўлган давр 40-50 кунни ташқил этади. Тадқиқот натижаларига кўра Солнышко ва Фонарик Летаящая тарелка навларини етиштиришда юқори маҳсулдорликка эришилди.

Таянч сўзлар: патиссон, нав намуналари, барг, мева вазни ва ҳосил.

**DETERMINATION OF HIGH-YIELDING POTHISSON VARIETIES IN THE
CLIMATIC CONDITIONS OF THE TASHKENT REGION.**

Abstract. In this article is given the results of experiment of the Patison cultivation in the climatic conditions of Uzbekistan, planting in different times, growth, development and yield capacity, and the influence of weather. Patison - annual plant belonging to the gourd plant family, usually grows as a shrub, in rare cases it is in the form of a whip. The stem is straight, faceted, rigidly cyst, shortened between the nodes. The length of the crooked stem is 30-60 cm. The product is oval in the form of a plate and a bell, the color is white or dark yellow. It is early maturing variety of the pumpkin family. The period between growth and harvest is 40-50 days. According to the results of the study, we achieved high yields in the cultivation of varieties Солнышко and Фонарик, Летаящая тарелка.

Key words: patisson, cultivar samples, leaf, fruit weight and yield.

ОПРЕДЕЛЕНИЕ ВЫСОКОУРОЖАЙНЫХ СОРТОВ ПОТИССОНА В КЛИМАТИЧЕСКИХ УСЛОВИЯХ ТАШКЕНТСКОЙ ОБЛАСТИ.

Аннотация. В этой статье переведены результаты исследования выращивания Патиссона в климатических условиях Узбекистана, посадка в разных временах, рост, развитие и урожайность, а также влияние погоды. Патиссон - однолетнее растение относящееся роду тыквенных растений, обычно растёт как кустарник, в редких случаях бывает в форме хлыста. Стебель прямой, гранёный, жёстко кистовой, сокращённый между узлами. Длина кривого стебля составляет 30-60 см. Продукт овальный в форме пластинки и колокольчика, окраска белая или тёмно-жёлтая. Период современно пророста до сбора урожая составляет 40-50 дней. По результатам исследования добились высоко урожайности в выращивании сортов Солнышко и Фонарик, Летящая тарелка.

Ключевые слова: патиссон, образцы сортов, листья, масса плодов и урожайность.

КИРИШ

Долзарблиги. Сабзавотлар – энг қимматли озиқ-овқат маҳсулоти бўлиб, инсон организмнинг нормал ишлаши учун зарур бўлган углеводлар, витаминлар, эфир мойлари, минерал тузлар ва фитонцидларни асосий етказиб берувчи асосий манба ҳисобланади. ФАО маълумотларига кўра, “қовоқдошлар оиласига мансуб, качабки ва патиссон меваларини ишлаб чиқаришда Хитой (7,2 млн. т.), Ҳиндистон (4,9 млн. т.), Украина (1,27 млн. т.), Россия (1,128 млн. т.), АҚШ (1,05 млн. т.) ва Эрон (0,9 млн. т.) давлатларида кенг миқёсда етиштирилмоқда”²⁴. Ўзбекистонда 2020 йилда патиссон етиштириладиган умумий майдони 20 гектар бўлиб, 2022 йилда патиссон етиштириладиган умумий майдони 34 гектарни ташкил этган, яъни ҳосил 512 тонна ва ҳосилдорлик 10,1 т/га ни ташкил қилмоқда. Аҳоли истеъмоли учун сабзавот турларини кенгайтириш, баҳор-ёз-куз даврларида маҳсулот олиш ва истеъмол қилишда патиссонга катта эътибор қаратилмоқда.

Дунёда патиссон нав намуналари ассортиментини кенгайтиришда шунингдек, озиқ-овқат ҳамда қайта ишлаш корхоналарини хом ашё билан таъминлашда АҚШ, Италия, Франция, Хитой, Ҳиндистон, Япония ва Россияда патиссоннинг ихчам палакли, меваларининг турли рангдаги ва шаклдаги навларини яратиш ҳамда меваларини етиштириш технологияси бўйича тадқиқотлар олиб борилмоқда.

Ўзбекистонда агрокластер, фермер, деҳқон ва шахсий томорқа хўжалиklarини даромадини, қайта ишлаш корхоналарининг ишлаб чиқариш ҳажмини оширишда сабзавотчилик соҳасидаги илм-фан ютуқлари, хусусан комплекс қимматли хўжалик белгилари юқори янги навлар ҳамда такомил-лаштирилган агротехнологиялар тадбиқ қилинмоқда. Шунга қарамадан, республикада сўнгги йилларда патиссон ҳосилдорлиги ва сифатини ошириш бўйича кенг қамровли илмий изланишлар амалга оширилмаган бўлиб, маҳсулот етиштиришнинг ишлаб чиқаришдаги мавжуд ассортименти – хорижий (Белый 13) ва маҳаллий (Заркокил) навларидан иборат. Ўзбекистон Республикасининг “2022-2026 йилларга мўлжалланган Янги Ўзбекистоннинг тараққиёт стратегияси” да “Қишлоқ

²⁴ FAOSTAT Statistics Database. FAO, Rome, Italy. <http://www.fao.org>.

хўжалигини илмий асосда интенсив ривожлантириш орқали деҳқон ва фермерлар даромадини камида 2 баравар ошириш, қишлоқ хўжалигининг йиллик ўсишини камида 5 фоизга етказишда, айниқса, 2026 йилга бориб озиқ-овқат маҳсулотлари ҳажмини 7,4 млн тоннага, қайта ишлаш даражасини мева-сабзавот бўйича 28 фоизга етказиш²⁵га алоҳида эътибор қаратилган. Бу борада, Ўзбекистонда патиссон нав ассортиментини кенгайтириш, юқори маҳсулдор навларни танлаш ва меваларни етиштириш технологиясини такомиллаштириш долзарб илмий йўналиш ҳисобланади.

Муаммонинг ўрганилганлик даражаси. Хорижий мамлакатларда патиссоннинг морфо-биологик ва қимматли хўжалик белгиларини ўрганишда Н.С. Paris (АҚШ), патиссонни юқори ҳосилдор нав ва дурагайларини танлашда Robert Westerfield (АҚШ), Rosie Lerner В. (АҚШ), Michael N. Dana (АҚШ), R.N. Rashmi (Хиндистон), К. Sato-Nara (Япония), К. Yuhashi (Япония), К. Higashi (Япония), турли экиш муддатларида маҳсулот етиштиришда К. Hosoya (Япония), Россияда патиссон навларини яратишда В.А. Лудилов, О.В. Чернявская ҳамда патиссон навларни танлаш ва етиштириш технологиясини такомиллаштиришда В.И. Фатьянов, Т.А. Октябрьская, Т.Е. Луциц, О. Ганичкина, В.Ф. Пивоваров, Л.П. Барахаева, А.В. Гончаров, А.А. Коломиецлар илмий-тадқиқот ишларини олиб борганлар. Ўзбекистонда патиссоннинг маҳаллий навини яратишда Ш. Жабборов, навларни танлаш, экиш муддати ва схемаларини ишлаб чиқишга оид тадқиқотлар Н.Н. Балашев, М.Н. Кулакова, В.И. Зуев ва Х.Ч. Бўриевлар томонидан бажарилган.

Бироқ, Ўзбекистонда охириги 10 йил ичида йилларда патиссон нав намуналарини танлаш ва етиштириш технологиясини такомиллаштириш бўйича илмий-тадқиқот ишлари етарлича амалга оширилмаган. Шу боис: Асосий экинда етиштиришга истиқболли патиссон нав намуналарини танлашда тадқиқотларга патиссоннинг Ўзбекистонда районлаштирилган “Белый 13” ва “Заркокил” навлари ҳамда Россия селекциясига мансуб 16 та навлар ва 1 та дурагай танлаб олинди, стандарт нав сифатида Белый 13 нави олинди:

№	Навлар номи	Келиб чиқиши
1	Белый 13 (st)	Россия (RU)
2	Белый НЛО	Россия (RU)
3	Гагат	Россия (RU)
4	Грошик	Россия (RU)
5	Диск	Россия (RU)
6	Заркокил	Ўзбекистон (UZ)
7	Золотой медальон	Россия (RU)
8	Зонтик	Россия (RU)
9	Копейка	Россия (RU)
10	Летающая тарелка	Россия (RU)
11	Марсианин	Россия (RU)
12	Монетки	Россия (RU)
13	Пятачок	Россия (RU)
14	Солнышко	Россия (RU)
15	Фонарик	Россия (RU)
16	Хрустик	Россия (RU)
17	Черепаша	Россия (RU)

²⁵ <https://lex.uz/uz/pdfs/5841077>

№	Навлар номи	Келиб чиқиши
18	Солнечный Зайчик F1	Россия (RU)

Тадқиқотнинг илмий янгилиги қуйидагилардан иборат:

Илк бор Тошкент вилояти шароитида асосий экинлар шароитида патиссоннинг 18 та нав ва дурагайларининг қимматли хўжалик белгилари аниқланган;

патиссондан асосий шароитида эрта маҳсулот олишда эртапишар “Копейка” ва “Грошик” (36-37 кун) ҳамда тик ўсувчи ва калта пояли “Пятачок” ва “Золотой медальон” (46,8...58,5 см) ва ихчам поя кенглиги “Пятачок” ва “Грошик” (61,4...70,5 см) навлари эканлини аниқланган;

асосий экинлар шароитида етиштиришда юқори ҳосилдорлик кўрсаткичига эга бўлган оқ мевали Летающая тарелка (12,2 ва 9,8 т/га); яшил мевали Фонарик (15,1 ва 12,0 т/га); сариқ мевали Солнышко (19,1 ва 15,2 т/га) навлари эканлиги аниқланган;

асосий экинлар шароитида патиссон навларини апрел ойининг I- ва II-декадасигача экиш юқори натижа берганлиги исботланган.

Тадқиқотнинг амалий натижалари қуйидагилардан иборат:

Тошкент вилоятида патиссондан асосий экин шароитида эрта маҳсулот олишда эртапишар “Копейка” ва “Грошик” (36-37 кун) ҳамда тик ўсувчи ва калта пояли “Пятачок” ва “Золотой медальон” (46,8...58,5 см) ва ихчам поя кенглиги “Пятачок” ва “Грошик” (61,4...70,5 см) навлари танланган;

патиссон нав намуналарини ўсув даврида энг кўп мева сони “Солнышко” навида (78,1 ва 49,8 дона) кузатилиб, экиш муддатларида олиш имконияти мавжудлиги исботланган;

асосий экин шароитида юқори ҳосилдорлик “Летающая тарелка” (12,2 т/га), “Фонарик” (15,1 т/га), “Солнышко” (19,1 т/га) навларида эканлиги аниқланган.

Асосий экин сифатида турли экиш муддатларида патиссон навларидан ҳосил чиқиши, кг/гуп

Нав намуналар	Ҳосил чиқиши, кг/гуп						
	V	VI	VII	VIII	IX	X	жами
2020 йил							
“Заркокил” нави							
10 апрель	0,58	1,75	2,33	0,58	0,29	0,29	5,82
20 апрель (назорат)		0,41	1,22	1,22	0,81	0,41	4,06
30 апрель			0,75	1,13	1,13	0,75	3,77
10 май			0,35	1,04	1,04	1,04	3,48
“Солнышко” нави							
10 апрель	0,86	2,57	3,42	0,86	0,43	0,43	8,56
20 апрель (назорат)		0,60	1,79	1,79	1,19	0,60	5,95
30 апрель			1,11	1,66	1,66	1,11	5,53
10 май			0,52	1,55	1,55	1,55	5,15
2021 йил							
“Заркокил” нави							

10 апрель	0,47	1,40	1,87	0,47	0,23	0,23	4,68
20 апрель (назорат)		0,42	1,26	1,26	0,84	0,42	4,21
30 апрель			0,56	0,84	0,84	0,56	2,81
10 май			0,17	0,51	0,51	0,51	1,69
“Солнышко” нави							
10 апрель	0,79	2,38	3,17	0,79	0,40	0,40	7,92
20 апрель (назорат)		0,71	2,14	2,14	1,43	0,71	7,13
30 апрель			0,95	1,43	1,43	0,95	4,75
10 май			0,29	0,86	0,86	0,86	2,85
2022 йил							
“Заркокил” нави							
10 апрель	0,64	1,91	2,54	0,64	0,32	0,32	6,35
20 апрель (назорат)		0,57	1,72	1,72	1,14	0,57	5,72
30 апрель			0,76	1,14	1,14	0,76	3,81
10 май			0,23	0,69	0,69	0,69	2,29
“Солнышко” нави							
10 апрель	0,90	2,69	3,59	0,90	0,45	0,45	8,98
20 апрель (назорат)		0,81	2,42	2,42	1,62	0,81	8,08
30 апрель			1,08	1,62	1,62	1,08	5,39
10 май			0,32	0,97	0,97	0,97	3,23

Барча ўрганилган патиссон нав намуналари ўсимликларидаги эркак гуллар сони урғочи гуллар сонидан кўп бўлди. Урғочи ва эркак гуллари сонининг миқдорий нисбати паст Пятачок (1:1,2) ва Черепаха (1:1,5) навларида эканлиги аниқланди. Бу эса, патиссон ўсимлигидан юқори сифатли ҳосил олишда катта аҳамиятли ҳисобланди.

Таҳлилий маълумотларга кўра, 2020 йилда бир гектар майдондан Белый 13 (st) навиға нисбатан оқ мевали – Белый НЛО (9,2 т/га), Диск (8,2 т/га), Зонтик (6,5 т/га), Пятачок (5,1 т/га); яшил мевали – Марсианин (10,2 т/га), Черепаха (7,8 т/га); сариқ мевали – Грошик (6,5 т/га), Золтой медальон (6,3 т/га) навларида ҳамда Солнечный Зайчик F1 (9,4 т/га) дурагайида кам ҳосилдорликка эга бўлганлиги аниқланди.

2021 йилда апрел-май ойларида сурункали ёгингарчилик сабабли, патиссон нав намуналарининг ҳосилдорлиги бир мунча пастроқ бўлиб, Белый 13 (st) навидан – 9,8 т/га бўлиб, оқ мевали – Летающая тарелка (11,2 т/га), яшил мевали – Фонарик (14,1 т/га), Хрустик (10,6 т/га), Гагат (9,2 т/га); сариқ мевали – Солнышко (17,3 т/га), Копейка (12,2 т/га), Заркокил (12,7 т/га), Монетка (10,0 т/га) навларида стандарт навиға нисбатан юқори ҳосилдорлик сақланиб қолди. Шунга қарамасдан, ўрганилаётган гектаридан оқ мевали – Пятачок (5,31 т камроқ), Зонтик (3,88 т), Белый НЛО (3,27 т), Диск (2,45 т); яшил мевали – Черепаха (3,27 т), Марсианин (0,82 т), Гагат (0,62 т); сариқ мевали – Золтой медальон (4,29 т), Грошик (2,45 т) навларида ҳамда Солнечный Зайчик F1 (1,43 т) дурагайида кам ҳосил шаклланди.

Аксинча, 2022 йилда баҳор фасли иссиқ келганлиги сабабли, ўрганила-ётган патиссон навлари гектаридан ҳосилдорлик юқори бўлди. Бунда, бир гектар майдондан оқ мевали – Летающая тарелка (13,3 т), яшил мевали – Фонарик (16,1 т), Хрустик (12,4 т), Гагат (12,0 т); сариқ мевали – Солнышко (20,0 т), Копейка (14,7 т), Заркокил (14,5 т) навларида стандарт Белый 13 (11,4 т/га) навига нисбатан гектардан 8,6-0,64 тоннагача юқори ҳосил шакллантирган бўлса, гектаридан 5,28-0,18 тоннагача камроқ ҳосилдорликни оқ мевали – Пятачок (4,87 т), Зонтик (3,44 т), Диск (1,60 т), Белый НЛО (0,99 т); яшил мевали – Черепаха (3,03 т), Марсианин (0,79 т); сариқ мевали – Золтой медальон (5,28 т), Грошик (3,64 т), Монетка (0,18 т) навларида ҳамда Солнечный Зайчик F1 (2,62 т) дурагайи намоён қилди.

Тадқиқот натижаларига кўра, асосий экин сифатида патиссон нав намуналарини танлашда бир гектар майдондан энг юқори ҳосилдорликни оқ мевали Летающая тарелка нави – 12,2 т; яшил мевали Фонарик нави – 15,1 т; сариқ мевали – Солнышко нави – 19,1 т ни ташкил қилган бўлса, энг паст ҳосилдорлик эса оқ мевали Пятачок нави (5,4 т/га); яшил мевали Черепаха нави (7,6 т/га); сариқ мевали Золтой медальон навида (6,0 т/га) эканлиги аниқланди.

Ўрганилаётган патиссон нав намуналарининг умумий ҳосил Давлатлараро стандарт “ГОСТ 34324-2017. Патиссоны свежие. Технические условия” бўйича мева ўлчами тахлил қилинганда, Белый 13 (st) навида мева диаметри 50 мм – 6,36 т (умумий ҳосилдан), 70 мм – 2,6 т ва 100 мм – 1,59 т ни ташкил қилди.

ХУЛОСА:

1. Асосий экин шароитидан патиссон нав намуналаридан эртапишар нав сифатида – Копейка (36 кун) ва Грошик (37 кун) навлари эканлиги аниқланди.

2. Асосий экин шароитида энг юқори ҳосилдорлик Летающая тарелка (12,2 т/га); Фонарик (15,1 т/га); Солнышко (19,1 т/га) ва энг паст ҳосилдорлик – Пятачок (5,4 т/га); Черепаха (7,6 т/га); Золтой медальон (6,0 т/га) навларида, такрорий экин шароитида энг юқори ҳосилдорлик Летающая тарелка (9,8 т/га); Фонарик (12,0 т/га); Солнышко (15,2 т/га) ва энг паст ҳосилдорлик – Пятачок (4,4 т/га); Черепаха (6,1 т/га); Золтой медальон (4,8 т/га) навларида бўлди.

3. Асосий экин шароитида патиссон нав намуналарининг мева ўлчами бўйича умумий ҳосилдаги нисбати Солнышко навида мева диаметри 50 мм – 13,56 т, 70 мм – 3,82 т ва 100 мм – 1,72 т бўлиб, энг паст кўрсаткични Золтой медальон навида мутаносиб равишда 3,54; 1,62 ва 0,84 т бўлди.

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СОВРЕМЕННЫЕ АСПЕКТЫ ПСИХИЧЕСКИХ ЗАБОЛЕВАНИЙ (ОБЗОР ЛИТЕРАТУРЫ)

Хамрокулов Асадбек Голибжонович
Студент 1 курса Университета Zarmed
<https://doi.org/10.5281/zenodo.10535669>

Аннотация. Психические заболевания (психиатрические или психологические) расстройства включают нарушения мышления, эмоциональные нарушения или нарушения поведения. Психическое расстройство характеризуется как распространение стресса, тревожных расстройств и депрессии в связи с быстрым темпом жизни, влияние на работоспособность и производительность труда до социальной интеграции, семейных отношений и общественной безопасности. В последствие появляются аномальные мысли и восприятие действительности (галлюцинации, суицидальные наклонности, паранойя), поведенческие реакции (агрессия, подавленность), сложности в общении с окружающими людьми. По данным Всемирной организации здравоохранения (ВОЗ), от психических заболеваний страдает каждый восьмой человек в мире.

Ключевые слова: Депрессия, Шизофрения, Паранойя, Стресс, Диссоциальное расстройство, Агрессия, Аутизм, Психическое расстройство, Суицид, Биполярное расстройство, Панические атаки, Невроз, Деменция, Фобия, Расстройство пищевого поведения.

MODERN ASPECTS OF MENTAL DISEASES (LITERATURE REVIEW)

Abstract. Mental illnesses (psychiatric or psychological) disorders include thought disorders, emotional disorders, or behavioral disorders. Mental disorder is characterized as the spread of stress, anxiety disorders and depression due to the fast pace of life, affecting work ability and productivity to social integration, family relationships and public safety. As a result, abnormal thoughts and perceptions of reality appear (hallucinations, suicidal tendencies, paranoia), behavioral reactions (aggression, depression), and difficulties in communicating with other people. According to the World Health Organization (WHO), mental illness affects one in eight people in the world.

Key words: Depression, Schizophrenia, Paranoia, Stress, Dissocial disorders, Aggression, Autism, Mental disorder, Suicide, Bipolar disorder, Panic attacks, Neurosis, Dementia, Phobia, Eating disorders.

Актуальность: В 2023 г. каждый восьмой человек на планете, т.е. в общей сложности почти достигла 1-го миллиарда человек зафиксированных психическими заболеваниями

В 2021 г. тревожными расстройствами страдало 284 млн человек, включая детей и подростков

В 2023 году депрессией страдает около 280 млн человек, включая 15-22 млн детей и подростков

В 2023 г. биполярным расстройством страдает около 45 млн человек по данным ВОЗ.

Шизофренией страдают примерно 24 миллиона человек, или 1 из 300 человек в мире. Продолжительность жизни людей с шизофренией ниже средней на 10–20 лет

В 2019 г. расстройствами пищевого поведения страдало 14 млн человек, включая почти 3 млн детей и подростков, на сегодняшний день каждый пятый человек.

В 2019 г. диссоциальным расстройством страдало 40 млн человек, включая детей и подростков

В 2020 г. на фоне пандемии COVID-19 число людей, страдающих тревожными и депрессивными расстройствами, значительно увеличилась на 26% и 28%

В Комплексном плане действий в области психического здоровья на 2013–2030 гг. признается важнейшая роль охраны психического здоровья для достижения здоровья для всех людей.

Цель исследования:

- укрепление эффективного руководства и управления в области охраны психического здоровья;
- обеспечение всесторонней, комплексной и оперативной системы оказания услуг в области психического здоровья и социальной поддержки на уровне общин;
- осуществление стратегий укрепления психического здоровья и профилактики психических расстройств;
- укрепление информационных систем, сбор фактических данных и проведение исследований в области охраны психического здоровья.
- Уменьшение процентности психического заболевания

Результаты и обсуждения:

Причина возникновения отклонений в психике (вполне реальных, а не выдуманных) много. Это наследственность, инфекции, травмы головного мозга, нарушения метаболизма, неблагоприятная экологическая обстановка, социальная незащищенность, конфликты, неблагоприятные условия работы, постоянный стресс, эмоциональное потрясение, употребление наркотиков и алкоголя. Кроме эмоциональных и поведенческих нарушений, отклонения психики приводят к сбоям в работе систем организма (нарушения в работе сердца, речи, мышечная напряженность, головокружение).

В последствии они приводят к таким заболеваниям как:

Депрессия — это серьезное психическое расстройство, характеризующееся продолжительным чувством глубокой печали, утраты интереса к жизни и ухудшением общего эмоционального и физического благополучия. Она может влиять на различные сферы жизни, включая работу, образование, отношения и здоровье.

Шизофрения — это тяжелое и хроническое психическое расстройство, которое влияет на восприятие реальности, мышление, эмоции и поведение человека. Это состояние часто проявляется различными симптомами.

Тревожное расстройство – это вид невротического состояния, при котором человек испытывает непрерывное беспокойство о жизненных обстоятельствах, своей внешности и отношениях с окружающими его людьми.

Стресс можно определить как состояние беспокойства или психического напряжения, вызванное трудной ситуацией. Стресс является естественной реакцией

человека, которая фокусирует его внимание на возникающих в повседневной жизни проблемах или угрозах.

Суицид -это смерть, наступившая вследствие акта самоповреждения, направленным на летальный исход.

Биполярное расстройство — хроническое рецидивирующее заболевание, относящееся к психическим нарушениям аффективной сферы.

Агрессивное поведение — мотивированное деструктивное поведение, противоречащее нормам сосуществования людей, наносящее вред объектам нападения, приносящее физический, моральный ущерб людям или вызывающее у них психологический дискомфорт.

Паранойя – психическое расстройство, возникающее на фоне поражений головного мозга и проявляющееся в странности поведения. Человек склонен видеть в случайных и несвязанных между собой событиях заговоры и опасность для себя.

Многочисленные исследования доказали наличие корреляции между психическим и соматическим лицом человека. Поиск психосоциальных стрессоров должен стать частью стандартного анамнеза пациента. Ориентация на психические расстройства личности, равно как и на соматические изменения организма, их взаимная обусловленность и координация должны стать первоочередной программой обучения врачей всех специальностей.

Психические заболевания и пограничные расстройства уже стали предметом исследования дисциплинарной, трудно представленной темы, являющейся столь мультидисциплинарной. Современные научные направления (например, психонейроиммунология) позволяют нетрадиционно взглянуть на определение психического здоровья.

Вывод:

Активное обучение медицинских специалистов первого звена по вопросам профилактики, диагностики и лечения расстройств психики, научные исследования в направлении изучения психического здоровья человека на соматическом уровне должны стать одним из приоритетных направлений развития отечественной медицины.

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BARMOQ IZI NAQSHLARINI ANIQLASHDA ISHLATILADIGAN ALGORITMLAR.

Ergasheva Durdona

Namangan davlat universitetining 1-bosqich magistranti

Mo‘ydinova Madina Ma‘murjon qizi

Namangan davlat universitetining 1-bosqich magistranti

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Annotatsiya. Barmoq izini aniqlash algoritmlari shaxsiy identifikatsiya qilish maqsadida barmoq izlarining noyob xususiyatlarini avtomatik aniqlash va moslashtirish uchun ishlatiladi. Ushbu algoritmlar barmoq izlari tasvirlarini qayta ishlash, barmoq izi xususiyatlarini ajratib olish, barmoq izlari shablonlarini yaratish va shablonlarni ma'lumotlar bazasi bilan taqqoslashni o'z ichiga olishi mumkin. Barmoq izlari asosida shaxslarni avtomatik ravishda aniqlash uchun ishlatilishi mumkin bo'lgan ko'plab barmoq izini aniqlash algoritmlari mavjud. Ushbu maqolada eng keng tarqalgan algoritmlardan daqiqa detallarini moslashtirish algoritmi, yuzaki korrelyatsiya algoritmlari haqida ma'lumotlar berilgan.

Kalit so'zlar: algoritm, daqiqali tafsilotlarni moslashtirish algoritmi, yuzaki korrelyatsiya algoritmlari, barmoq izlari, raqamlashtirish, raqamli texnologiyalar.

ALGORITHMS USED IN FINGERPRINT PATTERN RECOGNITION.

Abstract. Fingerprint recognition algorithms are used to automatically identify and match the unique characteristics of fingerprints for personal identification purposes. These algorithms may include processing fingerprint images, extracting fingerprint features, generating fingerprint templates, and comparing the templates to a database. There are many fingerprint recognition algorithms that can be used to automatically identify individuals based on fingerprints. This article provides information about the most common algorithms, the minute detail matching algorithm, surface correlation algorithms.

Key words: algorithm, fine detail matching algorithm, surface correlation algorithms, fingerprints, digitization, digital technologies.

АЛГОРИТМЫ, ИСПОЛЬЗУЕМЫЕ ПРИ РАСПОЗНАВАНИИ ОБРАЗОВ ОТПЕЧАТКОВ ПАЛЬЦЕВ.

Аннотация. Алгоритмы распознавания отпечатков пальцев используются для автоматической идентификации и сопоставления уникальных характеристик отпечатков пальцев в целях идентификации личности. Эти алгоритмы могут включать обработку изображений отпечатков пальцев, извлечение особенностей отпечатков пальцев, создание шаблонов отпечатков пальцев и сравнение шаблонов с базой данных. Существует множество алгоритмов распознавания отпечатков пальцев, которые можно использовать для автоматической идентификации людей по отпечаткам пальцев. В этой статье представлена информация о наиболее распространенных алгоритмах, алгоритме сопоставления мельчайших деталей, алгоритмах корреляции поверхностей.

Ключевые слова: алгоритм, алгоритм сопоставления мелких деталей, алгоритмы поверхностной корреляции, отпечатки пальцев, оцифровка, цифровые технологии.

Hozirgi vaqtda barmoq izini aniqlash nafaqat sud-tibbiyot sohasida keng qo'llaniladi.

Barmoq izlarini o'qish qurilmalarida kirishni boshqarish va boshqarish tizimlarida foydalanuvchilarni aniqlash juda xam muhim ahamiyat kasb etadi. Bunda o'quvchining asosiy komponentlari ya'ni, barmoq izi tasvirini kiritish va uni raqamlashtirish uchun mas'ul bo'lgan skaner bloki muhim ahamiyatga ega. Raqamlashtirilgan tasvirdan barmoq izi shablonini ajratib olish va tekshirish uchun ikkita shablonni solishtirish kerak. Oxirgi 5-10 yil davomida barmoq izini aniqlash xususiyatlari deyarli o'zgarmagan. VeriFinger algoritmi bir necha yil davomida Xalqaro barmoq izini tekshirish tanlovida g'olib chiqdi. VeriFinger - bu biometrik tizimlarni ishlab chiquvchilar va integratorlar uchun mo'ljallangan barmoq izini identifikatsiya qilish texnologiyasi.

Ushbu algoritmning kamchiliklari barmoq izi papiller naqshining kichik tiralgan va kesilgan shikastlanishga moyilligini o'z ichiga oladi. Taxminan bir necha yuz kishilik ishchi kuchi bo'lgan korxonalarda skanerdan foydalanganda quruq yoki qari terini skanerlashda yuqori darajadagi skanerlashda xatolik yuzaga keladi. Barmoq izlari yoki barmoq izlari yordamida shaxsni aniqlash usuli biometrik identifikatsiyaning tasdiqlangan usuli hisoblanadi. Hozirgi vaqtda ushbu texnologiya sud-tibbiyot fanida yetakchi o'rinni egallaydi. Ko'plab olimlarning barmoq izlari sohasidagi ko'plab tadqiqotlariga qaramay, barmoq izini identifikatsiyalashning aniqligi aniqlay olmadilar. Bu ishlarni amalga oshirishda quyidagi algoritmlardan foydalaniladi.

Daqiqa detallarini moslashtirish algoritmi:

Bu algoritm barmoq izini suratga oladi va barmoq izida topilishi mumkin bo'lgan daqiqalar to'plamini (masalan, chiziq uchlari, kesishmalar va vilkalar) solishtiradi. Daqiqa detallarini moslashtirish algoritmi barmoq izini aniqlashning eng keng tarqalgan algoritmlaridan biridir. U barmoq tasviridan foydalanadi va barmoq izida topilishi mumkin bo'lgan daqiqali xususiyatlar to'plamini solishtiradi. Daqiqa funksiyalari – chiziq uchlari, kesishmalar va vilkalar kabi barmoq izlarining kichik xususiyatlarini aniqlaydi. Bu funksiyalar har bir barmoq uchun o'ziga xos bo'lib, noyob barmoq izi naqshini yaratadi. Barmoq izini aniqlash uchun daqiqa detallarini moslashtirish algoritmi barmoq tasvirini har birida kichik tafsilotlardan iborat bo'lgan kichik qismlarga ajratadi.

²⁶Keyin barmoq tasviridagi har bir daqiqali tafsilot uchun uning koordinatalari va burchagi aniqlanadi. Barcha daqiqali tafsilotlar chiqarilgandan so'ng, ular ma'lumotlar bazasida barmoq izi shablonlari sifatida saqlanadi. Keyin, foydalanuvchi identifikatsiya qilish uchun barmoqni taqdim etganda, algoritm yangi barmoq tasviridan kichik tafsilotlarni ajratib oladi va ularni ma'lumotlar bazasida saqlangan barmoq izi shabloniga solishtiradi. Agar yetarlicha daqiqali tafsilotlar mos kelsa, tizim barmoq izlarini mos deb hisoblaydi va shaxsni identifikatsiya qiladi. Umuman olganda, daqiqali tafsilotlarni moslashtirish algoritmi yuqori aniqlik va tezkor ishlashni ta'minlaydigan ishonchli barmoq izini aniqlash usulidir.

Yuzaki korrelyatsiya algoritmlari

Yuzaki korrelyatsiya algoritmi: Bu algoritm noyob yaratish uchun barmoq izini topografik ma'lumotlardan, jumladan balandlik va teksturadan foydalanadi.

Yuzaki korrelyatsiya algoritmi barmoq izini aniqlash algoritmi bo'lib, u barmoq yuzasining tekstura xususiyatlarini solishtirishga asoslangan.

Algoritmning ishlash prinsipi quyidagicha:

²⁶ Kayode Akinlekan A., Mohd Shafry Mohd R., Abdul Hanan A. challenges of finger vein verification system: a theoretical perspective // Advanced Science Letters. 2018. Vol. 24, no. 5. P. 3602-3608. DOI: 10.1166/asl.2018.11445.

1. Shovqinni olib tashlash va kontrastni oshirish uchun barmoq tasviri olinadi va qayta ishlanadi.
2. Keyinchalik, tasvir namunalari deb ataladigan bloklarga bo'linadi.
3. Har bir namuna ma'lumotlar bazasida ilgari saqlangan mos yozuvlar namunalari to'plami bilan taqqoslanadi.
4. Har bir juft namuna uchun korrelyatsiya koeffitsienti hisoblab chiqiladi, bu ikki namunaning sirt teksturasi o'rtasidagi o'xshashlik darajasini ko'rsatadi.
5. Agar korrelyatsiya koeffitsienti belgilangan chegaradan oshsa, u holda ikkita namuna bir-biriga mos keladi va barmoq aniqlanadi.²⁷

yuzaki korrelyatsiya algoritmlarining afzalliklaridan biri uning yuqori tanib olish aniqligidir, chunki u barmoqning sirt tuzilishining tafsilotlarini hisobga oladi. Bundan tashqari, ushbu algoritmi yuqori ish tezligiga ega, chunki namunalarni mos yozuvlar namunalari to'plami bilan tezda solishtirish mumkin. Yuza korrelyatsiyasi algoritmining kamchiliklari uning firibgarlik hujumlariga nisbatan zaifligidir. Masalan, jinoyatchi qonuniy barmoqnikiga o'xshash tuzilishga ega bo'lgan soxta barmoqdan foydalanishi mumkin, bu esa noto'g'ri identifikatsiyaga olib kelishi mumkin.

Xulosa:

Daqiq taqsilotlarini moslashtirish algoritmi barmoq izini aniqlashning eng keng tarqalgan algoritmlaridan biridir. U barmoq tasviridan foydalanadi va barmoq izida topilishi mumkin bo'lgan daqiq taqsilotlar to'plamini taqqoslaydi. Shuningdek, shuni ta'kidlash kerakki, yuzaki korrelyatsiya algoritmlari har doim ham yuqori aniqlikni ta'minlamasligi mumkin. Barmoq yuzasi kichik teksturali taqsilotlarga ega yoki jiddiy shikastlangan holatlarda shunday holat kuzatiladi.

Umuman olganda, yuzaki korrelyatsiya algoritmlari barmoq izini aniqlashning eng mashhur usullaridan biri bo'lib, u turli xil xavfsizlik tizimlarida, jumladan kirishni boshqarish tizimlarida, to'lov tizimlarida va boshqalarda qo'llanilishi mumkin.

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ÁYYEMGI XALIQLARIN JAZIW MÁDENIYATI

X.Shamshetova

Ózbekstan mámleketlik

kórkem óner hám mádeniyat insituti

Nókis filiali studenti

Dilbar Sharipova

Ilimiy basshi.

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Anotaciya. Ushbu maqolada qadimgi dunyo xaliqlarining o'ziga xos bo'lgan yozuv uslubi va uning shakllanishi shuningdek rivojlanish bosqichlari haqida keng turda bayon qilingan.

Kalit so'zlar: Grek yozuvi, mifologiya, madaniy dasturlar, markaziy osiyo, tarixchilar, qo'l yozmalar, asarlar.

WRITING CULTURE OF ANCIENT PEOPLES

Annotaciya. In this article, the writing style, culture and its formation and development stages, which are unique to the peoples of the ancient world, are described in a broad way.

Key words: Greek writing, mythology, cultural programs, Central Asia, manuscripts, works, historical facts.

ПИСЬМЕННАЯ КУЛЬТУРА ДРЕВНИХ НАРОДОВ

Аннотация. В данной статье в широком смысле описываются стиль письменности, культура и этапы ее становления и развития, присущие народам древнего мира.

Ключевые слова: Греческая письменность, мифология, культурные программы, центральная Азия, рукописи, произведения, исторические факты.

Jaqin Shig'is ellerinde jazıwdıń payda bolıwı hám tarqalıwı bul jerde jasaǵan xalıqlardıń adamzat civilizaciyası tariyxındaǵı úlken xızmeti bolıp tabıladı. Erte dáwirlerde Jaqın Shig'is xalıqları menen dáslep greklerdeń, soń rimlilerdeń hár tarepleme tıǵız baylanısta jasawı grek, rim mádeniyatınıń qalıplesiwine unamlı tásir jasadı. Egipetliler, finikiyliler, siriyalılar, evreyler h.t.b etnos wákilleri menen uzaq dawam etken baylanıslar nátiyjesinde grek hám rimliler jaqın shig'is elleriniń ilimi, mádeniyati ham mifologiyası, egipet miflerindegi til hám jazıwdıń quday tárepinen dóretilgenligi tuwralı ápsanalar menen jaqınnan tanıs boldı.

Olar jaqın Shig'is elleriniń mifologiyasın, óz qudayları tuwralı ayırım personajlardı ózlestirip aldı. Finikiy alfavitiń ózlestirip áyyemgi grek jazıwın qalıplestiriwi de bunıń ayqın dálili bolıp tabıladı. Shumer klinopis jazıwı, Vavilon xat jazıw dástúri Kishi Aziya mámleketlerine kerı túrde tarqaladı. Lubiya da ieroglif jazıwı rawajlanadı, batıs semitlerde áyyemgi sillabikalıq jazıw (protosinay, protopalestin, protobibliya) payda boladı. Usı ayaqlarda b.e.sh 1800-1700-jılları Finikiy mámleketinde tek dawıssız seslerdi ańlatatuǵın dáslepki alfavit oylap tabıladı. Finikiy kvazi alfavitinde 40 grafema, yaǵnıy tańba qollanılgan. Bul alfavit sońın ala kóplegen ellerdeń jazıw sistemasınıń qalıplesiwine tiykar jasadı. Aldıńǵı

Aziyada aramey jazıwı tiykarında evrey jazıwı hám onıń eki variantı, palmir jazıwı, keyin ala arab jazıwınıń payda bolıwına tiykar jasaǵan nabatei jazıwları payda boldı. Shig'is mámleketlerinde aramey jazıwınıń tiykarında Persiyada pehleviy, avesto jazıwları, Indiya hám oǵan qońsilas mámleketlerde kxaroshti, braxma, devanagari h.t.b. jazıwlar Oraylıq Aziya hám

Sibirde xorezmiy, sogdiy, uyğır, orxon jazıwları payda boldı. Evropa mámleketlerinde b.e.sh IX-VII ásirlerde grek jazıwı qalıplesti.

Grek jazıwında dáslepki ret dawıslı seslerdi añlatıw ushın da tańbalar qabıl etildi. Eski grek jazıwı tiykarında Evropa mámleketleriniń jazıw sisteması payda bola basladı. Adamzat tariyxındaǵı eń áyyemgi jazıw biziń eramızǵa shekemgi 4000 jılları Egipette piktografıyalıq jazıwlar túrinde payda boldı. Biziń eramızǵa shekemgi 2800-2700-jılları Shumer jazıwı qalıplesti. Bul eki jazıw sisteması Kishi ham Oraylıq Aziyada basqa xalıqlardıń jazıwınıń payda bolıwı hám rawajlanıwına túrtki boldı. Jazıwdıń payda bolıwı hám tarqalıwı jazıwdı úyreniwge bolǵan talaptı kúsheytti. Solay etip, Egipet, Shumer, Vavilon mámleketlerinde xatkerler tayarlaytuǵın mektepler payda bola basladı.

Tariyxshılardıń Bergen maǵlıwmatlarına qaraǵanda, b.e.sh 2700-jılları Vavilonda xatkerler tayarlaw joqarı dárejede bolǵanlıǵın kórsetedi, onda Mesopotamiya (eki darya aralıǵı) mámleketleriniń basqariw-xojalıq, diniy-mádeniy hám diplomatiyalıq islerinde qollanılǵan shumer jazıwın akkadlarǵa úyretiw boyınsha alıp barılǵan isler boyınsha derekler ushırasadı. Xatkerler tayarlaytuǵın bunday mekteplerde oqıw maqsetlerinde kop sanlı tekstler, bir tilli ham kóp tilli sózlikler kiritilgen. **Qıtay jazıwı.** Qıtay grammatikalıq táliymatı ieroglif jazıw dástúrine baylanıslı payda boldı. Qıtay grammatikalıq dástúrińniń ózine tán ózgesheliklerin túsiniw ushın qıtay ieroglif jazıwınıń payda bolıw qalıplesiw ózgesheliklerine diqqat awdarıw talap etiledi.

Qıtayda eski dáwirlerde tús jorıw boyınsha súyeklerge jazılǵan jazıwlar biziń eramızǵa shekemgi XV ásirlerde payda bolǵan. Sol waqıtlar 22 ásirde aq, legendaǵa aylanǵan Shan patshalıǵında, sonday-aq In qáwimleri rawajlanǵan jazıw sistemasına iye bolǵanlıǵı tuwralı maǵlıwmatlar ushırasadı. Qıtay tilindegi sózlerdiń tiykarınan bir buwınlı bolıp keliwi ham qıtay xalqınıń ózine tán bolǵan tariyxı ideografıyalıq jazıwdıń payda bolıwı hám keń túrde tarqalıwına jaǵday jaratıp berdi.

Biziń eramızǵa shekemgi VIII ásirde Chjau dáwirinde Syuan Vannıń imperatorlıǵı waqtında qıtay jazıwın qalıplestiriwdiń dáslepki reforması ótkerildi. Bul reformanıń maqseti — bronza hám taslarǵa jazıwǵa beyimlestirilgen standart tańbalardı qalıplestiriw hám jazıw ámeliyatında hár qıylılıqtı saplastırıw boldı. Sonlıqtan da bul jazıw dástúrińniń ati czinshiven yaǵnıy metall hám taslar ushın tańbalar dep ataldı. Biziń eramızǵa shekemgi III ásirde Chjango (urıstıwshı patshalıqlar) dáwiri tamamlanǵannan soń altı provinciyanıń birlesiwı nátiyjesinde birden bir mámleketlik dúzim payda boldı hám mámleket kóleminde tańbalardı unifikaciya qılıw jazıwdı qalıplestiriw zárúrligi tuwıldı.

Bul imperator Cin Shi-Xuan tárepinen ótkerilgen eki reformada óziniń sáwleleniwini taptı, Birinshisi onıń basqariwınıń dáslepki jılları ámelge asırıldı, yaǵnıy dachjuan (úlken jazıw) grafikasınıń qalıplesiwine tiykar saldı, ekinshisi onıń basqariwınıń 26-jılında yaǵnıy b.e.sh 221-jıl ámelge asırıldı hám syaochjuan (kishi jazıw) grafikası payda boldı. Mámleketlik kólemdegi qollanılauıǵın baspa (chjuan) jazıw menen bir qatarda puqaralar ortasında bir-birine xabar jetkeriw xat jazıwında, rásmiy is qaǵazlarında qollanılauıǵın lishu jazıwı da usı dáwirde payda boladı. Maǵlıwmatlarǵa qaraǵanda, bul jazıwdıń tiykarın salıwshı Chen Mao degen uездlik hámeldar bolıp tabıladı. Ol islegen jinayatları ushın qamaqta jatıp sol jerde uzaq jıllar dawamında bul jazıwdı oylap tabadı. Chjuan (baspa) jazıwınan lishu (is qaǵazları) jazıwınıń ózgesheligi, onda ieroglifler tolıq túrinde emes, al qısqartılǵan túrinde qollanıladı, Bir ierogliftiń qısqarǵan túri tekstte ekinshi ierogiiftiń qurılısında jumsalsa ekewi birdey túrde qısqartılıp

jumsaladi. Máselen, «Suw» degendi ańlatatuǵın ieroglif qospa ierogliflerdiń shep tárepinde qollanılса barqulla birdey qısqarǵan túrinde jumsaladi.

Demek, lıshu jazıwında tolıq ieroglif emes, al onıń ayırım elementleri shártli tańba sıpatında jumsaladi. Solay etip, qıtay jazıwı boyınsha ótkerilgen úsh reforma qıtay ieroglif jazıwınıń qáliplesiwiniń úsh dáwirin ózinde sáwlelendiredi:

- a) tańbalardı standartlastırw tiykarında jazıwdaǵı har qıylılıqtı saplastırw;
- b) jazıw sistemasın mámleketlik kólemde unifikaciya jasaw;
- v) tanbalardıń strukturalıq-mánilik aǵzalarınıń qáliplesiwı.

Bul úsh dáwir hazirgi qıtay jazıwınıń úsh stilinde belgili dárejede saqlanıp qalǵan. Reformalar nátiyjesinde mámleket kóleminde qollanılatuǵın tańba sistemasi qáliplesti, onda hár bir tańba qatań hám ózgermeytuǵın formasına iye boldı. Házirgi qıtay jazıwınıń payda bolıwı biziń eramızdıń I-II ásirlerine tuwra keledi, bul dáwirde qıtay ieroglif jazıwı normaǵa túsirildi, jazıwda tiykarınan úsh stil qalıplesti: normaǵa túsirilgen jazıw (kaishu yamasa chjenshu), yarım normalasqan jazıw (sinshu) ham jeńillestirilgen tóte jazıw (caoshu). Atama teoriyası menen baylanıslı dáslepki grammatikalıq táliymat ta áyyemgi Qıtayda payda bolgan. At qoyıw, atama teoriyasın qáliplestirgen biziń eramızǵa shekemgi 551-479-julları jasaǵan qıtay filosofi Konfuciy (Kun-Czi) boldı. Ol zat penen onıń ataması ortasında tábiyiy baylanıs boladı. Sonlıqtan da zatlarǵa atama qoyıwda jiberilgen qáte-kemshiliklerdi dúzetiw mámleketti basqarıwdaǵı dáslepki qádem bolıwı tiyis dep esapladi. Onıń atamaları dúzetiw teoriyası legistler mektebi wákilleri tárepinen basshılıqqa alındı.

Kerisinshe daos baǵdarındaǵı filosoflar zat penen onıń ataması ortasındaǵı baylanıs tosattan boladı, - dep tastıyıqlaydı. Biraq mámleket tárepinen ierogliflerdi sistemaǵa túsiriw hám tastıyıqlaw Qıtayda oraylasqan mámleketlik dúzimniń payda bolıw dáwirine tuwra keledi. Qıtaylılarda grammatikalıq izertlewler Xan dinastiyası dáwirinde qıtay ieroglif jazıwınıń tolıq qáliplesiwı menen payda boldı. Imperator Cin Shi-Xuan mámleketti basqarǵan dáwirde joq etilgen budda diniy kitapların qayta tiklew, olardı qayta kóshirip jazıw, belgili bir qálipke keltiriw ham kommentariyalar beriw, qullası rekonstrukciya jasaw - bul izertlewlerdiń payda bolıwına tásir etti. Eski qıtaylılardıń grammatikalıq táliymatı «Erya», «Fanyan», «Shoven czechi» «Shimin» dep atalatuǵın tórt miynette sáwleleniwın tapqan. «Erya» - qıtaylılardıń eń eski kitaplarınıń biri bolıp, onı qıtay ieroglifleriniń toplamı dep ataw múmkin. «Erya» - bul sózlik. Ol eski qıtaylılardıń orfografiyalıq hám enciklopediyalıq bilimleriniń normativi bolıp tabıladı. Sózlikte qıtay ieroglifleri birinshi mártebe sistemaǵa túsirilgen, sonlıqtan da onı grammatikalıq miynetlerdiń qatarına kirgiziwge boladı.

Sózlik 19 tematikalıq toparǵa bólingen. Olardıń ayırımları tómendegiler: ataw (gu), sóylew (yan), túsindiriw (syun), tuwısqanlıq (cin), basqarıw (gun), qural (ci), muzika (yue), aspan (tyan), jer (di), shıńlar (cyu), tawlar (shan), suw (shuy), haywanatlar (shou). Mal (chu), balıq (yuy) h. t. b. Hár bir tematikalıq topar bir neshe mayda shaqapshaǵa bólinedi. Máselen, yan, yaǵnıy, sóylew toparı, a) sóylewge túsiniw (gu, yan, syun), b) adamlar arasındaǵı qatnasqa túsiniw (cin, gun, ci, yue) h.t.b.

«Erya»niń «Dóretiwshi sóz tuwralı» birinshi bólimi onıń úshen birin quraydı. Bul bólimde sózler sinonimlik qatarlar tártibinde izbe-iz ornalastırılǵan. Máselen, chu (baslaw, daslepki), shaw- baslaw, czu-tiykar, baslanıw deregi, czi-shıǵıw punkti, yuan- baslanǵısh element h.t.b. Bizin eramızdıń basında qıtay tilshisi Yan Syun «Fanyan» (Jergilikli sóylem) miynetin dóretti. Eger

«Erya»da diniy kitabiy tekstlerge uliwmalıq túsiniqler berilse, al «Fanyan» da jazba ádebiytildegi jergilikli dialektlik awızeki sóylem elementleri izertlenedi. Solay etip, «Fanyan»niń tiykarǵı maqseti diniy kitabiy tildi emes, al awızeki sóylew tilin bayanlaw bolıp tabıladı. Avtor «Fanyan»da sózlerdiń payda bolıw, qollanıw aymaǵı tuwralı túsiniqler berip, qıtay dialektologiyasına tiykar saladı. Áyyemgi qıtay til bilimindegi Syu Shanniń «Shoven czechi» «Ápiwayı belgilerdi bayanlaw, qospa belgilerdi túsindiriw» miynetini eń tiykarǵı miynetlerden esaplanıp, biziń eramızdıń 100-jılları jazıp pitkerilgen.

Syu Shan 9353 ieroglifniń sózligin dúzdi. Bul tematikalıq sózlik emes, al shártli belgiler, yaǵnıy ierogliflerdiń sırtqı forması tiykarında dúzilgen sózlik bolıp, onda ierogliflerdiń ańlatatuǵın mánisi ekinshi orınǵa shıǵadı, yaǵnıy alfavitlik sózlik principi qollanılgan. Avtor 540 elementti hár qıylı kombinaciyalarda qollanıw arqalı 10 000 ǵa jaqın ieroglifniń ańlatatuǵın mánilerin kórsetedi. Uliwmalıq elementi bolǵan ieroglifler sózlikniń óz aldına bólimi retinde beriledi. Bólimler belgilerdin quramalasıw dárejesine qaray orın tártibinde berilgen. Qıtay tilindegi belgilerdi sistemalasıtıwıń bul principi bir neshe ierogliflerge ortaqlı bolǵan elementlerdi (bu) ańıqladı. Solay etip, «Shoven czechi» qıtay tili boyınsha dáslepki grammatikalıq tálimat bolıwı menen bahalı. Qıtay jazıwın sistemalasıtıw maqsetinde Syu Shan tárepinen ieroglifler kategoriyası teoriyası jaratıldı. Syu Shan bunday kategoriyalardıń altawın atap ótedi: kórkemlew, siltew, ideografialıq, fonografialıq, túri ózgergen hám basqa tillerden ózlestirilgen ieroglifler. Kórkemlew kategoriyasına misallar: kún, quyash, ay, siltew kategoriyasına misallar: bir, eki, úsh h.t.b. Áyyemgi Qıtay til bilimindegi kelesi miynet «Shimin» (Atamalarǵa túsiniqler) dep ataladı. Bul miynet biziń eramızdıń ekinshi ásirinde Lyu Si degen adam tárepinen dúzilgen sózlik

«Erya»daǵı sózlerdi beriwdiń tematikalıq principi bul sózlikte de bassılıqqa alıngan. Bul sózlikniń «Erya»dan ózgesheligi avtor hár bir ataman etimologiyalıq kóz-qarastan izertleydi. Sonlıqtan da bul miynet «Atamalarǵa túsiniqler» yamasa «Diniy tekstlerdiń etimologiyası» dep ataladı, Bul sózlikniń «Shoven czechi»dan ózgesheligi – onda ierogliflerdiń ishki formaları hám etimologiyası sóz etilse, «Shimin»de ierogliflerdiń aytiliwina tiykarǵı diqqat awdarıladı. Lyu Sidiń pikiri boyınsha, atamalarđın kelip shıǵıwı tuwralı haqıyqatlıqtı yaǵnıy etimondi, grafika yáki shártli tańbadan emes, al ierogliflerdiń aytiliwınan hám mánisinen izlew kerek. Lyu Si tárepinen usınılgan etimologiyalıq princip qıtay filologiyası tariyxında «Shensyun» (aytıwdı tallaw) atamasın aldı. «Erya», «Fanyan», «Shoven czechi», «Shimin» — bul tórt miynet qıtay lingvistikasınıń tiykarın salǵan miynetler bolıp tabıladı.

УЎК: 691.332: 698.7

**ТИББИЁТ МУАССАСАЛАРИ БИНОЛАРИНИНГ
ЭНЕРГИЯ САМАРАДОРЛИГИ ИМКОНИЯТЛАРИ**

Норов Нусиратжон Нуралиевич

(PhD), доцент

Генжебаев Турсинбек Рустемович

таянч докторант

(Тошкент архитектура қурилиш университети)

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Аннотация. Мақолада Ўзбекистондаги тиббиёт муассасалари биноларининг энергия самарадорлиги таҳлил қилинган, бугунги кунда Ўзбекистон шароитида бино ва иншоотларнинг энергиясамарадорлигини таъминлашнинг асосий вазифалари ва уларни ташиқи тўсиқ конструкцияларининг иссиқлик ҳимоясини самарадорлини ошириши ечимлари келтирилган.

Калим сўзлар: ташиқи тўсиқ конструкция, иқлим, ҳарорат, намлик, энергиясамарадорлик, санитария гигиена, иситиши тизими, композит конструкция, герметиклик, концепсия.

**OF BUILDINGS OF MEDICAL INSTITUTIONS
ENERGY EFFICIENCY OPPORTUNITIES**

Abstract. The article analyzes the energy efficiency of buildings of medical institutions in Uzbekistan, presents the main tasks of ensuring the energy efficiency of buildings and structures in the conditions of Uzbekistan today, and solutions to increase the efficiency of thermal protection of their external barrier structures.

Key words: external barrier construction, climate, temperature, humidity, energy efficiency, sanitary hygiene, heating system, composite construction, hermeticity, conception.

**ЗДАНИЙ МЕДИЦИНСКИХ УЧРЕЖДЕНИЙ
ВОЗМОЖНОСТИ ПОВЫШЕНИЯ ЭНЕРГОЭФФЕКТИВНОСТИ**

Аннотация. В статье проведен анализ энергоэффективности зданий медицинских учреждений Узбекистана, представлены основные задачи обеспечения энергоэффективности зданий и сооружений в условиях современного Узбекистана, а также решения по повышению эффективности тепловой защиты их внешних барьерных конструкций.

Ключевые слова: наружное барьерное строительство, климат, температура, влажность, энергоэффективность, санитарная гигиена, система отопления, композитная конструкция, герметичность, концепция.

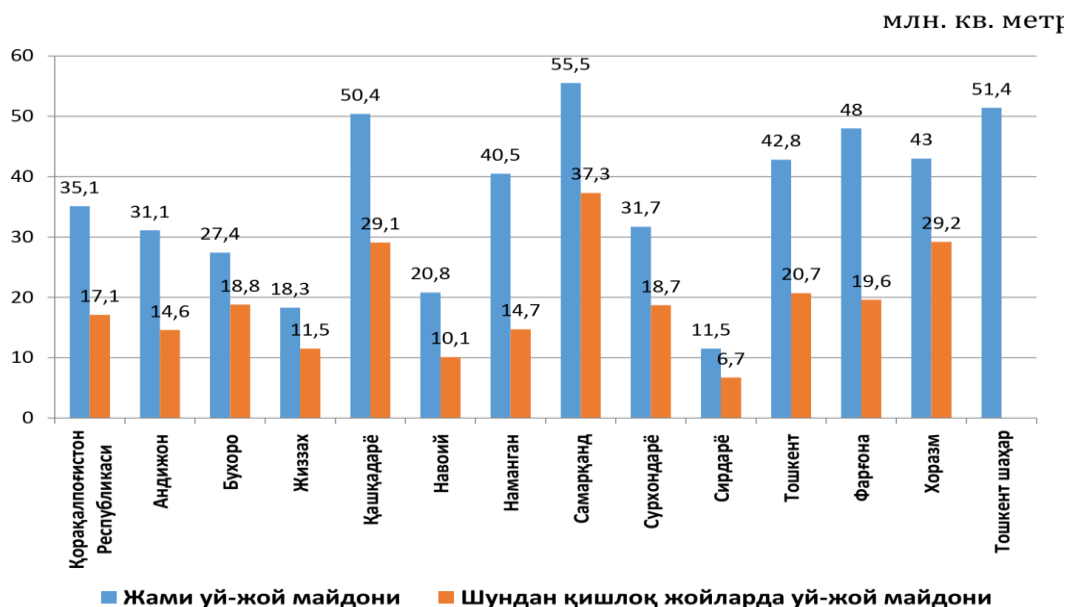
Жаҳонда жамоат биноларини, айниқса тиббиёт муассасалари биноларини лойиҳалаш, қуриш ва фойдаланиш жараёнларида энергия тежамкорликни таъминлаш масалаларига алоҳида аҳамият берилмоқда. Ҳозирги пайтда илғор хорижий давлатларда ишлаб чиқилган комплекс дастурларнинг асосий йўналиши бинолар ва уларнинг ташқи тўсиқ конструкцияларининг иссиқлик ҳимоялаш даражасини оширишга қаратилган[7].

Ўзбекистон Республикаси Президентининг 2022 йил 28 январдаги “2022-2026 йилларга мўлжалланган Янги Ўзбекистоннинг тараққиёт стратегияси тўғрисида”ги ПФ-60-

сонли, 2022 йил 9 сентябрдаги “Энергия тежовчи технологияларни жорий қилиш ва кичик қувватли қайта тикланувчи энергия манбаларини ривожлантириш бўйича қўшимча чора-тадбирлар тўғрисида”ги ПФ-220-сон фармонларида «Яшил иқтисодиёт» технологияларини барча соҳаларга фаол жорий этиш орқали 2026 йилга қадар иқтисодиётнинг энергия самарадорлигини 20 фоизга ошириш ва ҳавога чиқариладиган зарарли газлар ҳажмини 20 фоизга қисқартириш чоралари кўриш, уй-жой-коммунал хўжалиги, ижтимоий соҳа объектлари ва бошқа соҳаларда қайта тикланувчи энергия манбаларини кенг жорий этиш ва энергия самарадорлигини ошириш, шунингдек электромобиллар ишлаб чиқариш ва улардан фойдаланиш бўйича чораларни кўриш вазифалари белгилаб берилган[1]. Ҳозир кунгача кўп давлатларда энергиясамарали биноларни лойиҳалаш ва қуриш жадал ривожланмаган, аммо уларнинг сони ҳар йили сезиларли даражада ошмоқда. Бугунги кунда Ўзбекистон ҳам энергиясамарадор ва энергиятежамкор биноларнинг лойиҳалари учун ягона стандарт ечим мавжуд эмас[2,5].

Аҳолининг ўсиши, даромадларнинг ортиши, урбанизация жараёнининг тезлашиши ва истеъмол қилиш таркибининг ўзгариши ҳисобига 2030 йилга келиб, бино-иншоотлар соҳасида энергияга бўлган талаб 2,5 баробарга ошиши кутилмоқда[5].

Бундай шароитда энергия манбаларига бўлган талаб ва таклиф ўртасидаги тафовутнинг олдини олиш, турар-жой, тижорат ва маъмурий биноларнинг энергияга бўлган талабини кафолатли таъминлаш учун ушбу соҳаларда энергия самарадорлигини ошириш бўйича комплекс чора-тадбирлар ишлаб чиқиш зарурияти пайдо бўлмоқда. Ҳозирги даврда республика уй-жой фонди жами **507,5 млн кв. метрни**, шундан қишлоқ жойларда **248,1 млн кв. метрни** ташкил этади (1-расм).



1-Расм. Республика ҳудудларида уй-жой фондининг тақсимланиши

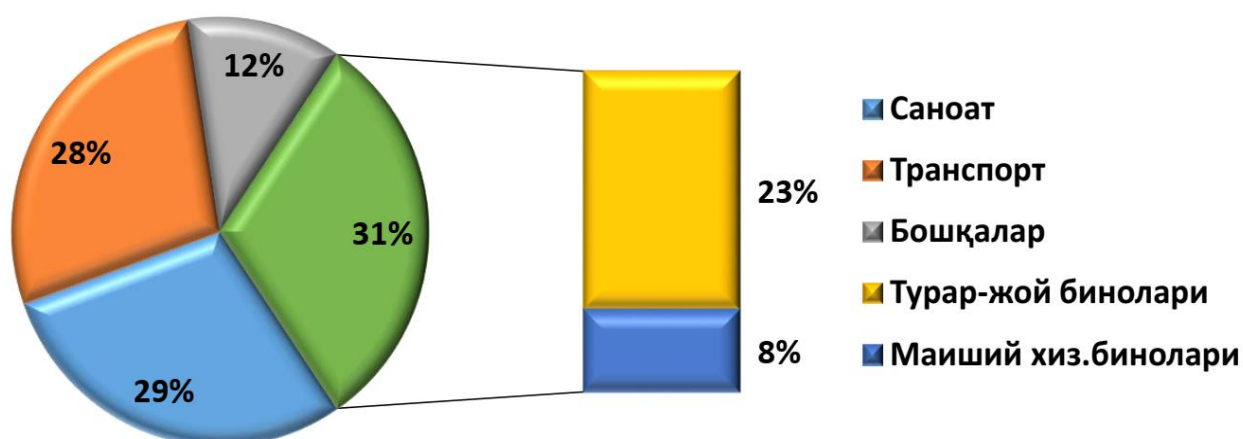
Бунда, республика бўйича жами 34 584 та уй-жой бинолари мавжуд бўлиб, шундан 2000 йилгача қурилганлари 32 854 тани (95%), 2000 йилдан кейин қурилганлар 1 730 тани (5%) ни ташкил этмоқда.

Таҳлилларга кўра ушбу биноларнинг 20 625 таси (59,6%) техник ҳолати бўйича таъмирга муҳтож, 452 таси (1,3%) авария ҳолатидаги уйлاردир. Таъмирга муҳтож бўлган

уйларнинг 2019 йил таъмирлаш Дастурига киритилгани 11 172 тани (54,2%), кейинги йилларга режалаштирилгани 7 136 тани (3,5%) ташкил этади холос. Бундан ташқари, бино ва иншоотларда энергия ресурсларининг сарфини ҳисобга олиш етарли даражада қамраб олинмаган. Хусусан, ҳисоблагич приборлари мавжуд бўлмаган хонадонлар 46 2529 тани (39%) ташкил этмоқда, шундан: иссиқ сув ҳисоблагич асбоби мавжуд бўлмаганлари – 177 534 та (14%); совуқ сув ҳисоблагич асбоби мавжуд бўлмаганлари – 168 149 та (12%); табиий газ ҳисоблагич асбоби мавжуд бўлмаганлари – 107 788 та (9%); электр энергиясини ҳисоблагич асбоби мавжуд бўлмаганлари – 9 058 та (0,8%). Охириги 5 йил ичида архитектура ва бошқа идоралардан техник кўриқдан ўтказилмаган уйлар сони 11 259 тани, ёки жами уйларга нисбатан 33 фоизни ташкил этади.

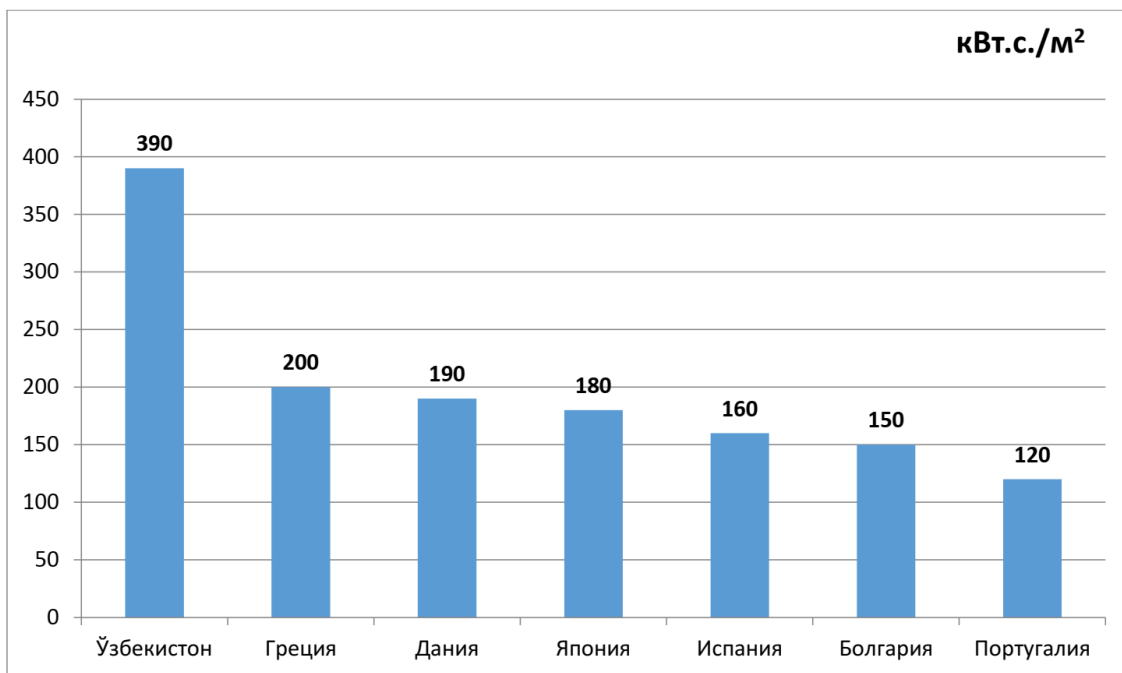
Бугунги кунда Ўзбекистонда умумий энергия истеъмоли нефть эквивалентида 29,4 млн тоннани (т.н.э) ташкил этиб, шундан маиший сектор ва аҳолининг энергия истеъмоли 9,7 млн.т.н.э. ёки 8,0 млн.т.н.э. табиий газ ва 1,7 млн.т.н.э. электр энергиясига тенг.

Бутун дунёда жами энергия истеъмолининг 23 фоизи турар-жой ва жамоат секторига тўғри келади (2-расм). Ўзбекистонда ушбу кўрсаткич қарийиб 40 фоизни ташкил этади.



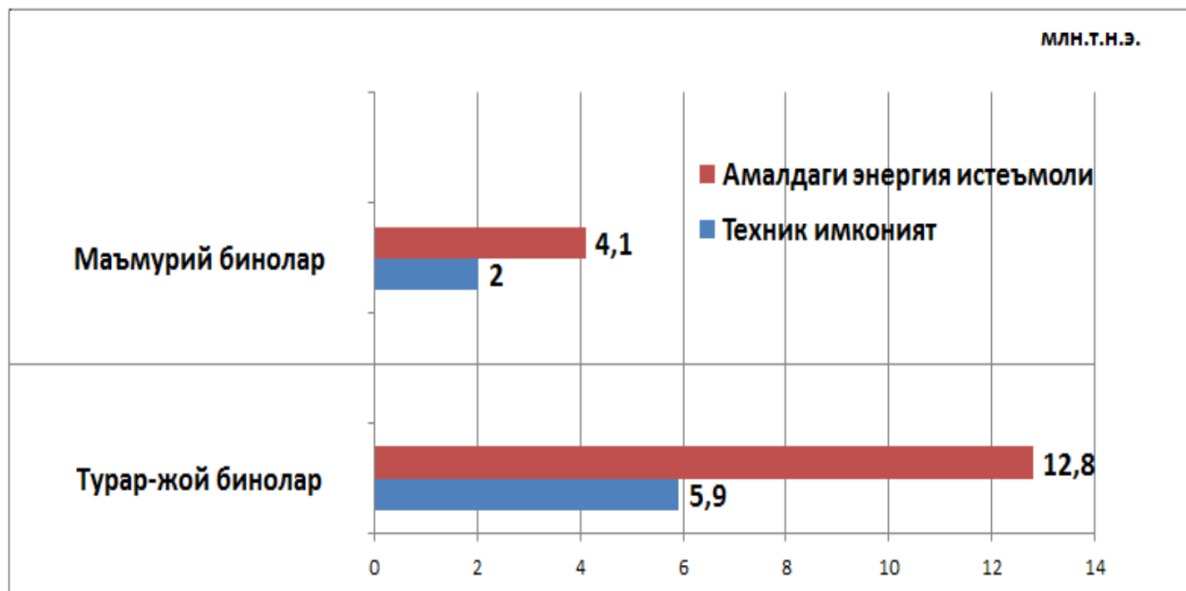
2-Расм. Хорижий давлатлардаги энергия истеъмоли

Мамлакатлар бўйича бинолардаги энергия сарфи кўрсаткичларининг қиёсий таҳлили шуни кўрсатмоқдаки, Ўзбекистонда бир йилда 1 квадрат метрга сарфланадиган энергия миқдори 390 кВт соатни, Европада эса ўртача 120-150 кВт·соатни ташкил этмоқда (Ўзбекистонга нисбатан 240-270 кВт соатгача кам ёки 38 фоизга тенг). Географик жиҳатдан Ўзбекистон билан бир ўринда турадиган Греция давлатида 200 кВт соат (Ўзбекистонга нисбатан 51,3%)ни, Португалия давлатида 120 кВт соат (30,8%)ни ташкил этади. (3-расм). Ривожланган Европа давлатларида бир йилда 1 квадрат метрга сарфланадиган энергия миқдори эса 70-80 кВт соат ва ундан кам кўрсаткични ташкил этгандагина, ушбу бинолар энергия самарадор ҳисобланади.



3-Расм. Хорижий давлатлардаги энергия сарфи билан Ўзбекистондаги энергия сарфини солиштириш графиги.

Ўзбекистондаги соғлиқни сақлаш муассасалари биноларидаги техник нуқтаи назардан энергия тежамкорлиги имкониятлари жами нефть эквивалентида 7,9 млн тоннани ташкил этмоқда (4-расм). Шундан маъмурий бинолар бўйича нефть эквивалентида 2 млн тоннага, турар-жой бинолари бўйича эса 5,9 млн тоннага тенг.



4-Расм. Ўзбекистондаги мавжуд биноларнинг энергия самарадорлиги имкониятлари

Бундан кўриниб турибдики, республикада соғлиқни сақлаш муассасалари, яъни тиббиёт муассасалари биноларидаги энергия тежамкорлик имкониятлари амалдаги истеъмолга нисбатан 2-2,5 баробарни ташкил этмоқда.

Таҳлилларга кўра, соғлиқни сақлаш муассасалари биноларидаги амалдаги энергия истеъмолининг юқорилигига, яъни энергия йўқотилишларига куйидаги факторлар сабаб бўлмоқда:

биноларни қуришда ва реконструкция қилишда норматив ва технологик камчиликлар;

қурилишда қўлланиладиган иссиқлик сақловчи материалларнинг иссиқлик сақлаш хусусиятларининг пастлиги;

иситиш ва ҳавони маромлаш тизимларини паст самарадорлиги;

олдинги йилларда қурилган биноларнинг техник кўрсаткичлари ҳозирги замон энергия самарадорлиги талабларига жавоб бермаслиги ва бошқалар[8].

Ҳисоб-китобларга кўра амалдаги энергия истеъмолидаги йўқотишларнинг 60 фоизи биноларни иситиш ва ҳавони маромлаш тизимларида ва 11 фоизи иссиқ сув таъминоти тизимида содир бўлади.

Бунда республика бўйича биноларда энергия йўқолиш сабабларини камайтиш ҳисобига уни тежаш имконияти нефть эквивалентида 1,94 млн тоннани ёки маиший сектор ва аҳолининг энергия истеъмоли сарфининг 20 фоизини ташкил қилади. Агар шу биноларни иситиш учун гелиоколлектордан фойдаланилса, табиий газ миқдори ойлик 242 куб метргача ва электр энергияси 2 160 кВт соатгача камаяди[6].

Юқорида келтирилган таҳлиллардан кўриниб турибдики, янги қуриладиган тиббиёт муассасалари биноларини электр энергияси билан таъминлаш учун замонавий қуёш фотоэлектрик станцияларини ҳамда иссиқ сув билан таъминлаш учун қуёш сув иситкичларини ўрнатиш мақсадга мувофиқ ҳисобланади. Бунинг натижасида ушбу мақсадларга сарфланадиган энергия ресурсларини 45 фоизгача иқтисод қилинади[14].

Республикадаги тиббиёт муассасалари биноларини иссиқлик насослари орқали иситиш ва совутиш тизимини жорий этилиши билан энергия ресурсларининг истеъмоли 3 баробаргача камайтирилишига эришиш мумкин.

Бугунги кунда, қуёш фотоэлектр станциялари қуёш сув иситкичлари, энергия тежамкор ускуналарни ишлаб чиқарувчи ва сотувчи корхоналар томонидан истеъмомчиларга лизинг асосида ушбу қурилма ва ускуналарни сотиб олиш ва ўрнатиш имкониятини тақдим этиш амалиёти жорий этилмоқда. Албатта бу тадбирларнинг амалга оширилиши республикада энергия ресурсларидан оқилона фойдаланишга олиб келади.

Хулоса. Умуман Ўзбекистон шароити учун тиббиёт муассасалари биноларини энергиятежамкор қилиб лойиҳалаш, қуриш ва улардан фойдаланиш борасида тўпланган илғор хорижий тажрибаларга эътибор қаратиш лозим. Энергиятежамкор бинолар нафақат энергия-ресурсларни тежашни, балки атроф-муҳит билан ҳамкорликдаги ғояга асосланган бутун бир фалсафани намоён этади. Ўзбекистондаги тиббиёт муассасалари биноларини энергия тежамкор қилиб лойиҳалаш ва қуриш бу ҳаётини зарурат бўлиб, долзарб вазифа ҳисобланади [13].

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НЕОБХОДИМОСТЬ ИННОВАЦИОННОГО ПОДХОДА В УПРАВЛЕНИИ ОРГАНИЗАЦИЯМИ

Жумаева Зулфия Каюмовна

Азиатский международный университет

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Аннотация. В данной статье представлена необходимость инновационных подходов в управлении всеми отраслями экономики. Освещены вопросы, связанные с подготовкой квалифицированных кадров в сфере развития национальной экономики, а также сущность новых концепций, используемых при проведении научных исследований.

Ключевые слова: инновация, инновационность, новатор, высокие технологии, hightech, наукоёмкие отрасли.

THE NEED FOR AN INNOVATIVE APPROACH IN MANAGING ORGANIZATIONS

Abstract. This article presents the need for innovative approaches in managing all sectors of the economy. Issues related to the training of qualified personnel in the development of the national economy are covered, as well as the essence of new concepts used in scientific research.

Key words: innovation, innovativeness, innovator, high technology, hightech, knowledge-intensive industries.

Рынку и в целом рыночной экономике нужны современные, квалификационные и креативно мыслящие кадры – это аксиома. Как показывает не только мировой, но уже и отечественный опыт, экономический рост невозможен без повсеместного перехода к использованию современных технологий, без развития наукоемких и ресурсосберегающих производств, создания новых механизмов интеграции материального производства и сферы услуг, освоения эффективных форм корпоративной организации и методов управления.

А все это, как известно, автоматически или в одночасье не достигается. В основе их реализации лежат, прежде всего знания, умение, опыт и профессионализм специалистов, благодаря которым, кроме всего прочего, обеспечивается также развитие личности, формирование гражданской позиции и вовлечение людей не только в деятельность предприятий и организаций, но и общество в целом. То есть жизнь еще и еще раз подтверждает важность и примат науки, знаний и профессионализма над другими факторами общественного развития.

Сегодня руководителей всех уровней волнуют не столько налоги и инвестиции, сколько работники с высоким инновационным потенциалом. Только ли это те, кто обладает сертифицированными знаниями для создания нового продукта? Или это все-таки те, кто обладает технологиями доведения его до потребителя? И существует ли сегодня "кузница" инновационных кадров, способная обеспечить потребности экономики?

Как показывает хозяйственная практика, потребность в новых знаниях и профессиональном росте у одних специалистов возникает быстрее, а у других медленнее. Некоторым категориям работников достаточно приобрести новые знания в объеме средней специальной школы, иным же – пройти подготовку на уровне магистратуры и докторантуры. Поэтому нынешняя образовательная система должна быть построена таким образом, чтобы подготовить людей для осуществления инженерно-вспомогательных

функций, руководителей первичных звеньев производства, научных исследований и разработок, непосредственных работ на соответствующих рабочих местах.

Классик экономической теории Й. Шумпетер, разрабатывая свою инновационную теорию, изучив предпринимательский класс своего времени, выделил основные характеристики людей, ключевой из которых назвал стремление привнести в свой бизнес что-то новое, особое, нетрадиционное:

- о новое, особое, нетрадиционное;
- независимость и уверенность в себе, опора на собственные силы;
- отсутствие боязни риска;
- доверие своему чутью, интуиции;
- потребность в самореализации, в достижении успеха;
- достаточно взвешенное отношение к деньгам.

Й. Шумпетер исходил из того, что двигателем развития выступает предприимчивость: лишь те люди достойны называться предпринимателями, которые находятся в постоянном поиске новых возможностей для бизнеса. При этом роль предпринимателя отличается по своему вкладу в деятельность фирмы как от роли капиталиста-собственника, так и от роли управленца высшего звена (хотя данные три роли могут исполняться разными людьми в разных пропорциях, а классический капиталист-предприниматель играет все три роли разом). По Шумпетеру, предприниматель - это и есть новатор, находящийся в постоянном поиске новых комбинаций факторов производства.

Далее необходимо обеспечить соответствие квалификационно– профессионального уровня специалиста соответственно сложности выполняемой им работы. Если этот уровень ниже производственной сложности технической и научной деятельности, то недоиспользуются резервы повышения производительности труда, не полностью расходуется не только образовательный, но и научно – технический и производственный потенциал общества. Превышение же уровня квалификационной и профессиональной подготовки специалистов над уровнем выполняемых ими в последующем работ порождает другое противоречие: либо приводит к явной потере средств, вложенных обществом на подготовку кадров, либо снижается престижность квалифицированного труда, появляется моральная, а в рыночных условиях и материальная неудовлетворенность работника характером своей деятельности. А, в конечном итоге ослабляется производственная дисциплина, снижается производительность труда, возникает текучесть кадров.

Однако дело не в отмеченных нюансах и даже противоречиях, хотя они как сами по себе, так и с точки зрения рассматриваемой проблемы не столь уж безобидны или малозначительны. По последним данным, среднегодовая численность трудовых ресурсов составляет 18672,5 тыс. чел. более 58 % от общего населения республики. Подавляющая их часть ныне занята в различных отраслях и сферах экономики. При этом наблюдается тенденция роста показателя занятости людей, который за текущий год увеличился на 183,6 тыс. чел. (1%). Например, в рамках выполнения Стратегии действий по дальнейшему развитию Республики Узбекистан в четвертом направлении — «Развитие социальной сферы» предусматривается реализация мер по повышению занятости населения, совершенствованию системы социальной защиты и охраны здоровья граждан, развитию и модернизации дорожно-транспортной, инженерно-коммуникационной и социальной

инфраструктур, улучшению обеспечения населения электроэнергией, газом, качества социальной помощи уязвимым слоям населения, повышению статуса женщин в общественно-политической жизни, реформированию сферы здравоохранения, обеспечению доступности дошкольных образовательных учреждений, повышению качества и развитию общего среднего образования, среднего специального и высшего образования.

В частности, предусмотрено безусловное исполнение программ занятости населения путем создания 256,4 тысячи рабочих мест за счет реализации около 25 тысяч инвестиционных проектов по комплексному развитию территорий. В регионах с наиболее высоким уровнем безработицы намечается создать 46,8 тысячи новых рабочих мест, выделить кредиты 10 тысячам выпускников образовательных учреждений для начала предпринимательской деятельности.

Только в сфере малого бизнеса работает 78,3 % занятых. Так, по данным республиканской статистики в государственном секторе 17,3 %, а в частном- 82,7 % занятых.

Но даже эти позитивы, к сожалению, еще не снимают всю полноту проблемы грамотных специалистов, в силу чего, как показывает анализ, немалая их часть остается пока незадействованной, ищет место работы или работает вне своего первоначального профессионального образования. По поданным заявкам в биржах труда 14,4 тыс. чел. безработные, что в 2,9 раз больше прошлого года. 837 тыс. чел. ищут места работы. Такое положение в условиях рыночной экономики в целом является вполне естественным явлением, недопущение которого, как правило, во многом зависит прежде всего от самих специалистов. Как показывает практика, чем выше общая и профессиональная подготовка специалистов, тем, соответственно, выше уровень востребованности их национальной экономикой и, кроме того, длительнее трудовой период их деятельности.

Анализ промышленных предприятий, успешно ведущих инновационную деятельность, показывает, что основными побудительными мотивами для разработки инноваций являются желание и стремление руководства вести стратегическую деятельность вообще и осуществлять инновационную в частности. На предприятии должен быть лидерноватор, который готов выделить ресурсы на разработку новой продукции и постоянно заинтересовывать в инновациях весь персонал. Однако в современной рыночной экономике предпринимательская функция видоизменяется и с ростом размеров предприятия переходит от собственников ресурсов к менеджерам. В этих условиях реализация предпринимательской функции в крупных корпорациях связана преимущественно с поиском новых возможностей увеличения прибыли и снижения риска, с разработкой и реализацией инновационных стратегий, новых систем управления и организации производства и т. д.

Другими словами, на уровне управления инновационность менеджеров проявляется в способности генерировать и реализовывать новаторские решения в сфере управления в целях инновационного развития как отдельной организации, так и экономики в целом.

Еще одним признаком, позволяющим характеризовать кадры как "инновационные", является принадлежность к сфере высоких технологий.

Понятие "высокие технологии" (high-technology, или high-tech) первоначально относилось к некоторым новейшим секторам промышленности с высокой долей удельных расходов на научно-исследовательские и опытно-конструкторские разработки (НИОКР), т. е. соответствовало понятию "наукоемкие отрасли промышленности". В настоящее время высокие технологии" являются частью технологической базы всех отраслей экономики, и выделение отраслей hightech становится условным. При этом важнейшими критериями отнесения конкретной отрасли к категории высокотехнологичных являются доля расходов на НИОКР в обороте (объеме отгрузок) или в стоимости условно чистой продукции и/или отношение численности занятых в сфере отраслевых НИОКР ко всему персоналу, занятому в данной отрасли. Поэтому на сегодняшний день термины "наукоемкие" и "высокотехнологичные" целесообразно считать синонимами.

Например, в Узбекистане в настоящий момент к наукоемким отраслям и производствам отнесены большая часть отраслей машиностроения, химическая, микробиологическая и медицинская промышленность, в отличие от таких традиционных видов бизнеса, как черная и цветная металлургия, легкая, пищевая промышленность.

Для успешного решения указанных задач и в целом обеспечения поступательного развития экономики большую роль, на наш взгляд, сыграло бы создание моделей специалистов по отдельным профессиям. Эти модели должны строиться не только на основе набора специальных знаний, но и органически включать в себя развитие физических и духовных качеств с тем, чтобы можно было формировать у людей целостное мировоззрение.

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DISTINCTIVE FEATURES OF PERSONAL MANAGEMENT IN THE ACTIVITIES OF COMMERCIAL BANKS

Bazarova Mamlakat Supiyevna

Senior Lecturer, Department of Economics,
International University of Asia

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Abstract. *Personnel Management is a continuous process, aimed at purposefully changing the motivation of people in order to increase their maximum level of performance and, accordingly, achieve high final results.*

Keyword: *bank management, cash register, Banking Technologies, comprehensive management of labor resources promote quality work of innovative management.*

ОТЛИЧИТЕЛЬНЫЕ ЧЕРТЫ ПЕРСОНАЛЬНОГО УПРАВЛЕНИЯ В ДЕЯТЕЛЬНОСТИ КОММЕРЧЕСКИХ БАНКОВ

Аннотация. *Управление персоналом представляет собой непрерывный процесс, направленный на целенаправленное изменение мотивации людей с целью повышения их максимального уровня производительности и, соответственно, достижения высоких конечных результатов.*

Ключевые слова: *банковский менеджмент, кассовый аппарат, банковские технологии, комплексное управление трудовыми ресурсами способствуют качественной работе инновационного менеджмента.*

Bank management, on the basis of which, first of all, lies the skill of being able to work with people, therefore, one of the important components of the innovative management of banks is Personnel Management. It is no secret that the quality of human resources depends on their contribution to the implementation of the goals facing the bank, as well as the quality of banking activities in many ways on the effective way of working with employees.

The formation of a two-stage banking system, its structural refinement, as well as the creation of an electronic payment system are the main features of new structures in places: Uzbek choosing in accordance, it is necessary to create a unified system of accounting for all types of awards. It is worth saying that Personnel Management is causing much wider controversy in our domestic literature, since the relevance of this direction of improving banking activity is also gaining confirmation in the experience of foreign banks, which have experienced the negative consequences of this problem.

There are different approaches to defining the problem of Personnel Management, methods for solving it. While some scientists describe in their articles the management of an internal firm as the sum of the principles, methods and means of managing the resources of an organization with the aim of achieving the highest efficiency and utility, they show the individual qualities of employees as a resource. It is generally not appropriate to treat employees as same-sex substations, with each employee having specific values and motives. Personnel Management is a continuous process, the maximum number of people In our opinion, by personnel management it is necessary to carry out three strategic tasks.

1. Ensuring the necessary specialization and level of qualification for the rapid and complete satisfaction of the bank's contributions to labor resources.

2. To create conditions for employees to perform the functions assigned to them at the highest level of efficiency.

3. The creation of a comprehensive system of Personnel Management aimed at ensuring the necessary level of interaction of the system with other directions and elements of banking management.

Accordingly, the Personnel Management System is always made up of three interacting blocks. These are: management strategy, managed subsystems, a block that provides the overall functioning of the system. Banking Personal Management Strategy refers to the sum of conceptual approaches to the implementation of the general tasks of Personnel Management. By controlled subsystems.

- complex control system
- Organization of rational use of personnel content on the basis of determining the capacity and capabilities of the employee, planning his growth in the service;
- training and retraining of personnel, professional development;
- remuneration of Labor, improvement of other types of Labor motivation, in accordance with the contribution of each employee to the general work.

This concept includes the following principles:

1. To optimize the number of employees in each department.
2. Selection of employees whose qualifications and individual capabilities correspond to the work performed.
3. Maximum automation of Labor and the use of Information Technology.
4. To exclude duplication of functions.
5. Saving working time.
6. Creation of the necessary socio-domestic conditions.

Formation of personnel reserves, candidates for leadership in the development of regulatory and methodological documents, selection of specialists for key positions, study Effective management system of Commercial Banking Personnel. The concept of working with employees in a commercial bank can be built on the basis of interactions between its main mechanisms:

- personnel planning and forecasting;
- selection and allocation of personnel;
- staff assessment;
- professional development of employees;
- motivation of employees.

Thus, based on the job model, a complete list of requirements for a job candidate will be developed. The list includes the following elements:

- accounting data (age, gender, etc.k., i.e. information contained in a personal leaflet, autobiography, recommendations, work book, etc.); qualification level (education, specialty, where he studied and advanced his qualifications after receiving a diploma);
- professional knowledge in banking, economics, finance, management, psychology, programs, foreign language, etc;
- professional skills (working with people, regulations, methodical - work experience (by Specialty, Financial and credit, seniority in the banking system, participation in public affairs);

- personal-psychological qualities (honesty, hard work, accessibility, discipline, mental potential, resistance to overwork and stress, etc.k.);

- working conditions (work room, telephone, transport, computer equipment, educational and methodological Center, Library);

-remuneration and social benefits (salary of office, Masters, Awards, monthly compensation payments, labor leave, anniversary dates, material assistance in cases of death of loved ones, natural disasters and accidents, insurance, preferential travel, granting additional leave, the use of physical education-wellness complexes, the appointment of an additional pension). The scope of managerial influence of managerial tasks in the description of the place of work of the leader, responsibility for decisions made, uniformity of work performed, scope of planning, coordination.

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TURKLARNING “QIZIL OLMA” MIFOLOGIYASI HAQIDA QISQACHA

Xayrullayev Umidjon

Osiyo Xalqaro Universiteti o'qituvchisi

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Annotatsiya. Ushbu maqolada Turklarning “Qizil olma” mifologiyasi haqida qisqacha malumotlar keltirilgan.

Kalit so'zlar: “Qizil Olma”, Usmoniylar davlati, Usmon I, Mehmet, Yustinian haykali, Pyotr sobori, Konstantinopol, Italiya, Vizantiya imperiyasi, Yildirim Boyazid II, jahon hokimiyati.

BRIEFLY ABOUT THE "RED APPLE" MYTHOLOGY OF THE TURKS

Abstract. This article provides a brief overview of the Turkic "Red Apple" mythology.

Key words: "Red Apple", Ottoman state, Osman I, Mehmet, Justinian's statue, Peter's Cathedral, Constantinople, Italy, Byzantine Empire, Yildirim Bayazid II, world power.

КОРОТКО О МИФОЛОГИИ «КРАСНОГО ЯБЛОКА» ТЮРКОВ

Аннотация. В данной статье представлены краткие сведения о мифологии тюрков «Красное яблоко».

Ключевые слова: «Красное яблоко», Османское государство, Осман I, Мехмет, статуя Юстиниана, собор Петра, Константинополь, Италия, Византийская империя, Йылдирим Баязид II, мировая держава.

Turkiy xalqlar qadimdan dunyoning turli minatqalarida yashab keladi. To'grulbek va Chag'ribek istilolari tufayli, keyinchalik Mo'g'ul bosqinidan qutulish maqsadida turklar Kichik Osiyo hududlarida panoh topishadi. **Kayı qabilasi** — O'g'uznoma dostonlarida tilga olingan 24 ta o'g'uz qabilasidan, Mahmud Qoshg'ariyning Devonu lug'otit turk asarida tilga olingan 22 ta o'g'uz qabilasidan ikkinchisi hisoblanadi²⁸.

XI asrda ushbu qabila Saljuqiylar imperiyasining Xuroson viloyati hududida yashaganlar. Saljuqiylarga tobe bo'lmagan, balki boshqa turk qabilalari kabi Saljuqiylar davlati chegaralari ichida yashagan Kayilar, Onado'luga ikki xil davrda ikki alohida tarmoq bo'lib kirdilar. Kayilarning birinchi qismi 1071-yilda Malazgirt (Maniskret) jangidan so'ng Onado'luga ko'chib kelib o'rtnashganlar. Keyinchalik kuchayib Artuklu bekligiga asos solganlar.

Marv va Xuroson hududlarida qolgan kayilarning ikkinchi qismi mo'g'ullar hujumidan qochish uchun Xorazmshohlar bilan birga XIII asrda Onado'luga ko'chib o'rtnashganlar²⁹. Onado'luga ko'chib o'tganlarida taxminan 70.000 chodirli katta aholiga ega bo'lganlari, o'z taqdirlarini o'zlari belgilaganlari va XII asrdan boshlab turk tarixida o'z o'rnlarni egallaganlari taxmin qilinadi.

Ertug'rul G'ozini ushbu hududlarga qabilasi bilan birga XIII asrda kelgan. Mo'g'ul istilosidan qutulish uchun Kayi qabilasi Ertug'rul G'ozining otasi Sulaymon Shoh boshchiligida

¹Atalay, Besim (2006). *Divanü Lügati't* — Türk. Ankara: Türk Tarih Kurumu Basımevi. ISBN 975-16-0405-2, Cilt I, sayfa 55.

²İbrahim Artuk, “Osmanlı Beyliği'nin Kurucusu Osman Gazi'ye Ait Sikke”, *Türkiye'nin Sosyal ve Ekonomik Tarihi (1071-1920): 'Birinci Uluslararası Türkiye'nin Sosyal ve Ekonomik Tarihi Kongresi' (11-13 Temmuz 1977) Tebliğleri / Papers Presented to the 'First International Congress on the Social and Economic History of Turkey*, ed.: O. Okyar - H. İnalcık, Hacettepe Üniversitesi, Ankara 1980, s. 27-33

hozirgi Turkmanistonning Marv hududi yaqinlaridan Onado'liga ko'chib keldilar. Keyinchalik Kayi qabilasi Onado'lining g'arbiy qismiga ko'chib boradi va Vizantiya imperiyasi hududi bilan qo'shni bo'ladi. Bu paytda Ertug'ul G'ozu Ko'niya sultonligining uch beyi vazifasida edi. Uch beyining vazifasi sultonlik chegarasini qo'riqlashdan iborat bo'lgan. Ertug'ul G'ozu qarib 1281-yilda So'g'ut shahrida vafot etgandan so'ng, Kayi qabilasi beyligiga o'g'li Usmon G'ozu kelgan. U 1307-yilda mustaqil beyligiga asos solgan va keyinchlaik bu beylik Usmonlilar imperiyasiga aylangan³⁰. Aynan Usmoniylar davrida "Qizil olma" g'oyasi vujudga kelgan va ko'pchilik tarixchilar bu g'oyaning shakllanishini Fotih sulton Mehmet davrida sodir bo'lganligiga ishonishadi. Lekin aslida bu g'oyani shakllanishi ancha oldinroqqa borib taqaladi. Ertug'ul G'ozu o'z qabilasini Vizantiya chegaralariga ko'chirib o'tgach bu hududlarning uch beyligi unga topshirilgan. Aslida turklarning jahon hokimiyatini egallash mafkurasi sifatida xalq, askarlar va beylarning ramzi bo'lib kelgan bu g'oya aynan Ertug'ul g'ozu davrida vujudga kelgan hisoblanadi³¹. "Qizil olma" dastlab qabila beyi va unga yaqin kishilar orasida ma'lum bo'lgan va keyinchalik Usmoniylar qo'shinida buyuk g'oya sifatida namoyon bo'lgan ya'ni fotih sulton Mehmetdan sulton Salim III ga qadar turk asakarlari tilidan tushmagan³².

Turk shoiri va yozuvchisi Ziyu Go'kalp va qirg'iz yozuvchisi Chingiz Aytmatovlar o'z asarlarida "Qizil olma" ga alohida urg'u berib o'tganlar. Aslida bu termin kelib chiqishi qadim turkiy xalqlarga borib taqaladi. Olma quyoshga qiyoslangan, qizil rangi esa quyosh botayotganda qirmizi tusga kirishi paytidagi ko'rinishiga qiyoslanib quyoshga yetib borish tushunilgan. "Qizil olma" mifologiyasining vujudga kelishi bu turk davlatining yangidan tashkil etilishiga ishora bergan. Bu g'oya yangi huddlarni fath etish uchun dastak bo'lgan³³. Ertug'ul G'ozu va uning o'gli Usmon davrida "Qizil olma" quyidagicha uyg'unlangan: "Yo'llar qayerdadir - Qizil olmagadir, ushrashuv qayerdadir – vatandadir, vatan qayerdir – butun jahondir". Aynan bu davrda "Qizil olma" Vizantiya imperiyasi poytaxti Konstantinopol sharidagi Avliyo Sofiya cherkovi yonidagi ot mininb turgan Yustinian qo'lidagi metal shar tushunilgan. Unga egalik qilish Konstantinopolga hukmronlik qilish deb hisoblangan va bu shar butun dunyo hokimiyatiga ishora qiladi deb tushunilgan. Mashur turk geografi Avliyo Chalabiy Konstantinopoldagi shar bilan Rim shahrida joylashgan Avliyo Pyotr cherkovining gumbazi uyg'un deb tariflagan. Kosovo jangidan so'ng Sibirni qo'lga kiritib taxtga kelgan sulton Yildirim Boyazidning Andrinopol saroyiga tabrik va savdo tijorat ishlarini yo'lga qo'yish uchun kelgan Venetsiya, Genuya va boshqa italyan hukumatlarining elchilariga sulton tijorat Turkiyada odatiy hol ekanligini va hech qanday kelishuv amalga oshmasligini aytib, Rim shahrini bosib olib Avliyo Pyotr cherkovining mehrobida otimga yem yediraman deb dag'- dag'a qiladi³⁴. Ya'ni hali Konstantinopol fath etilmasidan Rim fathini

³⁰Halil İnalçık, Söyleşiler ve Konuşmalar, I, haz.: Birsen Çınar, İstanbul: Profil Yayıncılık, 2013, s. 142-143; a.mlf., Osmanlılar: Fütühat, İmparatorluk, Avrupa ile İlişkiler, Timaş Yayınları, İstanbul 2010, s. 95, vb.

³¹ Davison R.D. Turkey Fifth Edition 1995 y 17-19 p

³² Orhan Şaik Gökyay "Kizil Elma Üzerine": "Uluslar arasi kuruluşunun 700. yil dönümünde bütün yönleriyle Osmanlı devleti Kongresi"(s 19-20.Konya 2000)

³³ Burak ARMAĞAN "Kolektif Bilinç Ürünü Olarak Kızılelma'nın Edebî Metinlerdeki Algılanma Görüntüsü: Ziya Gökalp'in ve Cengiz Aytmatov'un Kızıl Elma Anlatıları": "KORKUT ATA TÜRKİYAT ARAŞTIRMALARI DERGİSİ"(s 641-650. 2022)

³⁴ Orhan Şaik Gökyay "Kizil Elma Üzerine": "Uluslar arasi kuruluşunun 700. yil dönümünde bütün yönleriyle Osmanlı devleti Kongresi"(s 19-22.Konya 2000)

manaviy xaritsiga kiritadi. Shuningdek bu fath g'oyasi Qonuniy sulton Sulaymon davrigacha ham o'zgarib boradi va bu turklar orasida panturkizm g'oyasining nomi sifatida qoladi. Ziyo Go'kalp ta'kidlashicha bu g'oya aynan O'g'uzxon davrida vujudga kelgan³⁵.

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**СУЮҚ АЗОТЛИ ЎЎТИНИ ҒЎЗАДА ҚЎЛЛАШДА ЎСИМЛИК ТАРКИБИДАГИ
ТЎПЛАНГАН N-P-K МИҚДОРЛАРИГА ТАЪСИРИ.**

Raximova Gulnora Xusnidinovna

Toshkent davlat agrar universiteti assistenti

graximova70@mail.ru

Musurmonova Mukambar Pazitdinovna

Toshkent davlat agrar universiteti assistenti

mukambar-79@mail.ru

Maxkamova Aliya Shinibaevna

Тошкент давлат аграр университети assistenti

Rahimova Munisaxon Вахром qizi

Тошкент давлат аграр университети talabasi

rahimovamunisa55@gmail.com

<https://doi.org/10.5281/zenodo.10535888>

Аннотация. Бўз тупроқ шароитида таркибида кальций ва кальций магний бўлган аммиакли селитра ўғити (N_{220} кг/га) ва рух ва молибден бўлган азот кальций ўғити (N_{220} кг/га) P_{120} K_{80} кг/га фонда қўллашда ўсимлик таркибида органларида умумий азот, фосфор ва калий моддаларни самарали тўпланишига эришилди.

Калит сўзлар: Ғўза, ўсимлиги, азот, фосфор, калий, ўғитлар, умумий ҳаракатчан шакллар, тупроқни унумдорлиги, мис, рух, молибден, кальций, магний.

**ВЛИЯНИЕ ВНЕСЕНИЯ ЖИДКИХ АЗОТНЫХ УДОБРЕНИЙ НА ХЛОПОК
НА КОЛИЧЕСТВА N-P-K, НАКОПЛЕННЫЕ В РАСТЕНИЯХ.**

Аннотация. Удобрение аммиачной селитры, содержащей кальций и кальций магний (N_{220} кг/га) и азотно-кальциевое удобрение, содержащее цинк и молибден (N_{220} кг/га) R_{120} K_{80} кг/га при применении на фоне сероземных условий может привести к эффективному накоплению общего азота, фосфора и калия в органах растений.

Ключевые слова: Хлопок, растение, азот, фосфор, калий, удобрения, общеподвижные формы, плодородие почвы, медь, цинк, молибден, кальций, магний.

**EFFECT OF LIQUID NITROGEN FERTILIZER APPLICATION ON COTTON
ON N-P-K AMOUNTS ACCUMULATED IN PLANTS.**

Abstract. Ammonium nitrate fertilizer containing calcium and calcium magnesium (N_{220} kg/ha) and nitrogen-calcium fertilizer containing zinc and molybdenum (N_{220} kg/ha) R_{120} K_{80} kg/ha when used in the background of gray soil conditions can lead to effective accumulation of total nitrogen, phosphorus and potassium in plant organs. has been achieved.

Keywords: Cotton, plant, nitrogen, phosphorus, potassium, fertilizers, general mobile forms, soil fertility, copper, zinc, molybdenum, calcium, magnesium.

Долзарблиги. Хозирги кунда кишлоқ хўжалигининг маҳсулдорлигини ошириш йил сайин камайиб бораётган экин майдонларини кенгайтириш эвазига эмас, балки ҳосилдорликни кўпайтириш ҳисобига амалга ошириш лозимдир. Шунинг учун бутун дунёда кишлоқ хўжалиги ишлаб чиқаришини жадаллаштириш йўналиши танланган.

Ҳозирги кунда замонавий шароитларда , ўғитларни далага олиб бориш ва тупроққа солиш харажатлари доимий ортиши пайтида барча типдаги тупроқ ва қишлоқ хўжалиги экинларида қўлланилиб келинаётган концентранган маркадаги Азот, фосфор, калийли ўғитларни таркибига микроэлементларни қўшиб таркибини бой қилиб ишлаб чиқаришни кўпайтириш ниҳоятда муҳим аҳамият касб этади.

Ўсимликларни озиқланишида микроэлементлар муҳим роль ўйнайди. ўсимлик организмнинг нормал ишлаши учун фақат азот, фосфор ва калийнинг бўлиши етарли эмас. Ўсимликларни озиқланишида микроэлементлар муҳим роль ўйнайди. Улар оксиллар, углеводлар, витаминларни синтезида иштирок этади. Уларни таъсирида фотосинтез яхшиланади, қурғоқчиликка чидамлилиги ортади, касалликлар келтириб чиқарувчиларга қарши иммунитетни ортади, натижада буғдойнинг ҳосилдорлиги 6-12% га ортади ва унинг сифати яхшиланади[1-3].

Маълумки тупроқдан маълум миқдор микроэлементлар ўсимликларга ўзлаштирилиши натижасида ёки бошқа сабабларга кўра чиқиб кетади, бугунги кунда уларнинг ўрни тўлдирилмаяпти. Бу эса микроэлементларнинг ўзлаштирилиши мумкин бўлган шакллариининг тўлдириб туришнинг асосий манбаи бўлган ўғитларни тупроққа киритилмаслиги билан боғлиқдир.

Шуни таъкидлаш лозимки, айнан микроэлементларни мавжудлиги ва ўсимликлар томонидан ўзлаштирилиши улар томонидан тупроқ энергиясини, сувни, ўғитлардаги ва тупроқдаги озуқа моддалардан самарали фойдаланиш имконини берувчи ферментларни синтез қилади [4]. Ушбу масалаларни ҳал этишда ЎзР ФА Умумий ва ноорганик кимё институти олимлари билан ҳамкорликда олиб борилаётган тадқиқотнинг мақсади маҳаллий хом ашё ва саноат чиқиндиларини қайта ишлаб таркибида микроэлементи бўлган (мис, рух, молибден ва бошқа) янги турдаги оддий ва мураккаб суюқ, гранулалли ва суспензиялаштирилган ўғитлар олишнинг рационал технологиясини ишлаб чиқиш ҳамда типик бўз тупроқ шароитида қўлланилганда ғўзани ўсиши ва ривожланишига, ғўза органлари таркибида тўпланган умумий озика миқдорларга (N,P,K) таъсирини аниқлашдан иборат.

Услуглар объекти. Дала тажрибаларини ўтказиш ва фенологик кузатувлар ЎзПИТИ услублари (2008) бўйича олиб борилди. Дала тажрибаларидан олинган тупроқ ва ўсимлик намуналарини агрохимёвий тахлили “Методы агрохимических, агрофизических и микробиологических исследований в поливных хлопковых районах”(1963) ва “Методы агрохимических анализов почв и растений Средней Азии” (1977) усулномалари бўйича аниқланди. Дала тажрибаси ПСУЕАИТИ тажриба участкасини типик бўз тупроқ шароитида ўтказилди. Бу тупроқ қадимдан суғорилиб келинган бўлиб, механик таркиби ўрта кумоқли, ер ости сувлари чуқур(18-20 м) жойлашган.

Бўз тупроқнинг дастлабки агрохимёвий тафсилоти бўйича ҳайдов (0-30см) ва остки (30-50см) қатламларида гумус 0,967 ва 0,825% ни ташкил этиб, нитратли азот (1,65 ва 1,51 мг/кг), ҳаракатчан фосфор (19,1 ва 11,4 мг/кг) ва алмашинувчи калий (150 ва 132 мг/кг) миқдорлари билан кам даражада таъминланганлиги аниқланди. Дала тажрибасида қуйидаги минерал ўғитларни турлари қўлланилди: Грануланган аммиакли селитра ўғити кальцийли (N-27-%, Са-2-3%), аммиакли селитра кальций –магнийли (N-27%, Mg-2-3%). Суюқ азот кальций ўғитига микроэлементлардан мис (Cu) ва рух(Zn) 1-2 кг/га ва молибден (Mo) 0,5-

1,0 кг/га ғўза экинига тавсия этилган меъёрлар ҳисоби бўйича кўшилган. Фосфорли ўғитларни йиллик меъёрини 60-70% (P-100кг/га), калийни 50% кузги шудгор олдидан (K-50кг/га), фосфорли ўғитларни қолган меъёрлари азотли ўғитлар билан биргаликда гуллаш даврида (P-40кг/га), калий ўғити шоналаш даврида(K-50кг/га) солинди.

Азотли ўғитлар 2-марта (5,6 вар.) ғўзани 2-3 чин бар г(N-100кг/га) ва шоналаш (N-100кг/га) муддатларида ҳамда 2,3,4,7,8 вариантларда 3-марта ғўзани озиклантириш муддатларида – 2-3 чин барг (N-50 кг/га), шоналаш (N-75кг/га) ва гуллаш (N-75кг/га) даврларида солинди Дала тажрибасида ғўзани Наврўз нави экилди. Тажриба 8 та вариантдан иборат бўлиб, 3 қайтариқда олиб борилди ҳамда бу вариантлар дала шароитида кўйидаги тартибда жойлаштирилди: ғўза ўсув даври мобайнида озика моддалар билан яхши таъминланиши P-120, K-80 кг/га фонида таркибида кальций, кальций магний бўлган грануланган аммиакли селитра ўғити (N-220 кг/га) ҳамда таркибида мис + рух ва молибден бўлган азот кальций ўғити (N-220 кг/га) қўлланилганда бўлиб, ўсимлик таркибида умумий азот, фосфор ва калий миқдорларни тўпланишига ҳамда ўсимликни ўсиши ва ривожланишига ижобий таъсир этди.

Бунда ғўза ўсув даври охирида умумий азот миқдори баргда (1,10-1,36 %), пахтада (2,06-2,32%), фосфор миқдори баргда (1,04-1,22%), пояда (0,34-0,50 %), пахтада (0,94-1,08%), калий миқдори баргда (1,90-2,19%), ғўза чаноғида (2,20-2,34%), пахтада (1,04-1,18%) кўпроқ тўпланганлиги аниқланди. P-140, K-100 кг/га қўлланилган назорат вариантда (1) умумий азот, фосфор ва калий миқдори тегишли равишда баргда 1,10;1,04 ва 1,90% ни, пояда 0,50; 0,34 ва 2,10 % ни, чанокда 0,58; 0,34 ва 2,20 % ни, илдиз таркибида 0,28; 0,66 ва 1,26% ни, пахтада 2,06; 0,94 ва 1,04% ни ташкил қилган бўлса, аммиакли селитра ўғити (N-200кг/га) қўлланилган 2-вариантда умумий азот, фосфор ва калий миқдори тегишли равишда баргда 1,20;1,08;2,06 %ни, пояда 0,60;0,38;2,14% ни, чанокда 0,60;0,38; 2,24% ни, илдиз таркибида 0,36;0,70;1,32% ни, пахтада 2,18;0,98; 1,07% ни ташкил этди.

Таркибида мис + рух ва молибден бўлган азот кальций ўғити қўлланилган 7 ва 8 вариантларда бу кўрсаткичлар ортиб, баргда азот миқдори 0,22-0,26 % га, фосфор миқдори 0,16-0,18 % га, калий 0,26-0,29 % га, пояда умумий азот миқдори 0,24-0,26 % га, фосфор миқдори 0,14-0,16 % га, калий 0,10-0,16 % га, чанокда азот миқдори 0,09-0,10 % га, фосфор миқдори 0,13-0,14 % га, калий 0,12-0,14 % га, илдиз таркибида азот миқдори 0,17-0,20 % га, фосфор миқдори 0,09-0,13 % га, калий 0,26-0,28% га, пахтада азот миқдори 0,23-0,26 % га, фосфор миқдори 0,11-0,14 % га, калий 0,12-0,14 % га ортди.

Демак, таркибида кальций ва кальций магний бўлган грануланган аммиакли селитра ўғити ва мис+ рух ва молибден бўлган ва бўлмаган азот ўғити фосфор ва калий ўғитлари билан бирга қўлланилганда ўсимлик томонидан озика моддаларни ўзлаштирилиши яхшиланди.

Хулоса.

Ғўза органлари таркибида умумий азот, фосфор ва калий моддаларни яхши тўпланиши самарадорлиги ва ғўзанинг ўсиб ривожланиши учун нисбатан мақбул шароит P-120 K-80 кг/га фонида, таркибида кальций ва кальций магний бўлган аммиакли селитра ўғити ҳамда мис+рух ва молибден бўлган азот кальций ўғити (N-220 кг/га) 50кг/га 3-4

чинбаргда, 75кг/га шоналашда ва 75 кг/га гуллаш даври бошида қўлланилганда яратилиши аниқланди.

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ZARAFSHON VOHASI ETNIK TARKIBI
(XX ASRNING 2-YARMI)

Sayfutdinov Feruz Ilniyazovich

Osiyo Xalqaro Universiteti Tarix va filologiya kafedrası o'qituvchisi

E-mail: sferuz1011@gmail.com

Tel: +998936857755

<https://doi.org/10.5281/zenodo.10535913>

Annotatsiya. XX asrning 2-yarmida Zarafshon vohasidagi etnografik va etnoslararo munosabatlarning taxlili hududning etnologik rangbarangligi haqidagi ma'lumotlar keltirib o'tilgan.

Kalit so'zlar: Etnologiya, toponomika, etnosiyosiy, etnoiqtisodiy, antropologik qiyofa, hududiy etnologik xsusiyat.

ETHNIC COMPOSITION OF THE ZARAFSHAN OASIS
(2ND HALF OF THE 20TH CENTURY)

Abstract. The analysis of ethnographic and interethnic relations in the Zarafshan oasis in the second half of the 20th century provides information about the ethnological diversity of the region.

Key words: Ethnology, toponomics, ethnopolitical, ethnoeconomic, anthropological image, territorial ethnological feature.

ЭТНИЧЕСКИЙ СОСТАВ ЗАРАФШАНСКОГО ОАЗИСА
(2-Я ПОЛОВИНА XX ВЕКА)

Аннотация. Анализ этнографических и межэтнических отношений в Заравшанском оазисе во второй половине XX века дает информацию об этнологическом разнообразии региона.

Ключевые слова: Этнология, топонимика, этнополитика, этноэкономика, антропологический образ, территориальная этнологическая особенность.

XX asrning davomida Markaziy Osiyodagi ittifoqdosh respublikalari aholisining soni, etnik tarkibi, tili va boshqa etnik xususiyatlariga doir bir necha bor statistik ma'lumotlar to'plash ishlari amalga oshiriladi. Xususan, 1926 yilda o'tkazilgan aholini ro'yxatga olish paytida O'zbekiston aholisining 74,19 % ini o'zbeklar tashkil etishi, ayrim shaharlarda esa tojik tili nisbatan keng tarqalganligi, biroq bunday shaharlar atrofida qishloqlar aholisining asosiy qismi o'zbekcha so'zlashishlari aniqlanib, asosan, Zarafshon vohasida joylashgan bunday shaharlar Samarqand, Urgut va Buxoro shaharlari ekanligi qayd etiladi¹.

Tadqiqotchining fikriga ko'ra, XX asrning ilk choragida Buxoro aholisining etnik tarkibi xilma-xillik kasb etib, shahar aholisining asosiy ko'pchiligini tojik tilli o'zbeklar tashkil etgan va turli kasblar bilan shug'ullanishgan. Shuningdek, shahar aholisining sezilarli bir qismi tojiklardan iborat bo'lgan va ular ham o'zbeklar kabi Buxoroning mahalliy aholisi sifatida vohadagi ijtimoiy-madaniy hayotda faol ishtirok etganlar. Shu

¹ Сухарева О.А. К истории городов Бухарского ханства. – Т.: АН УзССР, 1958. – С. 75.

bilan birga shaharning muhim bir qismini tojik tilli arablar va yahudiylar tashkil etib, ijtimoiy-madaniy hayoti va xo'jalik tarzi bu yerning o'zbek va tojik aholisidan katta farq qilmagan.

Zarafshon vohasining, xususan, ushbu vohaning yuqori qismi A.L. Xromov tomonidan maxsus o'rganilgan bo'lib, tadqiqotchi tog'lik hududlardagi yuzlab joy nomlari (qishloq, mavze, gidronim, oronim va h.k.)ni tarixiy etimologik jihatdan tahlil qilgan.²

Zarafshonning yuqori qismini sug'diy toponimlar tashkil qilishini ta'kidlagan mazkur tadqiqotchiga ko'ra, vohaning ushbu tog'lik hududlaridagi ko'plab joy nomlari turkiy asosda, xususan, qadimgi turkiy negizda izohlanishi diqqatga sazovordir. Tadqiqotchining fikricha, bu holat vohada qadimdan sug'diy va turkiy etnoslar o'zaro qo'shni va aralash yashaganliklarining ifodasidir³.

Yuqori Zarafshonning hududi sug'dshunos olimlar V.A. Livshits⁴, B.N. Bogolyubov, O.I. Smirnova⁵ tadqiqotlarida ham maxsus o'rganilgan. Tadqiqotchilar asosan Mug' tog'i sug'diy hujjatlarida uchraydigan joy nomlari asosida vohaning yuqori qismi muvaffaqiyatli ravishda aniqlab, ularning tahlilini amalga oshirganlar.

O'zbekistonning janubiy hududlari va Tojikistonda etnografik tadqiqotlar olib borgan B.X. Karmisheva⁶ o'z ilmiy ishlarida Zarafshon vohasi etnik holatiga ham to'xtalib o'tgan. Xususan, tadqiqotchining janubiy hududlardagi o'zbek urug'larini o'rganish mobaynida ularning Zarafshon vohasi o'zbeklari bilan qon-qarindoshlik rishtalari mavjudligini ta'kidlab o'tgani e'tiborga molik.

Jumladan, olimaning qo'ng'iroq, qang'li, juz kabi o'zbek urug'larining bir qismi Zarafshon vohasida ham istiqomat qilishi va o'tmishda ular orasida o'zaro aloqalar bo'lganligi haqida keltirib o'tgan ma'lumotlari sovet davri etnografiyasida qo'lga kiritilgan ilmiy yutuqlardan biri edi.

Sovet davrida bir qator o'zbekistonlik tadqiqotchilar ham mintaqaga, shu jumladan, Zarafshon vohasi tarixiy toponimiyasiga u yoki bu darajada to'xtalib o'tganlar. Xususan, manbashunos va arxeolog olim A. Muhammadjonov vohaning sug'orilish tarixini yoritish mobaynida bu yerning etnik tarkibiga ham to'xtalib o'tgan bo'lib, tadqiqotchi tomonidan keltirilgan tarixiy materiallar bugungi kunda ham o'z ilmiy ahamiyatini yo'qotmagan⁷. Ayniqsa, uning "Buxoro xonligining aholi manzillari" nomli tadqiqoti bugungi kunda olib borilayotgan tadqiqotlar uchun manba vazifasini bajarmoqda⁸.

² Хромов А.Л. Очерки топонимии и микротопонимии Таджикистана. Вып. 1. – Д.: Ирфон, 1975. – С. 26.

³ Хромов А.Л. Очерки топонимии и микротопонимии Таджикистана. Вып. 1. – Д.: Ирфон, 1975. – С. 26.

⁴ Лившиц В. А. Согдийская эпиграфика Средней Азии и Семиречья. – СПб.: Филологический факультет СПбГУ, 2008. – С. 186.

⁶ Кармышева Б.Х. Очерки этнической истории южных районов Таджикистана и Узбекистана (по этнографическим данным). – М.: Наука, 1976. – С. 245.

⁷ Мухаммеджанов А. История орошения Бухарского оазиса (с древнейших времен до начала XX в. – Т., 1978. – С. 26

⁸ Населенные пункты Бухарского эмирата (конес XIX - начало XXв.) / Материалы к исторической географии Средней Азии. Под. Ред. А.Р. Мухаммеджанова. – Т.: Университет, 2001.

1960-1970-yillarda o'zbek xalqi etnogenezi va etnik tarixi, etnik tarkibi hamda mintaqalardagi qator subetnoslar bo'yicha B. Ahmedov, K.Sh. Shoniyozov, M. Ermatov, X. Doniyorov, H. Toshev kabi olimlarning fundamental monografiya va tadqiqotlari nashr etildi.

Shuningdek, S. Qorayev, U. To'ychiyev kabi elshunos olimlarning tadqiqotlarida ham mintaqaning, xususan, Zarafshon vohasi etnik tarkibi va turli nomlar jihatdan tahlilga tortildi⁹. Shu bilan birgalikda yana bir qator tadqiqotchilarning ishlarida voha toponimikasiga u yoki bu darajada to'xtalib o'tilgani ko'zga tashlanadi.

B. Ahmedov ko'chmanchi o'zbeklarning siyosiy faoliyati, ularning vohaga kirib kelish va tarqalish jarayonlariga, shuningdek, Shayboniy sulolasi vakillarining Zarafshon vohasida o'tkazgan yer-suv islohotlari, aholining Nurota va Zarafshon vohalarida joylashuvi masalalariga birmuncha to'xtalib o'tgan.¹⁰ Yirik etnograf olim K. Shoniyozov esa o'zbeklarning etnik tarixida katta o'rin tutgan urug'-qabilalarga, xususan, o'zbeklarning qipchoq va qarluq komponentlariga bag'ishlab yozgan maxsus monografiyalarida Zarafshon vohasiga katta e'tibor qaratgan¹¹. Yirik olim birinchilardan bo'lib, vohaning XIX asr oxirlari - XX asr boshlarida Zarafshon vohasida yashagan o'zbeklarning urug'-qabilaviy tarkibini keng ko'lamda yoritgan va ko'plab urug'larning tarkibiy bo'linishlari haqidagi ma'lumotlarni ilm ommasiga yetkazib bergan¹².

Samarqand va Buxoro shaharlari hamda ushbu shaharlarning yaqin atrofidagi joy nomlarining etnik jarayonlar bilan bog'liqligi uning ilmiy-tarixiy ahamiyati o'rganildi va tahlil etildi, jumladan, har ikkala shahar va ular atrofidagi yashash joy manzillarining katta qismi ijtimoiy toifa va kasb-korlik bilan bog'liqligi aniqlandi. Ushbu qadimiy shaharlar savdo-sotiq, ilm-fan va madaniyat markazlari bo'lib, chorrahada joylashganligi bilan bog'liq ravishda muayyan joy nomlari shakllandi.

1926 yilgi statistik ma'lumotlarga ko'ra, Zarafshon vohasining yirik ma'muriy tuzilmalaridan biri bo'lgan Buxoro viloyatidagi aholining umumiy soni 333 047 kishidan iborat bo'lib, shundan 288 327 kishi, ya'ni 87,3 % ni o'zbeklar, 22 391 kishi – 7 % ni tojiklar tashkil etgan. Buxoro viloyatidagi 13 tuman orasida tojiklar, asosan, Buxoro va Vobkent tumanlari atrofida aholining sezilarli bir qismi o'zlarini "tojik" deb bilishi, biroq shunda ham ular mazkur tumanlarda mutlaq ko'pchilikni tashkil etmasligi aniqlangan. Jumladan, Buxoro tumanida 35 053 kishi o'zbeklardan, 7 956 kishi tojiklardan, Vobkent tumanida esa 43 267 kishi o'zbeklardan, 6097 kishi tojiklardan iboratligi qayd qilingan.

Viloyatning boshqa tumanlarida esa aholi tarkibi quyidagicha bo'lgan: Bahouddin tumanida – 37 689 kishi o'zbek, 3078 tojik, G'ijduvon tumanida – 55 462 kishi o'zbek, 284 kishi tojik, Qorako'l tumanida – 39 927 kishi o'zbek, 60 kishi tojik, Lenin tumanida – 42 524 kishi o'zbek, 284 kishi tojik, Romitan-Xayrobod tumanida – 34 278 kishi o'zbek,

– С. 283.

⁹Qorayev S. Geografik nomlar ma'nosi. – T.: O'zbekiston, 1978; – B. 126.

¹⁰Ахмедов Б. Государство кочевых узбеков. – М.: Наука, 1965. – С. 222.

¹¹Шаниязов К.Ш. Узбеки-Карлуки: Историко-этнографический очерк. – Т.: Наука, 1964; Шаниязов К.Ш. К этнической истории узбекского народа (историко-этнографические исследования на материалах кипчакского компонента). – Т.: Фан, 1974. – С. 301.

¹²Shoniyozov K. Qang' davlati va qang'lilar. – T.: Fan, 1990. – B. 254.

2420 kishi tojik aholi sifatida ro'yxatga olingan. Buxoro shahrida esa mahalliy aholi 41 839 kishidan iborat bo'lib, ulardan 27 825 nafar o'zbek, 8646 nafar tojik aholi sifatida ko'rsatilgan¹³¹⁴.

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¹⁴¹⁴ Сухарева О.А. К истории городов Бухарского ханства. – Т.: АН УзССР, 1958. – С. 79.

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“UCHINCHI DUNYO”DAN “GLOBAL JANUB” SARI: TUSHUNCHA, MOHIYAT VA KONSEPTUAL TALQINLAR.

Muhayyo Xabibullayeva

O‘zbekiston xalqaro islom akademiyasi,
Xalqaro munosabatlar va jahon siyosati yo‘nalishi 1-kurs magistranti.

Muxtor Nazirov

O‘zbekiston xalqaro islom akademiyasi dotsenti, PhD.

<https://doi.org/10.5281/zenodo.10535923>

Annotatsiya. Ushbu maqolada dunyoning rivojlanayotgan mamlakatlarini alohida ko‘rsatuvchi “Global Janub” konsepsiyasining evolyutsiyasi va uning mazmun-mohiyatiga doir yondashuvlar ko‘rib chiqilgan. Maqolada asosiy e‘tibor “Global Janub” atamasining kelib chiqishi, uning rivojlanishi va tanqidga uchrashiga qaratilgan. Janub mamlakatlarining geografik joylashuvi va ijtimoiy-iqtisodiy holati bilan bog‘liq masalalarda ham maqolada atroflicha mushohada yuritilgan.

Kalit so‘zlar: Global Janub, Global Shimol, Janub mamlakatlari, “Uchinchi dunyo”, G‘arb bo‘lmagan dunyo, Kambag‘al dunyo, Brandt chizig‘i, kam rivojlangan dunyo.

FROM THE THIRD WORLD TO THE GLOBAL SOUTH: CONCEPTS, ESSENCES AND CONCEPTUAL INTERPRETATIONS.

Abstract. This article considers the evolution of the concept of the “Global South” and approaches to its content, which specifically refers to the developing countries of the world. The article focuses on the origins of the Global South concept, its development and criticism. The article also discusses in detail issues related to the geographical location and socio-economic situation of the southern countries.

Keywords: Global South, Global North, Countries of the South, Third World, Non-Western World, Poor World, Brandt Line, Underdeveloped World.

ОТ ТРЕТЬЕГО МИРА ДО ГЛОБАЛЬНОГО ЮГА: ПОНЯТИЯ, СУЩНОСТИ И КОНЦЕПТУАЛЬНЫЕ ИНТЕРПРЕТАЦИИ.

Аннотация. В данной статье рассматривается эволюция понятия «Глобальный Юг» и подходы к его содержанию, в которых конкретно указываются развивающиеся страны мира. Основное внимание в статье уделяется зарождению концепции «Глобальный Юг», ее развитию и критике. В статье также подробно рассмотрены вопросы, связанные с географическим положением и социально-экономическим положением южных стран.

Ключевые слова: Глобальный Юг, Глобальный Север, Страны Юга, Третий мир, Незападный мир, Бедный мир, Линия Брандта, Слаборазвитый мир.

KIRISH

Global rivojlanish bo‘yicha olib borilgan tadqiqotlar shuni ko‘rsatadiki, rivojlangan mamlakatlarning ko‘pchiligi geografik jihatdan shimolda, rivojlanayotgan mamlakatlarning aksariyati esa janubda joylashganligi sabab dunyoni ikki qismga bo‘lingan va bundan “Shimol” va “Janub” atamalari kelib chiqqan. Vaqt o‘tishi bilan turli tanqidlar natijasida “Shimoliy-Janub” tushunchasini qayta ko‘rib chiqish zaruriyati yuzaga keldi, natijada “Global Janub” (*Global South*) [1] atamasi paydo bo‘lib, bugungi kunda ilmiy jamoatchilikda ommalashdi. Ammo dunyoning

rivojlangan va rivojlanayotgan mamlakatlarini muayyan chegaralash uchun bungacha boshqa atamalar ham mavjud edi. Masalan: “Kam rivojlangan dunyo”, “Ko‘pchilik dunyo”, “G‘arb bo‘lmagan dunyo”, “Kambag‘al dunyo”, “Qashshoq dunyo”, “Janub”, “Uchinchi dunyo”, “Rivojlanmagan dunyo”.

Yuqoridagi atamalar orasida “Global Janub” konsepsiyasi ilmiy adabiyotlarda eng ko‘p uchraydi. Statistik ma‘lumotlarga ko‘ra, 1996-yilda ilk bor qo‘llanilgan mazkur atamadan foydalanish darajasi 2000-yillarga kelib 10 barobarga ko‘paydi [2]. 2007-yildan “*Global South*” nomli ilmiy jurnal muntazam nashr etila boshlandi. Shunga o‘xshash yana bir jurnal – “*Journal of Global South Studies*” (“Global Janubiy tadqiqotlar jurnali”), 2015-yilda sobiq “*Journal of Third World Studies*” (“Uchinchi Dunyo tadqiqotlari jurnali”) [3] o‘rnida nashr qilina boshladi. Dunyo rivojlanishining zamonaviy tendensiyalari bu fenomen bilan bog‘liqligi ilmiy jamoatchilikning “Global Janub” konsepsiyasiga qiziqishi ortganida namoyon bo‘ldi.

Shunday ekan, “Global Janub” va “Uchinchi dunyo” atamalarning kelib chiqishi, uning evolyutsiyasi, nima uchun jahon taraqqiyotini o‘rganayotgan xalqaro ekspertlarning zamonaviy leksikonidan mustahkam o‘rin olganligi haqida tushuncha hosil qilish lozim bo‘ladi.

MUHOKAMA

“Uchinchi dunyo” atamasining kelib chiqishi

Uchinchi dunyo mavjud degan fikrning muallifi sifatida ko‘pincha ingliz antropologi va sotsiologi P. Vorsli tilga olinadi. Bu bejizga emas. Vorsli shu nomdagi ko‘plab kitoblar muallifidir va ularning birinchisi 1960-yilda nashr qilingan. Biroq aslida “Uchinchi dunyo” (le tiers monde) tushunchasini avvalroq 1952-yilda fransuz demografi A. Sovi ilmiy asarlariga kiritgan [4]. Biroq olim “Uchinchi dunyo” atamasidan foydalanganda “birinchi” va “ikkinchi” dunyolarning borligini nazarda tutmagan. Aksincha, u kambag‘al va mustamlaka mamlakatlar o‘rtasidagi o‘xshashliklarni ta‘riflagan va ularni uchinchi bir dunyo sifatida tavsiflagan.

1970-yillarda “Uchinchi dunyo” deb “Birinchi dunyo” (kapitalistik) va “Ikkinchi dunyo” (sotsialistik/kommunistik) mamlakatlardan farqli bo‘lgan va ularning hech biriga mos kelmaydigan davlatlar ittifoqi nazarda tutilgan. Biroq, tez orada iqtisodiyoti zaif bo‘lgan qashshoq mamlakatlar “Uchinchi dunyo” sifatida tasniflana boshlandi.

1980-yilga kelib aksariyat mualliflar bu atamani o‘z asarlarida iqtisodiy tengsizlik masalalarini ifodalashda foydalana boshlashdi. Masalan, amerikalik olim M.Todaro tomonidan “*Uchinchi dunyoda iqtisodiy rivojlanish*” (Economic Development in the Third World, 1985) [5], ingliz olimi P.Bauer tomonidan “*Tenglik, uchinchi dunyo va iqtisodiy illyuziya*” (Equality, the Third World, and Economics Delusion, 1981) [6], yana bir ingliz olimi P. Harrison tomonidan yozilgan “*Ertaga uchinchi dunyo: qashshoqlikka qarshi urushdagi frontdan reportaj*” (The Third World tomorrow: a report from the battlefield in the war against poverty, 1983) [7] asarlarda “Uchinchi dunyo” mamlakatlari sifatida doim rivojlanishdan ortda qoladigan, iqtisodiyoti yomon ahvolda bo‘lgan mamlakatlar nazarda tutila boshlandi va bu atama salbiy ma‘nodagi tushunchaga aylanib qoldi.

Shunday qilib, 1980-yillarning ikkinchi yarmida jahon iqtisodiyoti va siyosatidagi o‘zgarishlar tufayli “Uchinchi dunyo” tushunchasi kam qo‘llanila boshladi. Bunga bir qancha sabablar mavjud edi.

Birinchidan, bu “birinchi” va “ikkinchi” dunyolar o‘rtasidagi katta qarama-qarshilikning zaiflashuvi va ilgari hal qilib bo‘lmaydiganday tuyulgan iqtisodiy ziddiyatlarni bosqichma-bosqich bartaraf etilishidir.

Ikkinchidan, “Ikkinchi dunyo”ning markazi sanalgan sobiq Sovet Ittifoqining parchalanishi iqtisodiy muvozanatning buzilishiga va uning tarkibidan ajralib chiqqan ayrim mamlakatlarning “Uchinchi dunyo” tarkibiga kirishiga olib keldi. Mualliflar qayd etishicha, bozor iqtisodiyotining yuksalishi oqibatida ko‘plab mamlakatlar (masalan, Xitoyda 1978-yildan, Vetnam va Laosda 1986-yildan, qisman SSSRda 1987-yildan) sust rivojlangan davlatlar qatoridan chiqib boshladi. Bundan tashqari, globallashtiruv jarayonlari natijasida o‘zaro mafkuraviy, siyosiy, iqtisodiy qutblashish emirildi, keyinchilik “Uchinchi dunyo” atamasi o‘zining asl mazmunini muayyan ma’noda yo‘qotdi.

“Uchinchi dunyo” deb atalgan Osiyoning ko‘plab mamlakatlaridagi jadal iqtisodiy o‘shir sur‘atlari endi ularni kambag‘al va zaif deb tasniflashga yo‘l bermas edi, aksincha ularning ayrimlari yangi “Osiyo yo‘lbarlari” deb atala boshlandi. Gonkong, Singapur, Janubiy Koreya va Tayvan singari “yangi sanoatlashgan mamlakatlar” qatorini tez orada Indoneziya, Malayziya va Tailand to‘ldirdi. Undan keyin Vetnam va Xitoy iqtisodiy o‘zgarish ko‘lami va tezligi bo‘yicha eng ajoyib namuna bo‘la oldi. Bu mamlakatlarda turmush darajasi oshib borgani sari jamoatchilik ko‘z ongida “Uchinchi dunyo” deb tasniflanish kamsituvchi ma’noga ega so‘zga aylanib qoldi.

1980-90-yillar oxirida “Kambag‘al dunyo”, “Kam rivojlangan dunyo”, “Sust rivojlangan dunyo” [8] kabi muqobil atamalar paydo bo‘la boshladi. Biroq, ulardan foydalanish juda ko‘p munozaralarga sabab bo‘ldi, chunki bu tushunchalar endilikda tezlik bilan o‘zgarayotgan mazkur mamlakatlarning keyingi rivojlanish holatini yetarlicha aks ettira olmadi. Bundan tashqari, bu atamalar yetarlicha kontseptual asosga ega emas edi.

Shu o‘rinda “kambag‘al dunyo” – qashshoq, chunki u globallashtiruv va kapitalistik ekspansiya jarayonlari orqali hukmronlik qiladigan “boylar” (yoki “birinchi dunyo”) tufayli kam rivojlangan degan ma’noni anglatadi. Bu atama boshqalarga qaram bo‘lgan davlatlarga nisbatan qo‘llaniladi. O‘z navbatida, “kam rivojlangan dunyo” va “kambag‘al dunyo” tushunchalari iqtisodiy yaxshi rivojlanmagan davlatlarga ishora qiladi. Bundan tashqari, ushbu tushunchalar bilan davlatlar tavsiflanayotganda, ularning tarixi va dunyo siyosatidagi o‘rni hisobga olinmaydi, balki faqat ularning iqtisodiyoti nazarda tutiladi. Shu tariqa qilib, 20-asrning oxiriga kelib “Uchinchi dunyo” atamasi o‘z ahamiyatini yo‘qotib boshladi.

“Global janub” tushunchasining kuchli va zaif tomonlari

1980-yillarning o‘rtalaridan boshlangan dunyo iqtisodiyotidagi o‘zgarishlar “Global Janub” tushunchasining kelib chiqishiga sabab bo‘ldi. Aniqrog‘i, 1983-yilda Germaniya sobiq kansleri Villi Brandt o‘z maqolalaridan birida “Umumiy inqiroz. Shimol-Janub: tiklanish uchun hamkorlik” jumlasini ishlatgan. U yana bir maqolasida aholi jon boshiga YIM bo‘yicha mamlakatlarni boy va kambag‘allarga ajratuvchi “Shimoliy-Janubiy chiziq” [9] (yoki “Brandt chiziq‘i”) tushunchasini qo‘llagan. Bu keyinchalik rivojlanayotgan mamlakatlarga nisbatan “Janub” atamasi qo‘llanishiga ma’lum darajada turtki bergan.

Bu yerda ko‘proq davlatlarning geografik joylashuviga, ya’ni kambag‘al mamlakatlarning aksariyati shimoliy kenglikning 30° janubida joylashganligiga e’tibor qaratiladi. Bunday yondashuv davlatlar rivojlanishining iqtisodiy va tarixiy xususiyatlariga emas, balki ularning geografik joylashuviga asoslanadi. Ammo Avstraliya va Yangi Zelandiya kabi boy va rivojlangan

davlatlar bu ro'yxatdan mustasnodir. Garchi "Janub" atamasi oldingi kontseptsiyalarga qaraganda ancha muvaffaqiyatli bo'lib tuyulsa-da, u har doim ham dunyoning tobora murakkablashib borayotgan manzarasida differentsiatsiya jarayonlarini tushuntirib bera olmadi.

1990-yillarda olimlar metodologik boshi berk ko'chaga tushib qolishdi. Bir tomondan, ular vaqti-vaqti bilan eskirib qolgan "Uchinchi dunyo", "Kambag'al dunyo" yoki shunga o'xshash atamalardan foydalanishni davom ettirdilar. Biroq, tubdan o'zgarayotgan dunyo tartibotida bu tushunchalar yangi geoiqtisodiy o'zgarishlarni ta'riflab bera olmadi. Masalan, iqtisodi tez rivojlangan kichik Singapur yoki aholisiga ko'ra ulkan Xitoyning jahondagi iqtisodiy va siyosiy "vazni" jadal ortib borayotgani bu atamalarga endi mos kelmas edi.

Shuning uchun "*kambag'al va rivojlanayotgan*" davlatlar tabiyatini yanada to'g'ri belgilash uchun bir nechta muqobil konsepsiyalar ilgari surila boshladi. Ba'zi tadqiqotchilar tomonidan, janubda dunyo aholisining qariyb 80 foizi istiqomat qilishi, BMTga a'zo davlatlarning ko'pchiligi janubda joylashganligi asos qilib olib, "*Dunyo aksariyati*" tushunchasi qo'llana boshladi. Lekin bu atama aniq chegaraga ega emasligi bois tanqidga uchradi. Uning o'rnida "*G'arb bo'lmagan dunyo*" atamasi yuzaga keldi, u hali ham ba'zi o'rinlarda ishlatilib turiladi. Bu atama Yevropa va Shimoliy Amerikani (G'arbn) qolgan davlatlardan ajratib turar edi.

Ayni damda bu konsepsiya aniq geomadaniy nuqtai nazarga ega va ko'proq G'arbn boshqa mamlakat va mintaqalarga nisbatan o'ziga xosligini ta'kidlashga qaratilgan edi. Bu atama hali ham mavjud va ingliz tilida "*The West and the Rest*" ("G'arb va qolganlar") deb ataladi. Bu ibora G'arb mamlakatlarining boshqa davlatlardan ustunroq ekanligini bildirish uchun ham ishlatiladi[10]. Bunday yondashuvni britaniyalik tarixchi N.Fergyson va amerikalik siyosatshunos F.Zakaria asarlarida ko'p uchratish mumkin.

NATIJARLAR

"Global Janub" fenomenining aktuallashuvi

2000-yillarda oddiygina "Janub" atamasidan "Global Janub" (*Global South*) konsepsiyasiga o'tishi tufayli atama yanada mukammallashdi va bu metodologik qiyinchiliklarni yengib o'tishga imkon berdi. Ushbu konsepsiya davlatlarning faqatgina geografik joylashuvigagina qarab emas, balki iqtisodiy tengsizligiga qarab bo'linishiga ishora qiladi. Bu bilan yana "Shimol" va "Janub" davlatlari tez integratsiya jarayonlarining bir qismiga aylanganligi va global miqyosda birlashgani ta'kidlanadi. Bundan tashqari, ushbu atama dunyo ijtimoiy-iqtisodiy holatining bir qolipli emas, balki doimiy o'zgarishlarga uchrab turishini ham anglatadi.

Amerikalik siyosatshunos T. Fridman 2005-yilda yozgan "Global Janub" nomli kitobida ta'kidlashicha, "Dunyoni ikki "Global Janub" va "Global Shimol" qismlariga ajratishi o'rinli, chunki bu konsepsiyalar siyosiy va iqtisodiy tizimlardagi tafovutlar bilan emas, balki global kapitalizm doirasidagi "yutqazganlar" va "g'oliblar" o'rtasidagi tafovutlar bilan tavsiflangan Sovuq urushdan keyingi dunyoga yangilangan istiqbolni ifodalaydi" [11].

Biroq, hozirda rivojlangan davlatlarni "Global Shimol" deb atash va rivojlanish darajasidan pastroq bo'lgan mamlakatlarni belgilash uchun "Global Janub" atamasidan foydalanish ham ko'plab e'tirozlarni keltirib chiqarmoqda.

Birinchidan, bunday tasnif muqarrar ravishda istisno va cheklovlarga olib keladi. Dunyo davlatlari shunchalik xilma-xilki, ularni ikki atama bilan bo'lish juda tor doiradagi ta'riflashdir.

Ikkinchidan, bunday bo'linishda dunyoning uyg'un manzarasi buziladi. Hattoki, dunyo mamlakatlarining eng bazaviy ijtimoiy-iqtisodiy ko'rsatkichlarini qo'llasa ham, ularni bo'lganda

ancha murakkab holat paydo bo‘ladi. Masalan, dunyoning iqtisodiyoti eng yirik o‘nta davlatdan uchtasi (nominal qiymat bo‘yicha) “Global Janub”da joylashgan (Xitoy, Hindiston, Braziliya), eksport va importi yuqori 10 ta davlatlardan biri Indoneziya ham shu hududda. Bundan tashqari, bu ro‘yxatda yana Portugaliya “rivojlangan” (“Shimol”) davlat, Saudiya Arabistoni esa “rivojlanayotgan” (“Janub”) davlat hisoblanadi. Demak, “Janub” mamlakatlari orasida rivojlanish indeksi ancha yuqori bo‘lgan mamlakatlar ham mavjud.

O‘z navbatida, turmush darajasi, ta‘lim va umr ko‘rish davomiyligini hisobga oluvchi, integral ko‘rsatkich bo‘lmish Inson rivojlanish indeksi bo‘yicha mamlakatlar reytingini oladigan bo‘lsak, “Janub”dagi qator davlatlar Singapur (5-o‘rin), Janubiy Koreya (18-o‘rin) va Isroil (19-o‘rin) kabi taraqqiy etgan 20 ta davlat ham “Janub” mamlakatlariga kiritilgan. Shu bilan birga, “Shimol”da iqtisodiy pozitsiyasi bir qator “Janub” vakillaridan anchayin past bo‘lgan davlatlar ham mavjud. Ba‘zi Yevropa mamlakatlari rivojlanish ko‘rsatkichi bo‘yicha 50-o‘rindan pastroq, jumladan Bolgariya (56-o‘rin), Albaniya (75-o‘rin) va Makedoniya (82-o‘rin) va boshqa ko‘plab mamlakatlar bunga misol bo‘lishi mumkin.

Dunyoning rivojlangan (“Shimol”) va rivojlanmagan/rivojlanayotgan (“Janub”) qismlarga bo‘luvchi chiziq nafaqat davlatlar balki, viloyatlar va shaharlar ichidan ham o‘tishi mumkin. Bu bo‘linish dunyoning deyarli barcha davlatlari, ham juda boy, ham juda kambag‘al mamlakatlar uchun xosdir. Chunki bugungi kunda ayrim davlatlarning chekka hududlari qoloq va rivojlanmagan bo‘lishi tabiiy. Masalan, Belgiyaning Valloniya va Flandriya qismlari, Italiyaning shimoli va janubi hamda sharqiy qirg‘oq va sharqiy hududlari, Xitoyning ichki va g‘arbiy hududlari o‘rtasidagi rivojlanish borasidagi farqlar. Bunday ijtimoiy-iqtisodiy tabaqalanish rivojlanish darajasi eng past bo‘lgan davlatlarda ham mavjud va ularning shaharlari, turli hududlari va ayniqsa megapolislari sezilarli darajada tez rivojlanmoqda.

XULOSA

“Janub”ning geografik xaritasiga nazar solsak, u yerdagi ko‘plab sobiq kolonial hududlar va jahon siyosiy, iqtisodiy hayotining periferiyasida joylashgan, tabiiy resurslar eksportiga tayanib qolgan, ijtimoiy-iqtisodiy muammolarga ega mamlakatlar guruhi ajralib turadi. Ularning aksariyatini umumiy yoki o‘xshash jihatlar va tahdidlar birlashtirib turadi va bu ulkan geosiyosiy makondir. O‘z paytida Yaponiya, Janubiy Koreya singari davlatlar butun imkoniyatlarini ishga solib, iqtisodiy ko‘rsatkichlarga ko‘ra “Uchinchi dunyo”dan rivojlangan “Birinchi dunyo” safiga o‘ta olgani rivojlanayotgan mamlakatlar uchun ko‘plab stereotiplarni barbod etdi hamda “umid chirog‘i” vazifasini bajardi, deyish mumkin.

“Global Janub” konsepsiyasi ijtimoiy-iqtisodiy tengsizlikni bartaraf etishga hamda istiqbolda yuqori rivojlangan davlatlar qatoriga kirishga intilayotgan mamlakatlar va xalqaro institutlarni qamrab oladi. Shu jihatdan buni globallashtirishning shakllanayotgan yangi fenomeni deyish mumkin.

Bugungi kunda “Global Janub” chekka hududlar bo‘lgani holda kapital va resurslarning global oqimlari jamlanadigan markazlarga aylanib bormoqda. Geosiyosiy maqsadlarda “Janub” va “Shimol” raqobatini rag‘batlantirish hamda qutblashtirishga urinishlar ayrim kuch markazlari tomonidan amalga oshirilmoqda, biroq bu jarayonlar iqtisodiy asoslarga ega emas.

Umuman olganda, “Global Janub” atamasi rivojlangan va rivojlanayotgan dunyoni farqlashda foydalanisa-da, Shimol va Janub o‘rtasidagi bo‘linish chizig‘i allaqachon makro darajadan mikro darajaga tushib bormoqda, endilikda ko‘p jihatdan shtatlar, viloyatlar va shaharlar

ichidan o‘tadi. Bu esa global taraqqiyot manzarasini ancha murakkab va serqirra bo‘lishiga olib keladi.

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НАРШАХИЙНИНГ “БУХОРО ТАРИХИ” АСАРИДА ЗИЁРАТ АНЪАНАСИ МАСАЛАЛАРИ

Шавкат Бобожонов

Осиё халқаро университети
доценти вазифасини бажарувчи,
тарих фанлари бўйича фалсафа доктори (PhD)

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Аннотация. Мақолада X асрнинг муҳим тарихий манбаларидан бири – Наршахийнинг “Бухоро тарихи” асаридаги воҳа аҳолисининг зиёрат анъанаси, диний эътиқодий қарашлари, зиёратгоҳлари, уларнинг жойлашган ўрни, хусусиятлари ўрганилиб, илмий таҳлил этилган.

Калим сўзлар: зиёрат, Афросиёб, Сиёвуш култи, Валий, дарвозаи гўриён, оташпарастлар йигиси, қозон тўлди, гўянда, ҳожатбарор.

ISSUES OF PILGRIMAGE TRADITION IN NARSHAKHI'S WORK "THE HISTORY OF BUKHARA"

Abstract. The article explores and scientifically analyzes such issues as the tradition of pilgrimage, religious beliefs, shrines, their location, characteristics of the inhabitants of the Bukhara oasis, which are mentioned in one of the important historical sources of the 10th century - Narshakhi "History of Bukhara".

Keywords: Afrosiyab, cult of Siovush, Valiy, Gurien gate, call of fire worshipers, "kazon tuldi" (Uzb), guyanda (taj), khojatbaror (taj).

ТРАДИЦИОННЫЕ ВОПРОСЫ ПАЛОМНИЧЕСТВА В ИСТОРИИ НАРШАХИНИНГА БУХОРЫ

Аннотация. В статье, исследуются и научно анализируются такие вопросы, как традиция паломничества, религиозные воззрения, святыни, их местонахождение, характеристика жителей Бухарского оазиса, которые были упомянуты в одном из важных исторических источников X века - «Истории Бухары» Наршахи.

Ключевые слова: паломничество, Афросияб, культ Сиявуш, Валий, ворота Гуриен, клич огнепоклонников, "козон тулди"(узб), гуянда(тадж), хожатбарор(тадж).

Маълумки, Бухоро қадимдан муқаддас ва муборак маскан, зиёрат шаҳри бўлиб келган. Сабаби тупроғида минглаб авлиё, уламо, шайх, зоҳид, эшони, имомлар дафн этилган. Қадим воҳанинг зиёратгоҳлари ва қадамжолари ҳақида кўплаб тарихий манбаларда маълумотлар келтирилган. Шундай асарлардан бири Мухаммад Жаъфар ан-Наршахийнинг Тарихи Бухоро (“Бухоро тарихи”) асаридир. Асарда воҳа тарихи ва маданиятининг турли масалалари билан бирга, зиёрат анъанасига ҳам алоҳида тўхталиб ўтилган. “Бухоронинг турли номлари баёни” номли асарнинг еттинчи қисмида шаҳарнинг нега зиёрат юрти эканлиги баён этилган.

Бухоро шаҳрини қиёмат кунини ёқут ва маржон билан зийнатлаб келтирадилар, улардан нур чиқиб туради. Шаҳар теварагида фаришталар кўп бўлиб, улар тасбиҳ, ҳамд ва такбир айтадилар. Келинни куёв уйига олиб боргандек, шаҳарни эъзоз ва иқром билан машҳаргоҳга олиб келадилар. Бухоро шаҳрида етмиш минг байроқ, ҳар бир байроқ тагида

етиш минг шаҳид ётган бўлади. Қиёмат куни шаҳарнинг ҳар тарафи: ўнг ва сўли, олди ва орқаси ўн кўнлик йўл бўлиб, буларнинг ҳаммасида шаҳидлар туради³⁶.

Бухорода қишлоқлар сони жуда кўп бўлиб, асарнинг “Бухоро ва унга қўшиладиган жойлар” қисмида муаллиф машҳурроқ ва қадимийроқ бўлган бир нечтасини санаб ўтади. Улар орасида аҳоли муқаддас деб ҳисоблаган ва зиёратига борадиган кўплаб қишлоқлар бўлган. Шулардан бири Нур бўлиб, Бухоро ва бошқа жойларнинг одамлари ҳар йили зиёрат учун у ерга борадилар. Бухороликлар бу жой зиёратини ўта муқаддаслаштириб юборганлар. Яъни Нур (Нурота – *Ш.Б.*)³⁷ зиёратига борган киши ҳаж қилганнинг фазилатига эга бўлади. Бу Нурни бошқа вилоятларда Нури Бухоро деб атайдилар. Тобеинлар³⁸дан кўп кишилар у ерга дафн этилганлар³⁹.

Шарф қишлоғи тавсифини келтирар экан муаллиф, подшоҳлар дафн этилган жой номларини санаб ўтади. Лақаби Кулортегия бўлган амир Тўғрулбек Бухоро шаҳрида “Жўбайи баққолон” - Баққоллик бозори (гўшт сотувчилар – *Ш.Б.*) яқинида мадраса бино қилади. Мазкур мадраса Кулортегия мадрасаси дея атала бошланади. Амир айни шу мадрасада дафн этилган⁴⁰. Қадимий қишлоқлардан дуо қабул бўладиган жой сифатида Афшина (ҳозирги Афшона⁴¹) қишлоғи кўрсатилган. Одамлар шаҳардан у жойга борганлар ва табаррук ҳисоблаганлар⁴².

“Тарихи Бухоро” асарида Туронзамин ҳукмдори Афросиёб (Алп Эр Тўнга) ва Эрон шахзодаси Сиёвушларнинг қабрлари ва уларнинг зиёрати ҳақида ҳам маълумотлар келтирилади. Афросиёбнинг гўри (қабри – *Ш.Б.*) шаҳарнинг Маъбад дарвозаси⁴³да Хожа имом Абу Ҳафс Кабир тепалигига туташган тепалик устидадир⁴⁴. Аввало асарда зикр қилинган ушбу тепалик ҳақида тўхталсак. Халқ томонидан муқаддас жой деб қабул қилинган тепаликда фикҳ илми асосчиларидан бири, Ханафия мазхаби тарғиботчиси, Имом Бухорийнинг устози Абу Ҳафс Кабир Бухорий (IX аср) дафн этилган. Ҳазрати Имом, Ҳожатбарор (ҳожатларни чиқарувчи) мартабаларига эга аллома аҳолини тўғри йўлга бошлаб, оташпарастлик, бутпарастликдан ҳақ дин исломга киришида жонбозлик кўрсатган. Бухоро халқи шайхдан нажот топганлиги учун кейинчалик у дафн этилган жой “Ҳақроҳ” – “ҳақ йўли”, “ҳақиқат йўли” деб атала бошланган.

“Бухоро тарихи” асарининг “Бухоро Аркининг бино этилиши ҳақида” номли қисмида Сиёвуш қабри ва уни зиёрат қилиш қилиш боғлиқ масалалар баён қилинган. Сиёвуш ҳисор пойдеворини чўмич юлдузи туркумида қурганлиги, кўзғалмас оғир харсангтошларни ўзи кўтарганлиги таъкидланган. Сиёвушнинг мартабаси ошиб кетганлигини кўролмаган кимсалар Афросиёб билан орасига совуқчилик туширишади. Натижада, Афросиёб Сиёвушни ўзи қурдирган ҳисорининг остонасига ўлдиради. Уни

³⁶ Наршахий М. Бухоро тарихи. – Тошкент: Шарқ баёзи, 1993. – В. 27.

³⁷ Нурота зиёратгоҳи ҳозирда Навоий вилоятининг Нурота туманида жойлашган.

³⁸ Пайғамбар Муҳаммад (с.а.в)ни ўз кўзи билан кўрган саҳобаларни кўрган кишилар.

³⁹ Наршахий М. Бухоро тарихи. – Тошкент: Шарқ баёзи, 1993. – В. 20.

⁴⁰ Наршахий М. Бухоро тарихи... – В.22.

⁴¹ Афшона – Бухоро шаҳридан 30 км шимоли шарқда, Пешкў туманида жойлашган.

⁴² Наршахий М. Бухоро тарихи... – В.23.

⁴³ Маъбад дарвозаси Бухоронинг дастлабки етти дарвозасидан бири. Араблар келгандан кейин дарвозалар номлари ўзгартирилган. Ушбу дарвоза Нав, кейинчалик Ҳазрати Имом номлари билан аталган.

⁴⁴ Наршахий М. Бухоро тарихи... – В.24.

хисорнинг шарқий дарвозадан кираверишда “Дарвозаи ғуриён” деб аталган сомонфурушлар дарвозасининг ичкарасига дафн этганлар. Ҳисорнинг икки дарвозаси бўлиб, ғарбий томондагиси “Дари Регистон”, шарқий томондагиси “Дари гўриён” деб номланган⁴⁵. Ҳозирда сақланмаган шарқий дарвоза ўз даврида “Дари алаффурушон”, “Дари алаф”, “Дари сомонфурушон”, “Дари кохфурушон”, “Дари Сиёвуш” номлари билан ҳам аталган⁴⁶. Бухоро оташпараствлари ўша жойни азиз тутадилар ва унга атаб ҳар бир эркак киши ҳар йили наврўз кун куёш чиқишидан олдин ўша жойда биттадан хўроз сўяди⁴⁷. Бу одат ҳозирда бироз ўзгартирилган ҳолатда сақланиб қолган. Наврўзда ҳар бир бухоролик биттадан товук ёки хўроз курбонлик қилиб, уни паловнинг тагига ётқизганлар.

Бухороликлар буни “Қозон тўлди” деб аташган. 1940 йилгача мазкур одат воҳа аҳолиси орасида кенг тарқалган⁴⁸. Одатни айрим бухороликларгина давом эттираётганини кўриш мумкин.

Бухоро аҳолисининг Сиёвушнинг ўлдирилишига бағишлаб айтган марсиялари бўлиб, у барча вилояларга машҳурдир. Куйчилар унга мослаб куй тузганлар ва кўшиқ қилиб айтадилар. Кўшиқчилар уни “оташпараствлар йиғиси” дейдилар⁴⁹. Шунингдек куйчилар бу кўшиқларни “Кини Сиёвуш” – “Сиёвуш жанги” деб атайдилар⁵⁰. Наршахий бу гаплар бўлганига ҳозир уч минг йилдан ортиқроқ вақт ўтган деб хотирлайди. Сиёвуш марсияларининг қолдиғи сифатида ҳозир ҳам вафот этганларнинг яхши ишларини эслаш учун махсус тайёргарликка эга бўлган оймуллолар чақирилиб, марсия айтиш одати сақланиб қолган. Бундай кишиларни Бухорода гўянда деб ҳам атайдилар⁵¹.

Ҳозирда Сиёвушнинг қабри сақланиб қолинмаган бўлсада, лекин Арк долонида қадимда аҳоли Сиёвуш валининг хурмати учун шам ёқадиган девор тоқчаси, яъни қадамжоси сақланиб қолган⁵². Тарихий даврларда Сиёвуш қабри жойлашган шарқий дарвоза бир томондан ижтимоий-иқтисодий аҳамият касб этса, иккинчи томондан, қадамжо сифатида аҳолининг маънавий эътиборида бўлган⁵³. Бухоро мажусийлари Сиёвушга муқаддас шахс сифатида эътиқод қилганлар. Ислом дини Бухорога кириб келгандан кейин ҳам, гарчи Ислом динида мажусийлар қабрига сажда қилиш бидъат ҳисоблансада ҳам, маҳаллий халқлар, айниқса, Бухоро, Хоразм, Самарқанд халқлари Сиёвушни ноҳақ шахид бўлганлар қаторига киритиб, унинг қабрини зиёратгоҳга айлантирганлар, ҳатто унга “Валий” (мадакдор, муқаддас шахс) лақабини берганлар. Аркни бино қилган киши сифатида эъзозлаганлар⁵⁴.

⁴⁵ Наршахий М. Бухоро тарихи... – В.29.

⁴⁶ Йўлдошев Н. Сиёвуш қабри. У Бухоро Аркининг қайси бир дарвозаси яқинида жойлашган // Бухоро ҳақиқати. 1997 йил 21 май.

⁴⁷ Наршахий М. Бухоро тарихи... – В.28.

⁴⁸ Йўлдошев Н. Бухорода айрим авлиёлар тарихи. – Бухоро: Бухоро, 1993. – Б.15.

⁴⁹ Наршахий М. Бухоро тарихи... – В.28.

⁵⁰ Наршахий М. Бухоро тарихи... – В.24.

⁵¹ Йўлдошев Н. Бухорода айрим авлиёлар тарихи... – Б.15.

⁵² Бобожонов Ш. Бухоро воҳасида зиёрат сайёҳлигининг ривожланиш хусусиятлари (антропологик тадқиқот): тарих фанлари бўйича фалсафа доктори (PhD) илмий даражасини олиш учун ёзилган дисс. – Тошкент, 2023. – Б.84.

⁵³ Жўраева. Н. Муқаддас қадамжолар – Бухоро шаҳри тарихий топографиясининг муҳим таркибий қисми: тарих фанлари бўйича фалсафа доктори (PhD) илмий даражасини олиш учун ёзилган дисс. – Бухоро, 2023. – Б.21.

Сиёвушни Валини зиёрат қилиш XX аср бошларига қадар давом этган.

Ҳозирги кунда нафақат Бухорода, бақли бошқа воҳаларда ҳам, хусусан, Хоразм воҳаси аҳолиси ўртасидаги муқаддас жойлар билан боғлиқ қарашларда исломдан аввалги диний эътиқолат қолдиқлари сақланиб қолган. Сиёвуш култига ҳақиқат ва адолат йўлида жасорат кўрсатувчи баҳодир сифатида қаралади⁵⁵.

Умуман, асарда зиёрат масаласида келтирилган маълумотлар ислом динидан олдинги ва кейинги даврларда аҳолининг эътиқодий қарашлари, зиёрат анъаналари, ўтказадиган маросимлари, даврлар ўтиши натижасида ундаги ўзгаришларни билиш имконини беради.

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⁵⁴ Йўлдошев Н. Бухоро авлиёларининг тарихи. – Бухоро: Бухоро, 1997. – Б. 11.

⁵⁵ Абидова З. Хоразм воҳаси зиёратгоҳлари ва қадамжолари (тарихий этнологик тадқиқот): тарих фанлари бўйича фалсафа доктори дисс. – Тошкент, 2018. – Б.65.

O'QUVCHILARNING OG'ZAKI VA YOZMA NUTQINI O'STIRISHDA MUSTAQIL ISHLARDAN FOYDALANISH

Allamberganova Gulchexra Qoylibaevna

Qoraqalpog'iston Respublikasi, I.Yusupov ijod maktabi,
ona tili va adabiyoti fani o'qituvchisi

Qudaynazarova Xalmira Jollibaevna

Nukus shahri, 32-sonli maktab ona tili va adabiyoti fani o'qituvchisi

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Annotatsiya. Ushbu maqolada ona tili darslarini zamonaviy talablarga mos ravishda o'qitishda mustaqil ishlarning ahamiyati va mustaqil ishlarni tashkil etish maqsadlari, o'quvchilarning yozma savodxonligini rivojlantirish, mustaqil ishlash usullari haqida so'z etiladi.

Kalit so'zlar: Bilim, ko'nikma, qobiliyat, mustaqil ish, faktlar ketma-ketligi.

USE OF INDEPENDENT WORK IN DEVELOPING ORAL AND WRITTEN SPEECH OF STUDENTS

Abstract. This article talks about the importance of independent work and the goals of organizing independent work in teaching native language classes in accordance with modern requirements, the development of students' written literacy, and methods of independent work.

Key words: Knowledge, skill, ability, independent work, sequence of facts.

ИСПОЛЬЗОВАНИЕ САМОСТОЯТЕЛЬНОЙ РАБОТЫ ПРИ РАЗВИТИИ УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ СТУДЕНТОВ

Аннотация. В данной статье говорится о значении самостоятельной работы и целях организации самостоятельной работы на уроках родного языка в соответствии с современными требованиями, развитии письменной грамотности учащихся, методах самостоятельной работы.

Ключевые слова: Знания, умения, умения, самостоятельная работа, последовательность фактов.

Ona tili darslarida bog'lanishli nutqni o'stirish o'quvchilarning fikrlash qobiliyatini rivojlantiradi, ularning tafakkurini kengaytiradi. Shuning uchun o'qituvchining vazifasi talabalarni bir "qolip"ga solmay, ularning fikrlash doiralarini kengaytirish, o'z nuqtai nazarini erkin ifodalay olishga imkon berish va mustaqil fikrlashga, tafakkur qilishga yo'naltirishdir.

Ayrim o'qituvchilar mustaqil ijodiy ishga etarli e'tibor bermaydilar, natijada o'quvchilar o'z fikrlarini og'zaki va yozma boyon qilishda qiynaladilar.

O'quvchilarning bog'lanishli nutqini o'stirish maqsadida turli xarakterdagi mustaqil ishlardan foydalaniladi. Jumladan ma'lum bir grammatik qoyda asosida tekst mazmunini qoyta hikoya qilish, rasmlar, diafilmlar, kinofilmlarda ko'rganlari yoki shaxsiy taassurotlari va eshitganlari asosida turli xarakterdagi insholar yozish, o'qilgan badiiy asar, ko'rilgan film va spektakllarga taqrizlar yozish, ma'lum bir uslubda berilgan tekstni ikkinshi bir uslubdagi tekstga taqqoslash orqali o'quvchilarda nutq madaniyatini shakllantirishga erishish mumkin.

O'quvchilar o'z fikrini erkin bayon qilishi uchun quyidagilarga ega bo'lishi lozim:

- a) Etarli darajada so'z boyligi;
- b) ona tilidan o'rganilgan qoydalarni amalda qo'llay olish malakasi;

- v) gapda so'zlarni o'rinli ishlatish, gapni grammatik jihattan to'g'ri tuzish, gaplarning bir-biriga bog'lanishini hisobga olgan holda bog'li tekst olish malakasi;
- g) o'z nutqida tilning tasviriy vositalaridan o'rinli foydalana olish malakasi;
- d) to'g'ri yozish ko'nikmasi.

O'quvchilarning bog'lanishli nutqini o'stirishda yoziladaigan insholarning ahamiyati katta. O'quvchilar o'z taassurotlari asosida mustaqil insho yozishga qiziqadilar.

O'quvchilarni mustaqil ravishda bayon va insho yozishga o'rgatish maqsadida o'qituvchi mustaqil ishning quyidagi bosqichlarini utashga daavat etadi: a/ tekstni diqqat bilan o'qib chiqish va tushinmagan so'zlarining manosini bilib olish; b/tekst mazmuniga qarab bayon rejasini tuzish; v/ reja asosida tekst mazmunini og'zaki hikoya qilishga tayyorlanish; g/ tekst mazmunini izchil bayon qilish uchun so'z, so'z birikmasi, gaplar tanlash; d/ yozilgan bayonni diqqat bilan o'qib chiqish, o'z-o'zini control qilish.

O'qituvchilar yozma ishlarga ajratilgan vaqtdan to'liq foydalanib bilishi kerak, va ha'r bir yozma ishni sinchiklab tekshirishi, xato va kamshiliklarni aniq ko'rsatishi, o'quvchilarga maslahat berishi, keying ishlarda shu tipdagi qatolarning oldini olishi kerak.

Xatolarning aldini olish savodxonlikni har tomonlama takomillashtirishning asosiy garobidir. O'quvchilar yo'l qo'yishi mumkin bo'lgan xatolarning oldini olish ushun o'qituvchi quyidagi shora tadbirlarni amalga oshirishi lozim: lug'at ishini keng yo'lga qo'yish, ha'r darsda o'quvchilarning mustaqil ishlarida ushragan tipik xatolar hisobini olib boorish va keying darslarda mustaqil ishlarning tegishli xatolarni bartaraf etishga qaratilgan turlaridan foydalanish,

Xatolar oldini olishning eng muhim shoralaridan biri o'quvchilarning har kuni bajaradigan mustaqil ishlarida yul qo'ygan qatolari ustida ish olib borishni taminlashdir. O'quvchi mustaqil ishdagi qatoni o'qituvchi signali (xato haqida signal) asosida o'zi "Imlo lug'ot" bilan taqqoslash orqali aniqlaydi va shu so'zning to'g'ri variantini o'z imlo lug'oti daftariga ko'shirib oladi.

O'quvchilar nutqidagi dialektal xatolarni bartaraf qilish maqsadida bir-birining nutqidagi qato aytilgan so'zlarni aniqlab, uning adabiy tildagi variantini aytishni talab qilish kabi mustaqil ish turlaridan foydalanish mumkin.

O'qituvchi o'quvchilarninig og'zaki va yozma nutqlarini rivojlantirishda mustaqil ish turlaridan samarali foydalansa, shubhasiz o'quvchilarning ijodiy fikrlashiga, nazariy tushunshalarni amaliy ish bilan qo'shib olib borishiga erishadi.

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DEVELOPMENT OPPORTUNITIES OF GASTRONOMIC TOURISM IN UZBEKISTAN: A CULINARY EXPEDITION THROUGH THE SILK ROAD

Xojamuratova Shaxnoza

2nd year master's student, Department of Tourism, Faculty of Economics.

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Abstract. *Gastronomic tourism, an emerging trend in the global travel industry, has gained significant momentum in recent years. This article explores the development opportunities of gastronomic tourism in Uzbekistan, a country rich in cultural heritage and renowned for its historic role along the Silk Road. The unique blend of flavors, culinary traditions, and diverse ingredients make Uzbekistan an ideal destination for food enthusiasts seeking an authentic gastronomic experience. This article delves into the cultural, economic, and sustainable aspects that contribute to the growth of gastronomic tourism in Uzbekistan.*

Keywords: *Gastronomic Tourism, Uzbekistan, Culinary Heritage, Silk Road, Authenticity, Cultural Immersion, Sustainable Tourism, Marketing Strategies, Digital Platforms, Culinary Festivals.*

ВОЗМОЖНОСТИ РАЗВИТИЯ ГАСТРОНОМИЧЕСКОГО ТУРИЗМА В УЗБЕКИСТАН: КУЛИНАРНАЯ ЭКСПЕДИЦИЯ ПО ШЕЛКОВОМУ ПУТИ

Аннотация. *Гастрономический туризм, новая тенденция в мировой туристической индустрии, в последние годы набрал значительный оборот. В данной статье исследуются возможности развития гастрономического туризма в Узбекистане, стране, богатой культурным наследием и известной своей исторической ролью на Шелковом пути. Уникальное сочетание вкусов, кулинарных традиций и разнообразных ингредиентов делают Узбекистан идеальным местом для гурманов, ищущих подлинные гастрономические впечатления. В этой статье рассматриваются культурные, экономические и устойчивые аспекты, которые способствуют росту гастрономического туризма в Узбекистане.*

Ключевые слова: *Гастрономический туризм, Узбекистан, Кулинарное наследие, Шелковый путь, Аутентичность, Культурное погружение, Устойчивый туризм, Маркетинговые стратегии, Цифровые платформы, Кулинарные фестивали*

Uzbekistan, situated at the crossroads of the ancient Silk Road, boasts a vibrant culinary landscape shaped by centuries of cultural exchange. The convergence of diverse civilizations along this historic trade route has left an indelible mark on Uzbek cuisine, making it a potential magnet for gastronomic tourism. The article examines the untapped potential and development opportunities for leveraging Uzbekistan's culinary heritage to attract a global audience.

The culinary heritage of Uzbekistan is a tapestry woven from the threads of Central Asian, Persian, Turkic, and Russian influences, creating a rich and diverse gastronomic landscape that is deeply rooted in the country's history. At the heart of Uzbek cuisine lie staple ingredients such as rice, meat, vegetables, and aromatic spices, expertly combined to give birth to a plethora of dishes that have become synonymous with the region's culinary identity. [1.16]

One of the crowning jewels of Uzbek cuisine is "plov," a fragrant and hearty dish considered the national dish of the country. Plov typically consists of rice, meat (often lamb or beef), carrots, and onions, cooked together with an assortment of spices. The meticulous

preparation and the artful balance of flavors make plov not only a satisfying meal but also a culinary masterpiece that encapsulates the essence of Uzbek hospitality.

"Manti," another emblematic dish, showcases the intricate skill of Uzbek chefs. These dumplings are filled with a mixture of minced meat, usually lamb or beef, and seasoned with various herbs and spices. Manti are then steamed or boiled, resulting in delicate parcels bursting with savory goodness. The process of making manti is often a communal affair, with families and communities coming together to craft these delectable morsels, adding a social dimension to the culinary experience.

"Shashlik," a form of skewered and grilled meat, is a testament to Uzbekistan's nomadic heritage. Originating from the Turkic tradition, shashlik involves marinating chunks of meat, commonly lamb or beef, in a flavorful blend of spices before grilling to perfection. The aroma of sizzling shashlik wafting through the air is an invitation to indulge in a sensory journey that transcends time and connects diners with the culinary history of the Silk Road. The unique flavors of Uzbek cuisine are further enhanced by the skillful use of aromatic spices such as cumin, coriander, and paprika. These spices not only add depth and complexity to the dishes but also reflect the historical trade routes that facilitated the exchange of culinary knowledge and ingredients across the Silk Road.

The appeal of Uzbek cuisine in the context of gastronomic tourism lies not only in the delightful taste of its dishes but also in the immersive experience offered to visitors. Travelers have the opportunity to witness the traditional cooking techniques passed down through generations, participate in communal meal preparation, and savor the flavors of a bygone era. The culinary traditions of Uzbekistan, with their fusion of cultural influences and unique cooking techniques, stand as an inviting gateway for gastronomic adventurers seeking an authentic and enriching journey through the heart of Central Asia. Culinary tourism is a journey that transcends the mere act of eating, evolving into a comprehensive cultural experience. Uzbekistan, with its rich cultural heritage deeply intertwined with the Silk Road, offers gastronomic tourists an immersive exploration that extends beyond the palate. The country's vibrant traditions of music, dance, and handicrafts serve as a captivating backdrop, complementing the culinary journey and providing visitors with a holistic and authentic experience.

Traditional Uzbek music, characterized by melodic strings, rhythmic percussion, and soul-stirring vocals, is an integral part of the cultural tapestry. As tourists indulge in the diverse flavors of Uzbek cuisine, the melodies of ancient instruments, such as the dutar and tanbur, resonate through the air. Live performances at local restaurants or during cultural events enhance the dining experience, allowing visitors to connect with Uzbekistan's cultural soul on a profound level.

Dance, too, plays a pivotal role in cultural immersion. Traditional Uzbek dances, marked by graceful movements and vibrant costumes, often accompany celebrations and feasts. Gastronomic tourists have the opportunity to witness these dances firsthand, gaining insights into the joyous spirit that permeates Uzbek social gatherings. The synergy between dance and culinary arts becomes a conduit for visitors to absorb the essence of Uzbek hospitality and celebration. [2.104]

Handicrafts, with their intricate designs and historical significance, contribute to the authenticity of the cultural experience. From the detailed embroidery of suzani textiles to the delicate craftsmanship of ceramics, artisans in Uzbekistan play a crucial role in preserving the

country's cultural identity. Gastronomic tourists can explore local markets and workshops, witnessing the craftsmanship that has been passed down through generations. The tangible connection to Uzbekistan's artistic heritage adds a layer of depth to the overall cultural immersion.

Preserving authenticity in culinary offerings is paramount to creating a genuine and memorable experience for tourists. The article underscores the importance of maintaining the integrity of traditional recipes, cooking methods, and presentation styles. By doing so, Uzbekistan ensures that visitors not only savor the authentic flavors of its cuisine but also embark on a cultural journey that respects and honors the nation's historical roots.

In essence, the fusion of gastronomy with Uzbekistan's cultural treasures transforms a simple meal into a multi-sensory encounter. Tourists become active participants in a living narrative, where the flavors on their plates intertwine with the rhythms of traditional music, the elegance of dance, and the craftsmanship of local artisans. Uzbekistan's commitment to cultural immersion and authenticity creates an indelible mark, leaving visitors with not just a satisfied appetite but a deeply enriched understanding of the country's cultural tapestry.

The success of gastronomic tourism in Uzbekistan hinges on effective marketing and promotion strategies that showcase the country's unique culinary offerings to a global audience. Leveraging the power of digital platforms, organizing culinary festivals, and establishing partnerships with international food influencers are key avenues that can significantly enhance the visibility and appeal of Uzbekistan's gastronomic treasures. [3.65]

1. Digital Platforms:

In the digital age, online platforms serve as powerful tools for reaching a global audience. Uzbekistan can capitalize on social media, travel blogs, and dedicated culinary websites to showcase its rich gastronomic heritage. Engaging content, such as visually appealing images and immersive videos highlighting the culinary journey through traditional markets, cooking demonstrations, and cultural performances, can captivate potential tourists. Collaborations with popular travel influencers and chefs can further amplify the reach and impact of digital marketing efforts.

2. Culinary Festivals:

Organizing culinary festivals is an effective way to create buzz and attract gastronomic tourists. These festivals can serve as platforms for chefs to showcase their skills, local producers to exhibit authentic ingredients, and artisans to display traditional handicrafts. By combining food, music, and cultural events, Uzbekistan can position itself as a must-visit destination for those seeking a comprehensive gastronomic experience. These festivals not only draw local attention but also garner international interest through media coverage and participation.

3. Partnerships with International Food Influencers:

Collaborating with renowned international food influencers and chefs can significantly boost Uzbekistan's visibility in the global gastronomic scene. Influencers with a substantial following can create engaging content that highlights the unique flavors, cooking techniques, and cultural experiences offered by Uzbek cuisine. [4.12]

In conclusion, Uzbekistan stands at the threshold of realizing its untapped potential for the development of gastronomic tourism. The synergy of its rich culinary heritage, cultural immersion, economic opportunities, and commitment to sustainability positions the country as a promising haven for food enthusiasts. Strategic planning and collaborative efforts across the realms of digital

marketing, culinary festivals, and international partnerships can propel Uzbekistan into the spotlight, attracting a diverse array of gastronomic tourists.

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INSON PSIXOLOGIK-EMOTSIONAL HOLATINING BADIY DISKURSDA AKS ETTIRILISHI

Ollomurodov Arjunbek Orifjonovich

Osiyo xalqaro universiteti

Tarix va filologiya kafedrası ingliz tili fani o`qituvchisi

E-mail: ollomurodovarjunbekorifjonovich@oxu.uz

<https://doi.org/10.5281/zenodo.10536003>

Annotatsiya. Jahon tilshunosligida XX asrning ikkinchi yarmidan boshlab kognitiv lingvistika alohida soha sifatida shakllanib, mazkur yo`nalishdagi ilmiy izlanishlar yangi bosqichga ko`tarildi. Ushbu maqolada kognitiv lingvistikaning asosi bo`lib xizmat qiluvchi til va tafakkur masalalarining badiiy diskursda namoyon bo`lish hodisasi turli misollar asosida yoritilgan.

Kalit so`zlar: paradigm, qiyosiy-tarixiy metod, tizimli-strukturaviy, antropotsentrik, lingvokulturologik, emotivlik, lisoniy birlik, personaj nutqi, intensivlik, tafakkur.

REFLECTION OF HUMAN PSYCHOLOGICAL AND EMOTIONAL STATE IN LITERARY DISCOURSE

Abstract. In world linguistics, since the second half of the 20th century, cognitive linguistics has appeared as a separate direction, and scientific research in this direction has reached a new level. This article, created on the basis of various examples, highlights the manifestation of language and thinking problems based on cognitive linguistics in artistic speech.

Key words: paradigm, comparative historical method, systematic-structural, anthropocentric, linguistic, emotionality, linguistic unity, character of speech, intensity, thinking.

ОТРАЖЕНИЕ ПСИХОЛОГИЧЕСКОГО И ЭМОЦИОНАЛЬНОГО СОСТОЯНИЯ ЧЕЛОВЕКА В ХУДОЖЕСТВЕННОМ ДИСКУРСЕ

Аннотация. В мировом языкознании со второй половины XX века когнитивная лингвистика сформировалась как отдельное направление, и научные исследования в этом направлении вышли на новый уровень. В данной статье на основе различных примеров освещается проявление проблем языка и мышления, лежащих в основе когнитивной лингвистики, в художественном дискурсе.

Ключевые слова: парадигма, сравнительно-исторический метод, системно-структурный, антропоцентрический, лингвокультурный, эмоциональность, языковое единство, характер речи, интенсивность, мышление.

Tilshunoslik tarixiga nazar tashlaydigan bo`lsak, uning tarixiy taraqqiyotida uchta ilmiy paradigma mavjudligiga guvoh bo`lamiz: XIX asr tilshunosligi uchun xarakterli bo`lgan hamda qiyosiy-tarixiy metodga asoslangan qiyosiy tarixiy paradigma, markazida so`z turgan tizimli-strukturaviy paradigma va so`nggisi, insonga "uning butun koinotning markazi" maqomini qaytargan antropotsentrik paradigmadir. Ushbu paradigmalarning har biri turli til taraqqiyoti bosqichlarida tilshunoslik nazariyalarining yaratilishiga asos bo`lib xizmat qilgan.

Boduen de Kurtene ta`kidlaganidek, bir tomondan tilni insondan tashqarida va unga bog`liq emas deyidigan, boshqa tarafdin esa tilning murakkab hodisa ekanini inobatga olmaydigan biror nazariya asosli emas. Til va adabiyotdagi antropotsentrik yo`nalish zamonaviy lingvistik tadqiqotlarda yetakchilik qilayotganligi kuzatilmoqda. "Inson omili" deb nomlanuvchi

voqelikning ahamiyati ortib borayotganligi ilmiy tafakkurning barcha sohalarida sezilmoqda.⁵⁶ Haqiqatan, til bevosita inson bilan, uning mavjudligi bilan bog'liq va unga xizmat qiladi hamda u bilan sodir bo'layotgan barcha o'zgarishlarni qayd etadi.

Insonning turmush tarzi va faoliyatisiz tilni hamda unda yuzaga keladigan o'zgarishlarni tahlil qilish hamda kuzatish imkonsizdir. N.Maxmudov ham lisoniy hodisalar tadqiqiga antropotsentrik yondashuvni ma'qullaydi, inson va til o'rtasidagi aloqani ta'kidlaydi, zero, aynan til inson shaxsiyatining asosiy unsuri hamda in'ikosi hisoblanadi.⁵⁷ Ushbu mukammal aloqa hozirgi zamonaviy tilshunoslikning yangi paydo bo'layotgan sohalar bilan izchil tahlil qilinadi.

Matnni insonning nutqiy faoliyati hosilasi sifatida o'rganilishini taqozo qiladigan, atrof-muhit va uning ob'ektlarini individual tarzda idrok etilishining "ko'zgusi" hisoblangan badiiy matnning antropotsentrik yo'nalganligiga alohida e'tibor qaratiladi. Bu to'g'risida K.F.Sedov shunday yozadi: "Badiiy matn estetika qonuniyatlariga ko'ra shakllantirilgan idrok dasturi bo'lib, unda insoniy jonlantirilgan borliq modeli muallifning aksiologik nazari bilan fikrlovchiga – idrok etuvchiga uzatiladi". Antropotsentrik paradigmaning shakllanishi til sohibi – so'zlovchi shaxs omilini tadqiq etish bilan bog'liqdir. Tilshunoslikda antropotsentrik burilishning yuzaga kelishi strukturalizmning tilni tadqiq etishning "o'zida va o'zi uchun" tamoyilini chetga surib, asosiy e'tiborini shaxs omiliga qaratdi. M.M.Baxtinga tegishli mashhur, insonning har qanday matnda markazda turishi, unda o'zini namoyon qilishi, aynan inson matni yaratishi to'g'risidagi, fikr mavjud. Chindan, matn murakkab insoniy muloqotlarning natijasi bo'lib, badiiy shaklda bayon qilinadi, unda kommunikantlar sifatida bir tomondan muallif va kitobxon, boshqa tomondan, personajlar, bir-birlari bilan muntazam xarakterda va muloqotda bo'ladigan asar qahramonlari, ishtirok etishadi. Badiiy matn g'oyaviyestetik va lingvokulturologik, o'lkashunoslik va lingvokognitiv materialga boy manba hisoblanadi. Badiiy matn insonning kontseptual olamini, uning ruhiy dunyosini, borliq haqidagi tasavvurlarini namoyon qiladi.

Matnning "obyektiv borliqning subyektiv obrazi" sifatidagi o'ziga xos takrorlanmas ekanligi, unda umuminsoniy, milliyo'ziga xos va individual-shaxsiy xarakterdagi narsalarning aks etishida namoyon bo'ladi.⁵⁸ Har qanday til birligi kabi matnda ham inson badiiy tafakkurining yorqin aksi namoyon etadi bu esa o'sha til foydalanuvchilarining lisoniy olam manzarasida o'ziga xos tarzda tasvir qilinadi. Insonning emotsiyasi va hissiyotlarini lisoniy ifodalanishini tahlili uchun, "ekspressivlik" va "emotsionallik" tushunchalarini ajratmoq zarur. Ekspressivlik – bu obrazlilik, jadallik yoki emotivlik bilan shartlanilgan so'z yoki iboraning badiiy tasvir sifatidir. Obrazlilik, jadallikintensivlik va emotivlik ekspressivlikni alohida holda ham, birgalikda – turli tuzilmalarda ham yuzaga keltirishi mumkin. Emotivlik ekspressivliksiz paydo bo'lmaydi, ularni bir-biridan ajratish esa, amalda mumkin emas. Emotivlik – bu lisoniy evrilishga uchragan emotsionallikdir, ya'ni ob'ektning ehtirosli baholanishi, inson kechinmalari, kayfiyati va tashvishlarining lisoniy va nutqiy ifodalanishidir.⁵⁹

Emotsional bo'yoqdor gaplar quyidagi so'zlar bilan shakllantirilishi mumkin:

1. undov so'zlar yordamida;

⁵⁶ Сафаров Ш.С. Лингвистика дискурса. – Челябинск: Челябинский государственный институт культуры, 2018. – С.3.

⁵⁷ Махмудов Н. Тилнинг мукамал тадқиқи йўллари излаб... // Ўзбек тили ва адабиёти. – Тошкент, 2012. - № 5. – Б. 6-7.

⁵⁸ Ашурова Д.У. Художественный текст как экспонент культуры // Актуальные проблемы современной лингвистики. – Ташкент: VNESHINVESTPROM, 2021. – С. 39.

⁵⁹ Кунин А.В. Курс фразеологии современного английского языка. – Дубна: Феникс+, 2005. – С.210.

2. yuklamalar ko‘magi bilan;
3. so‘roq olmoshlari ishtirokida;
4. talaffuz-intonatsiya orqali.⁶⁰

Ushbu lisoniy birliklar bilan shakllangan emotsionallikni o‘zida aks ettirgan bo‘laklar badiiy matnning hayajonini anglatib turuvchi unsurlardan biri sanaladi.

So‘roq va undov belgilari badiiy asarga xos gaplarda odatda personajlar hayratini ifodalash uchun ishlatiladi:

My dear, you’re too, too wonderful! - said Harry Oakland. (Maugham W.S. «The Creative Impulse», 2016, P.364).

Oh, well, you’ve been prepared for that nearly twenty years now, haven’t you? (Maugham W.S. «The Creative Impulse», 2016, P. 95).

Demak, badiiy matnda his-tuyg‘ularni ifodalash mexanizmi quyidagi bosqichlardan iborat:

1) Atrofdagi olamdan ma’lumotni qabul qilish. Ma’lumot bir so‘z, birikma, gap yoki butun matndan iborat bo‘lishi mumkin. Mazkur ma’lumot retsipientda aniq bir his-tuyg‘uni uyg‘otadi. Ma’lumot ko‘rish orqali ham qabul qilinadi. Bunda atrofdagi olamning biror ob’ekti (inson yoki predmet) bo‘lishi mumkin.

2) Ko‘rilgan, eshitilgan, o‘qilgan ma’lumotni anglash va tahlil qilish.

3) Tashqi reaksiya va emotsional baho – mexanizmning oxirgi bosqichi. His-tuyg‘ular muallif nutqi va tasviri yordamida ham, personajlarning luqmalari va monoglari orqali ham yetkazilishi mumkin. Personaj nutqi nafaqat uning ma’naviy olamini, balki shaxsiy madaniyatini ham aks ettiradi.

Tahlillarning ko‘rsatishicha, badiiy matn – bu turli his-tuyg‘ular, kechinmalar va hissiyotehtirosalar to‘lqini uchun sahna bo‘lib, ular o‘zaro aralashib, kishilarning oddiy kundalik turmushlariga yangicha buyoq olib kiradi va uni o‘zgartiradi.

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MAHALLA – QADRIYATLAR BESHIGI.

Sadullayev Umidjon Shokir o'g'li

The teacher of History and Philology department,

Asian International University

sadullayevumidjonshokirugli@oxu.uz

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Annotatsiya. Azaldan ma'naviy qadriyatlar beshigi bo'lgan mahalla o'zida xalqning urf-odat va an'analarini, marosimlarini aks ettirgan. Ularning bardavom bo'lishini, avloddan-avlodga o'tishini ta'minlagan. Bu qadriyatlar asrlar davomida shakllangan, xalqning shuuriga singib ketgan. O'zbekistonda an'analar ulug'lanadi va saqlanadi. Keksalarni hurmat qilish, qo'llab-quvvatlash va o'zaro yordam – bular o'zbek xalqining nasliga xos fazilatlardir. Mahalla o'zbek madaniyatida muhim o'rin tutadi. U insonlarni birlashtiradi, yaqinlashtiradi, ijtimoiy holati, millati va dinidan qat'iy nazar, har bir kishini hurmat qilishga o'rgatadi. "Mahalla" so'zining mohiyatini aniqlash uchun ma'lumotnomaga murojaat qilib, siz quyidagi satrlarni topishingiz mumkin: hududiy-ma'muriy birlik, O'rta Osiyoning shaharlari, viloyatlarining ma'lum bir hududida yashovchi odamlar jamiyati. Biroq bu ta'rifda mahalla atamasini tushuntirishning faqat bir tomoni keltirilgan. Axir, bu nafaqat yashash joyi, balki mehnatsevarlik, insonparvarlik, odoblilik kabi fazilatlar ustun bo'lgan yashash tarzi va tafakkur turi, ko'p asrlik an'analaridir.

Kalit so'zlar: mahalla, jamoa, urf-odatlar, hashar, oila, oilaviy munosabatlar.

THE NEIGHBORHOOD IS THE CRADLE OF VALUES.

Abstract. The neighborhood, which has been the cradle of spiritual values since time immemorial, reflects the customs and traditions of the people. He ensured that they would last from generation to generation. These values have been formed for centuries and have been absorbed into the consciousness of the people. Traditions are honored and preserved in Uzbekistan. Respect for the elderly, support and mutual assistance - these are qualities characteristic of the generation of the Uzbek people. The neighborhood occupies an important place in Uzbek culture. It unites people, brings them closer, teaches them to respect everyone, regardless of their social status, nationality and religion. To determine the essence of the word "neighborhood", referring to the reference book, you can find the following lines: territorial-administrative unit, a community of people living in a certain area of the cities and regions of Central Asia. However, this definition provides only one side of the explanation of the term neighborhood. After all, this is not only a place of residence, but also a way of life and a way of thinking in which qualities such as hard work, humanity, and decency prevail, as well as centuries-old traditions.

Key words: neighborhood, community, traditions, hashar, family, family relations.

ЭТОТ РАЙОН ЯВЛЯЕТСЯ КОЛЫБЕЛЬЮ ЦЕННОСТЕЙ.

Аннотация. Район, испокон веков являющийся колыбелью духовных ценностей, отражает народные обычаи, традиции и обряды. Он гарантировал, что они будут передаваться из поколения в поколение. Эти ценности формировались веками и впитывались в сознание народа. В Узбекистане чтят и сохраняют традиции. Уважение к старшим, поддержка и взаимопомощь – качества, характерные для поколения узбекского народа. Район занимает важное место в узбекской культуре. Оно объединяет людей,

сближает их, учит уважать каждого, независимо от социального статуса, национальности и вероисповедания. Для определения сущности слова «соседство», обратившись к справочнику, можно встретить следующие строки: территориально-административная единица, общность людей, проживающих на определенной территории городов и районов Средней Азии. Однако это определение дает лишь одну сторону объяснения термина «соседство». Ведь это не только место проживания, но и образ жизни и образ мышления, в котором преобладают такие качества, как трудолюбие, человечность и порядочность, а также многовековые традиции.

Ключевые слова: *соседство, община, традиции, хашар, семья, семейные отношения.*

O‘zbekistonda mahalla doimo davlatning tayanchi, boshqaruvning asosi bo‘lib kelgan va bunday jamiyatda odamlar nafaqat hududiy va qo‘shnichilik aloqalari, balki qarashlari va axloqiy me‘yorlari bilan ham bog‘liq bo‘lgan. Katta yoshli avlod aynan mahallalarda yosh avlodni tarbiyalaydigan xalq urf-odatlarini va an‘analarini qadrlab kelgan. Mahalla bir oila bo‘lib yashaydi, qayg‘uda ham, quvonchda ham bir-birini qo‘llab-quvvatlaydi.

O‘tgan yillar davomida mahalla qo‘mtalari bilan ishlashda katta tajriba to‘plandi. 2020-yilda O‘zbekiston Respublikasi Prezidentining “Jamiyatda ijtimoiy-ma‘naviy muhitni sog‘lomlashtirish, mahalla institutini yanada qo‘llab-quvvatlash hamda oila va xotin-qizlar bilan ishlash tizimini yangi darajaga olib chiqish chora-tadbirlari to‘g‘risida”gi farmoni qabul qilindi. Unga ko‘ra, har bir mahallaga "Obod va xavfsiz mahalla" tamoyiliga muvofiq ishlab chiqilgan yangi tizim kiritiladi.

Shuningdek, O‘zbekiston Respublikasi Mahalla va oilani qo‘llab-quvvatlash vazirligi tashkil etildi. "Mahalla" xayriya jamg‘armasi respublikada 1992-yildan beri faoliyat yuritib kelmoqda va butun mamlakat bo‘ylab moliyaviy yordam ko‘rsatmoqda. So‘nggi besh yilda mahallalar faoliyatiga oid 20 ga yaqin normativ-huquqiy hujjatlar qabul qilindi, Mashhur "Mahalla" telekanali ochildi, shu nomdagi katta tirajli gazeta nashr etilmoqda. Shunday qilib, o‘zbek mahallasi O‘zbekistonda fuqarolik jamiyatining o‘ziga xos institutidir.

U xalqimizning o‘tmishi bilan bugungi kunini bog‘laydi, qiyinchiliklarni yengishda va jamiyatning ijtimoiy va madaniy rivojlanishi yo‘lida to‘g‘ri yechim topishda yordam beradi. “Xalqimizning ko‘hna va boy tarixiga nazar tashlasak, Yurtboshimizning quyidagi so‘zlari qanchalik asosli ekaniga ko‘p bora guvoh bo‘lamiz: “Azaldan o‘zbek mahallasi chinakam milliy qadriyatlar maskani bo‘lib keladi.

O‘zaro mehr-oqibat, ahillik va totuvlik, ehtiyojmand, yordamga muhtoj kimsalar holidan xabar olish, yetim-esirlarning boshini silash, to‘y-tomosha, hashar va ma‘rakalarni ko‘pchilik bilan bamaslahat o‘tkazish, yaxshi kunda ham, yomon kunda ham birga bo‘lish kabi xalqimizga xos urf-odat va an‘analar avvalambor mahalla muhitida shakllangan va rivojlangan”¹. Mahalla tuzilmasi oilaviy marosimlar tizimida ham muhim o‘rin tutib, bunda bola tarbiyasi bilan bog‘liq jamoaviy va milliy an‘analar hamda nikoh to‘yi bilan bog‘liq marosimlarni o‘z ichiga oladi.

Farzandning dunyoga kelishi o‘ta murakkab va mashaqqatli jarayonlardan iborat bo‘lganligi sababli, jamoaning jipsligi hamda hamkorligiga juda kuchli ehtiyoj sezilgan. Shu

¹ <https://multiurok.ru/files/1-mustaqil-ish-tarix.html>

sababli farzand tug'ilishi bilan bog'liq jarayonlar jamoaning ijtimoiy munosabatlarini ixchamlashtirib ko'rsatadigan hodisalardan biri, deb ham tushuniladi. Azaldan o'zbeklar orasida bola tug'ilishi va ularni ma'nan va jismonan barkamol etib tarbiyalash nafaqat ota-ona, shu bilan birga butun jamoaning majburiyati hisoblangan. Dono xalqimizning "Bir bolaga yetti mahalla ota-ona" maqoli bejizga aytilmagan. O'zbeklarda oila juda muqaddas sanalib, boshqa musulmon xalqlari kabi oila qurish va farzandli bo'lish har bir insonning burchi hisoblangan. Shu sababli, farzandning dunyoga kelishiga "Olohning buyuk ne'mati" sifatida qaralib, homilani yo'q qilish qoralangan². O'zbeklar ham chaqaloqning sog'-salomatligi, tabiati va fe'l-atvori tug'ilmasdan avvalroq shakllanishini yaxshi tushunganlar. Shuning uchun, jamoa a'zolarida homilador ayolga nisbatan yaxshi muomalada bo'lish, unga alohida yordam berish va qo'llab-quvvatlash kabi talablar mavjud bo'lgan.

Farzand tug'ilishi bilan bog'liq tabu va taqiqlar o'zbeklarning ma'nan hamda jismonan sog'lom ota-onalarni tayyorlashga qaratilgan milliy hamda an'anaviy ta'lim tarbiyasi mahsuli hisoblanadi. Bola tarbiyasi go'dakning homilalik davridan boshlangan. Garchi, taomga bog'liq tabular ilmiy jihatdan asossiz va isbotlanmagan bo'lsa-da, tug'ilajak bola uchun bo'lgusi onaning sifatli taomlar iste'mol qilishi, nojo'ya harakatlardan o'zini tiyishi hamda kamsuqum bo'lishi bugungi kunga kelib ilmiy jihatdan ham yuqori baholanmoqda.

CHunki turli xil dori-darmon, sigaret va alkogol kabi sog'liqqa zararli mahsulotlardan o'zini tiyishdan qiynalayotgan zamonaviy ota-onalarga saboq vazifasini o'tamoqda⁶¹. Nikoh to'yi bilan bog'liq marosim va urf-odatlar alohida ijtimoiy mazmunga ega bo'lib, shaxslararo munosabatlarni ta'minlovchi muhim aloqa vositasi sifatida qayd etilgan.

Dunyoning ko'pgina mamlakatlarida turmush o'rtog'ini tanlash uslubiga ko'ra, nikohni ikki xil turga bo'lish keng qabul qilingan: "sevgi nikohi (love marriage)" va "kelishilgan nikoh arranged marriage". "Sevgi nikohi – yigit va qiz bir-birini sevishib, ota-onaning roziligi bilan yoki roziligisiz qurilgan nikohlarni anglatadi. Kelishilgan nikoh esa ikki oila o'rtasidagi kelishuvga asoslanib tashkil topgan nikohlar bo'lib, bunda turmush o'rtog'ini tanlash huquqi ikki yoshga emas, ota-ona, buva-buvi yoki yaqin qarindoshlar kabi oila a'zolariga topshiriladi"².

"Mustaqillik yillarida esa mahallaning bu azaliy xususiyatlari qatoriga ko'plab yangi va mas'uliyatli vazifalar kelib qo'shildi. CHunonchi, mahallaning huquq va vakolatlari doirasi sezilarli kengaytirildi. U o'zini o'zi boshqarishning g'oyat xalqona, tabiiy tizimi sifatida jamiyat hayotini tashkil etishda tobora faol ishtirok etmoqda. Uning bu ishtiroki ham qonuniy, huquqiy asosga ega bo'ldi. Davlatchiligimiz tarixida birinchi marta "mahalla" tushunchasi Konstitutsiyamizga kiritilib, uning jamiyat boshqaruvidagi o'rni va maqomi qat'iy belgilab qo'yildi».

O'zbekiston Respublikasi Konstitutsiyasining 105-moddasida: «SHaharcha, qishloq va ovullarda, shuningdek ular tarkibidagi mahallalarda hamda shaharlardagi mahallalarda

² Хамрокулова.Б.М. Сурхондарё воҳасида бола туғилиши ва тарбияси билан боғлиқ урф-одат ва маросимлар (XIX аср охири – XX аср бошлари): Тарих фан...номз...дис.- Тошкент,2002,-Б.22-25

⁶¹ Тошева.Г.С. XX асрда Қашқадарё воҳаси ўзбекларининг никоҳ тўйи маросимлари: Тарих фан.номз...дис.- Тошкент,2002 – Б.83

² TARBIYA JARAYONIDA OILA, MAHALLA HAMDA TA'LIM MUASSASALARINING O'ZARO HAMKORLIGI – тема научной статьи по наукам об образовании читайте бесплатно текст научно-исследовательской работы в электронной библиотеке КиберЛенинка

fuqarolarning yigʻinlari oʻzini oʻzi boshqarish organlari boʻlib, ular ikki yarim yil muddatga raisni (oqsoqolni) va uning maslahatchilarini saylaydi.

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AHOLINING HUQUQIY MADANIYATI VA HUQUQIY BILIMINI YUKSALTIRISH QONUN USTUVORLIGINI TA'MINLANISHINING MUSTAHKAM POYDEVORI.

Dehqonov Behzod Nekmurod o'g'li

Buxoro davlat universiteti

“Tarix va yuridik” fakulteti 4-bosqich talabasi

E-mail: dehqonovbehzod05@gmail.com

Telefon nomer: +998770462086

<https://doi.org/10.5281/zenodo.10536030>

Annotatsiya. Maqolada jamiyat hayotida aholining huquqiy tarbiya va huquqiy madaniyatni yuksaltirish ahamiyati va ushbu tizimni takomillashtirishda amalga oshirilayotgan islohotlar, O'zbekistonning qonun ustuvorligi bo'yicha “rule of law index” reytingidagi o'rni haqida to'xtalib o'tilgan. Huquqiy tarbiya, huquqiy madaniyatni yuksaltirishda va qonun ustuvorligini ta'minlashda qonunchiligimizda qabul qilinayotgan qarorlar va amalga oshirilayotgan loyihalar haqida xorijiy huquqshunoslar fikri keltirib o'tilgan.

Kalit so'zlar: huquqiy tarbiya, korrupsiya, huquqiy madaniyat, “Rule of law index”, konferensiya, huquqiy axborot, qonun ustuvorligi, konstitutsiya, ishonchlilik.

IMPROVING THE LEGAL CULTURE AND LEGAL KNOWLEDGE OF THE POPULATION IS A SOLID FOUNDATION FOR ENSURING THE RULE OF LAW.

Abstract. In the article, the importance of legal education and raising the legal culture of the population in the life of society and the reforms implemented to improve this system, Uzbekistan's rule of law index rating The opinions of foreign jurists were cited about the decisions made in our legislation and the projects implemented in legal education, raising legal culture and ensuring the rule of law.

Key words: legal education, corruption, legal culture, "Rule of law index", legal information, rule of law, constitution, reliability.

ПОВЫШЕНИЕ ПРАВОВОЙ КУЛЬТУРЫ И ПРАВОВЫХ ЗНАНИЙ НАСЕЛЕНИЯ ЯВЛЯЕТСЯ ПРОЧНОЙ ОСНОВОЙ ОБЕСПЕЧЕНИЯ ВЕРХОВЕНСТВА ЗАКОНА.

Аннотация. В статье подчеркивается важность правового воспитания и повышения правовой культуры населения в жизни общества, проводимые реформы в совершенствовании этой системы, место Узбекистана в рейтинге верховенства закона “rule of law Index” Юридическое воспитание, приводится мнение зарубежных юристов о решениях и реализуемых проектах, принимаемых в нашем законодательстве в целях повышения правовой культуры и обеспечения верховенства закона.

Ключевые слова: правовое воспитание, коррупция, правовая культура, “указатель правовых норм”, правовая информация, верховенство закона, Конституция, надежность.

Har bir demokratik davlatning eng katta vazifasi jamiyatda qonun ustuvorligini ta'minlash, fuqarolarni huquqlarini ishonchli himoya qilish, aholining huquqiy erkinligini ta'minlashdan iborat hisoblanadi. Bularning barchasi aholining huquqiy madaniyati va huquqiy bilimni yuksaltirish bilan bevosita bog'liq. Qonun ustuvorligini ta'minlash, demokratiyani mamlakatda kuchli bo'lishi nafaqat davlat organlari xodimlariga balki fuqarolarning o'ziga ham bog'liq.

Aholining huquqiy madaniyati va huquqiy bilimni qanchalik yuqorilar ekanmiz qonun ustuvorligi bo'yicha ham shuncha muvaffaqiyatga erishamiz. Biz shu sohani takomillashtirishdan oldin uning nima ekanligini va qanchalik ahamiyatga ega ekanligini bilib olishimiz zarur.

Huquqiy madaniyat- jamiyatimizda aholining qonunchilik tizimidan xabardorlik darajasi, qonun ustuvorligi va yangiliklariga bo'lgan munosabati va qonunchiligimizda mavjud bo'lgan qonun tartib qoidalarga bo'ysinish.

Barcha sohalar, barcha tarmoqlar rivojlangani sari huquq tizimida va uning targ'ibotida ham innovatsion yangiliklar, texnologiyalar, zamonaviy usullar kirib kelmoqda. Biz ham huquqiy madaniyat va huquqiy bilimni yuksaltirish yo'lida qiladigan ishlarimiz, yangiliklarimiz juda ham ko'p va huquq sohasi shuni talab qilib kelmoqda.

Huquq targ'iboti aholi uchun, yoshlar uchun juda katta ahamiyatga ega ekanligi haqida ko'p to'xtalib o'tmoqdamiz. Biz targ'ibotni avvalo jamiyatning asosiy bo'g'ini bo'lgan oiladan boshlashamiz zarur. Chunki hamma narsaning poydevori bo'lgani kabi huquqiy madaniyat va huquqiy bilim berishning poydevori ham aynan oila hisoblanadi. Har bir ota ona yoki oila a'zolari huquqiy madaniyatni ham huquqiy nigilizmni ham o'rgatadigan shu o'rinlarda o'rnak bo'ladigan bo'g'in bo'lib xizmat qiladi. Jamiyatdagi insonlar huquqbuzarliklarga befarq bo'lsa, qonunbuzarliklarni oldini vaqtida olmasa yoki unga qarshi yetarlicha tartib o'rnatmasa bunday jamiyat tannazulga yuz tutishi, jinoyatlar ko'payishi, qonunga nopisandlik kuchayishi, befarqlik, korrupsiya holatlari ko'payishiga guvoh bo'lamiz.

Bugungi kunda huquqiy targ'ibotda OAV dan, gazeta, jurnal, ijtimoiy tarmoqlardan keng foydalanib kelmoqda. Maktablar, texnikumlar, litseylar, universitetlarda ham bir qator yangililar, innovatsiyalar amalga oshirib kelinmoqda. Jahonda qonun ustuvorligi bo'yicha xalqaro "World justice project" saytining "Rule of law index" indeksi reytingida 142 davlat kiritilgan. O'zbekiston bu reytingda 2023-yilda qonun va huquq ustuvorligi bo'yicha 0.50 ko'rsatkich bilan 78-o'rinda qayd etilgan. Ushbu reyting asosan 8 ta indikatorida aniqlangan. Ular:

1. Fuqarolik odil sudlovi indikatorida – 74 - o'rin;
2. Hokimiyat organlari vakolatlarining cheklanganligi indikatorida - 119-o'rin;
3. Korrupsiyaning mavjud emasligi indikatorida – 66-o'rin;
4. Qonunlarga rioya qilish indikatorida – 99-o'rinda
5. Asosiy huquqlarning ta'minlanganlik indikatorida – 109-o'rinda
6. Jinoiy sudlov indikatorida – 71-o'rin
7. Hukumat ochiqligi indikatorida – 119-o'rinda
8. Tartib va xavfsizlik indikatorida - 17-o'rin

Ushbu indikatorga hukumat ochiqligi, asosiy huquqlarining ta'minlanganlik, qonunlarga rioya etish, hokimiyat organlari vakolatlarining cheklovlari indikatorlarida natijamiz juda achinarli holatda.

Bu indikatorlarda yuqori natijaga erishish uchun aholining huquqiy madaniyati va huquqiy bilimni yuksaltirish bilan birga huquq sohasida innovatsiyalarni qo'llash bugungi kunning talabi hisoblanadi.

Bu uchun turli xil "law innovation" yoki "modern law technologies" kabi tanlovlar tashkil etish orqali sohada huquqiy innovatsiyalar joriy etishimiz huquq sohasida ancha yuqorilashimizga xizmat qiladi. Bunday tanlovlarni ayniqsa hukumat ochiqligi, fuqarolarning asosiy huquqlarining ta'minlanganligi, qonunlarga rioya etish kabi yo'nalishlarda joriy etishimiz kerak.

O'zbekistonda huquqiy madaniyat va huquqiy bilimga e'tibor, qonun ustuvorligini ta'minlashda juda ko'p islohotlar amalga oshirilayotgan bo'lsada lekin hali ham juda ko'p kamchililar kuzatilmoqda.

Misol uchun hozirgi vaqtda ham ba'zi organ xodimlari tomonidan qonun-qoidalarni yetarli darajada bilmaslik, fuqarolar orasida esa korrupsiya, qonun-qoidalarga bepisandlik, demokratik jarayonlarda e'tiborsizlik holatlari ko'zga tashlanadi.

Qonuni va o'z haq-huquqlarini bilmaslik ortidan esa ba'zi mansabdor shaxslar, davlat organlari xodimlari tomonidan vaziyatni o'z tomoniga hal qilish holatlar uchrab turmoqda. Shuningdek fuqarolar orasidagi huquq sohasiga beparvolik, mensimaslik holatlarini noto'g'ri yo'llardan yurayotgan yo'lovchilar, saylov tizimida ishtirof etmayotgan fuqarolar, korrupsiya holatlariga chorlayotgan shaxslar, mamlakatdagi huquq tizimida yangiliklarga, islohotlarga qiziqmaydigan yoshlar misolida ko'rishimiz mumkin.

Mana shunday holatlarni bartaraf etish uchun eng avvalo huquq tizimida biz yoshlarni qiziqtirishimiz ularni davlat fuqarolik jamiyatida faolligini oshirishimiz zarur. Demokratiya taraqqiy etgan mamlakatlarni tizimiga yuzlanadigan bo'lsak ular ham asosiy e'tiborni yoshlarga, innovatsiyalarga qaratganini ko'ramiz.

Dunyoda huquq ustuvorligi bo'yicha yetakchi davlatlar: Daniya, Norvegiya, Finlandiya, Shvetsiya, Germaniya, Kanada kabi hisoblanadi. Bu davlatlar ichida Finlandiya ta'lim tizimi va aholini huquqiy savodxonligi, huquqiy madaniyati yuksak darajalarga erishgan. Ularning asosiy yutug'i birinchisi bu o'qishni rag'batlantirish ikkinchisi esa doimiy o'qishga odatlangan yoshlar. Bu aholisi orasida savodxonlik keng targ'ib qilinadi. Bu yerda nafaqat kitob nazarda tutilyabdi balki matbuot, ommaviy axborot vositalari, gazeta, jurnallarni o'qishga odatlangan.

Agar e'tibor qiladigan bo'lsak bugungi kunda gadjetlarga ijtimoiy tarmoqlarda tebeligimiz ortib bormoqda. Gadjetlar texnologilardan foydalanish davr talabi. Lekin bu kabi zamonaviy texnologiyalardan ta'lim yo'lida foydalanayotgan yoshlar juda kam. Huquqiy savodxonlikni oshirmoqchi bo'lsak eng avvalo yoshlarni kitobxonlikka, gazeta va jurnallarga o'qishga chorlab, gadjetlardan tog'ri foydalanishini targ'ib qilishimiz kerak.

Shuningdek chop etilayotgan gazeta, jurnallarni sifatiga ulardagi huquqiy va boshqa ma'lumotlarni, yangiliklarni qiziqarli va tushunarli qilib yoritib beritish zarur. Keyingi qadam esa qishloqlarda, tumanlarda, shaharlarda ko'chma kutubxonalar tashkil etish. Bu juda samarali kitobxonlikka targ'ib etish hisoblanadi.

Ko'chalarda kutubxona bor ekan o'z o'zidan kitoblarga bo'lgan talab ham oshib boraveradi. Aholi va mana shu jamiyatga yashayotgan yoshlar ko'p kitob so'rar ekan demokratik fuqarolik jamiyat qurishda ham takliflar, innovatsiyalar, qonun ustuvorligiga targ'iblar paydo bo'lib boraveradi.

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INGLIZ TILIDA TAQINCHOQ NOMLARINING SHAKLLANISHI VA ULARNING INGLIZ LEKSIKASIDAGI AHAMIYATI

Erdonova Shahnoza Muxtor qizi

TISU magistranti

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Annotatsiya. Ushbu maqolada ingliz tilida taqinchoq nomlarining shakllanishi va ularning ingliz leksikasidagi ahamiyati haqida ma'lumotlar keltirilgan.

Kalit so'zlar: Zargarlik buyumlari, bardoshli bezaklar, marjonlar, sirg'alar, bilaguzuklar.

THE FORMATION OF JEWELRY NAMES IN ENGLISH AND THEIR IMPORTANCE IN THE ENGLISH LEXICON

Abstract. This article provides information about the formation of jewelry names in English and their importance in the English lexicon.

Keywords: Jewelry, durable jewelry, necklaces, earrings, bracelets.

ФОРМИРОВАНИЕ НАЗВАНИЙ ЮВЕЛИРНЫХ ИЗДЕЛИЙ НА АНГЛИЙСКОМ ЯЗЫКЕ И ИХ ЗНАЧЕНИЕ В АНГЛИЙСКОМ ЛЕКСИКОНЕ.

Аннотация. В данной статье представлена информация об образовании названий ювелирных изделий на английском языке и их значении в английском лексиконе.

Ключевые слова: Ювелирные изделия, долговечные украшения, кольцо, серьги, браслеты.

Zargarlik buyumlari uzuklar, marjonlar, sirg'alar, bilaguzuklar va manjetlar kabi shaxsiy bezak uchun kiyiladigan bezak buyumlaridan iborat. Zargarlik buyumlari tanaga yoki kiyimga biriktirilishi mumkin. G'arb nuqtai nazaridan, bu atama bardoshli bezaklarga nisbatan ishlatilgan, masalan, gullar bundan mustasno. Ko'p asrlar davomida qimmatbaho toshlar bilan birlashtirilgan oltin kabi metall zargarlik buyumlari uchun odatiy material bo'lib kelgan, ammo shisha, qobiq va boshqa o'simlik materiallari kabi boshqa materiallardan foydalanish mumkin.

Zargarlik arxeologik artefaktlarning eng qadimiy turlaridan biri bo'lib, Nassarius chig'anoqlaridan yasalgan 100 000 yillik munchoqlar eng qadimgi ma'lum bo'lgan zargarlik buyumlari hisoblanadi.⁶² Zargarlik buyumlarining asosiy shakllari madaniyatlar orasida farq qiladi, lekin ko'pincha juda uzoq umr ko'radi; Yevropa madaniyatlarida yuqorida sanab o'tilgan zargarlik buyumlarining eng keng tarqalgan shakllari qadim zamonlardan beri saqlanib qolgan, boshqa madaniyatlarda muhim bo'lgan burun yoki to'piq uchun bezaklar kabi boshqa shakllar esa kamroq tarqalgan.

Zargarlik buyumlari turli xil materiallardan tayyorlanishi mumkin. Qimmatbaho toshlar va shunga o'xshash qahrabo va marjon, qimmatbaho metallar, munchoqlar va chig'anoqlar kabi materiallar keng qo'llanilgan va muhim ahamiyatga ega. Aksariyat madaniyatlarda zargarlik buyumlarini uning moddiy xususiyatlari, naqshlari yoki mazmunli ramzlari uchun maqom belgisi deb tushunish mumkin. Zargarlik buyumlari tananing deyarli barcha a'zolarini, soch turmagidan oyoq barmoqlarigacha va hatto jinsiy a'zolari bezash uchun yaratilgan. Zamonaviy Evropa

⁶² Tadqiqot "eng qadimiy zargarlik buyumlarini" ochib beradi, 2018-06-12, Wayback Machine-da arxivlangan, BBC News, 22-iyun, 2006-yil

madaniyatida kattalar erkaklar tomonidan kiyinish miqdori Evropa madaniyatidagi boshqa madaniyatlar va boshqa davrlarga nisbatan nisbatan past.

Ingliz tilidagi “jewellery” so'zining o'zi keyinchalik inglizchalashib ketgan qadimgi frantsuzcha "jouel" (“marvarid” ma’nosini bildirgan)⁶³ so'zidan va undan tashqari lotincha "jocale", ya'ni o'yinchoq so'zidan olingan. Britaniya ingliz tilisi, hind ingliz tilisi, Yangi Zelandiya ingliz tilisi, Avstraliya ingliz tilisi va Janubiy Afrika ingliz tilida u “jewellery” tarzida yozilsa, Amerikancha ingliz tilida esa “jewelry” tarzida bo'ladi.

Ikkalasi ham Kanada ingliz tilida qo'llaniladi. Standart talaffuz /'dʒu:əlri/⁶⁴bu farqni aks ettirmaydi, lekin nostandart talaffuz /'dʒu:ləri/ (Yangi Zelandiya va Britaniyada mavjud, shuning uchun Kokney qofiyali jarangli tomfoolery /tɒm'fu:ləri/) farq qiladi. Faulerning so'zlariga ko'ra, zargarlik buyumlari Buyuk Britaniyada "ritorik va she'riy" imlo bo'lgan va The Times tomonidan 20-asrning o'rtalarida ham ishlatilgan. Kanadada ikkalasi ham bor, lekin “jewellery” ko'proq ishlatiladi.

Xuddi shunday, Hamdo'stlikda (shu jumladan Kanadada) zargarlik buyumlari sotuvchisini “jeweler” (zargar) tariqasida yozishsa, AQShda esa “jeweler” tarzida bo'ladi. Frantsuz va boshqa bir qancha Yevropa tillarida ekvivalent atama, joaillerie, nafaqat insonga kiyiladigan buyumlarni emas, balki qimmatbaho metallardan yasalgan buyumlarni va cherkov buyumlarini ham qamrab olishi mumkin.

Zargarlik buyumlarining tarixiy marshrutini kuzatish imkoniyati, birinchi navbatda, eng uzoq tsivilizatsiyalardan boshlab, o'liklarni eng boy kiyimlari va bezaklari bilan dafn etish odatlaridan kelib chiqadi. Plastik va tasviriy ikonografiya - rasm, haykaltaroshlik, mozaika - turli davrlarda taqilgan zargarlik buyumlari haqida ko'p guvohlik beradi.

Ehtimol, tarixdan oldingi odamlar kiyimni taklif qiladigan har qanday narsadan foydalanishni o'ylamasdan oldin tanani bezashni o'ylashgan. Qimmatbaho metallar kashf etilishidan oldin, dengiz qirg'og'ida yashovchi odamlar o'zlarini turli xil qobiqlar, baliq suyaklari, baliq tishlari va rangli toshlar bilan bezashgan.

Ichkarida yashovchi odamlar oziq-ovqat uchun o'ldirilgan hayvonlardan bezak materiallari sifatida foydalanishgan: bug'u shoxlari, mamont tishlari va barcha turdagi hayvonlar suyaklari. Ular tabiiy holatidan turli xil ishlab chiqilgan shakllarga aylantirilgandan so'ng, bu materiallar hayvonlarning terilari va qushlarning patlari bilan birgalikda etarlicha bezak berdi.

Bu davrdan keyin ko'chmanchi hayotdan o'troq ijtimoiy tuzumga o'tish va eng qadimgi tsivilizatsiyalarning paydo bo'lishi kuzatildi. Aksariyat xalqlar yirik daryolar qirg'oqlarida joylashdilar, bu esa dehqonchilik va chorvachilikning rivojlanishiga yordam berdi. Bu bilvosita, shuningdek, birinchi navbatda oltin va qimmatbaho toshlar bo'lgan minerallarning allyuvial konlarini topishga olib keldi.

Yillar davomida tarixdan oldingi davrlarning cheklangan zargarlik shakllari tananing har bir qismi uchun bezaklarni o'z ichiga olguncha ko'paydi. Bosh uchun tojlar, diademalar, soch qisqichlari, taroqlar, sirg'alar, burun halqalari, lablar va quloq sirg'alari paydo bo'ldi. Bo'yin va gavda uchun marjonlarni, fibulalar (qadimgi xavfsizlik pinasi), broshlar, ko'krak qafasi uchun taqinchoqlar, oshqozon, kamar va soat foblari bor edi.

⁶³ Wayback Machine Dictionary.com Qisqartirilgan (v 1.1). 2007-yil 7-avgustda Dictionary.com veb-saytidan olindi.

⁶⁴ Cambridge Advanced Learner's Dictionary,

Qo'llar va qo'llar uchun bilaguzuklar, bilaguzuklar va uzuklar tikilgan. Sonlar, oyoqlar va oyoqlar uchun hunarmandlar son bilakuzuklar, oyoq bilakuzuklar, oyoq barmoqlari va poyabzal tokalarini ishlab chiqdilar.

Odamlar zargarlik buyumlaridan turli sabablarga ko'ra foydalanganlar:

funksional, odatda kiyim yoki sochni joyida tuzatish uchun.

nikoh uzugi kabi ijtimoiy mavqe va shaxsiy maqomning belgisi sifatida,

etnik, diniy yoki ijtimoiy mansublikning qandaydir shaklining belgisi sifatida,

talismanik himoyani ta'minlash (tumor shaklida)⁶⁵,

badiiy namoyish sifatida,

shaxsiy ma'noning tashuvchisi yoki ramzi sifatida - sevgi, motam, shaxsiy bosqich yoki hatto omad kabi,

yaxshi investitsiya,

xurofot⁶⁶.

Ko'pgina madaniyatlar bir vaqtning o'zida katta miqdordagi boylikni zargarlik buyumlari shaklida saqlash amaliyotiga ega bo'lgan. Ko'pgina madaniyatlar to'y sovg'alarini zargarlik buyumlari shaklida saqlaydi yoki tangalarni saqlash yoki namoyish qilish vositasi sifatida zargarlik buyumlarini yasaydi. Shu bilan bir qatorda, zargarlik buyumlari valyuta yoki savdo tovari sifatida ishlatilgan⁶⁷.

Ko'pgina zargarlik buyumlari, masalan, jig'a va tokalar sof funksional buyum sifatida paydo bo'lgan, ammo ularning funksional talablari kamayishi sababli bezak buyumlariga aylangan.⁶⁸

Zargarlik buyumlari guruhga a'zolikni (xuddi nasroniy xochga mixlanganda yoki yahudiy Dovud yulduzida) yoki maqomni (mansab zanjirlarida bo'lgani kabi yoki turmush qurganlarning nikoh uzuklarini taqishning G'arb amaliyotida) ramziy qilishi mumkin.

Himoya qilish yoki yovuzlikdan saqlanish uchun tumor va medallar kiyish ba'zi madaniyatlarda keng tarqalgan. Bular ramzlar (masalan, anx), toshlar, o'simliklar, hayvonlar, tana a'zolari (Xamsa kabi) yoki gliflar (islom san'atida "Arsh" oyatining stilize qilingan versiyalari kabi) shaklida bo'lishi mumkin.[9]

Zargarlik maqomni bildirish uchun ishlatilgan. Qadimgi Rimda faqat ma'lum bir mansabdor shaxslar uzuk taqishlari mumkin edi⁶⁹ va keyinchalik kimga qanday zargarlik buyumlarini taqish mumkinligi to'g'risida qonunlar belgilab qo'yilgan. Bu ham o'sha davr fuqarolarining martabasiga bog'liq edi.

⁶⁵ Jorj Frederik (1917). Javohirlar va jozibalar sehri. Jon Lippincott Co. URL: Marvaridlar sehri: Tumorlarning VII bo'limi 2013-12-13 Wayback mashinasida arxivlangan Tiffany's gemmologi Jorj Frederik Kunz bankir J.P.Morgan va Nyu-Yorkdagi Amerika tabiiy tarix muzeyi kolleksiyalarini qurgan. . Ushbu bob butunlay G'arb madaniyatlarida talismanik maqsadlarda zargarlik buyumlarida marvarid va qimmatbaho toshlardan foydalanish bilan bog'liq.

⁶⁶ Manutchehr-Danai, Mohsen, ed. (2009). "sehrli zargarlik buyumlari". Qimmatbaho toshlar va gemologiya lug'ati. Berlin: Springer. doi: 10.1007/978-3-540-72816-0. ISBN 978-3-540-72795-8. sehrli zargarlik buyumlari [...] sehrli e'tiqodlari, dorivor kuchlari yoki xurofotlari uchun kiyiladigan zargarlik buyumlari.

⁶⁷ "BBC - Tarix - Qadimgi tarix chuqurligi: Viking pullari". Asl nusxadan arxivlangan, 2014-02-10. Olingan 2017-11-10.

⁶⁸ Holland, J. 1999. Kingfisher tarixi entsiklopediyasi. Kingfisher kitoblar.

⁶⁹ Jon Bostok, Genri Tomas Rayli, XXXIII kitobi Metallarning tabiiy tarixi Perseus loyihasida onlayn, 2008-04-11, Wayback Machine-da arxivlangan 4-bob. 2006-yil iyulida foydalanilgan.

Madaniy buyruqlar ham muhim rol o'ynadi. Masalan, 19-asr va 20-asr boshlarida g'arb erkaklari tomonidan sirg'a kiyish ayollik deb hisoblangan. Yaqinda pirsing kabi zargarlik buyumlarining namoyishi qabul belgisiga aylandi yoki ba'zi guruhlarda jasorat belgisi sifatida ko'rildi, ammo boshqalarda butunlay rad etildi. Xuddi shunday, xip-xop madaniyati erkaklar yoki ayollar tomonidan zargarlik buyumlarini ko'zga ko'rinadigan tarzda namoyish etishni anglatuvchi bling-bling jargon atamasini ommalashtirdi.

Aksincha, 20-asrning boshlarida zargarlik sanoati erkaklar uchun nikoh uzuklarini ommalashtirish kampaniyasini boshladi, ular qo'lga tushdi, shuningdek, erkaklar uchun uzuklarni ommalashtirish bo'yicha, ular yolg'on tarix yaratish va amaliyotni da'vo qilishgacha bordi. o'rta asr ildizlariga ega edi. 1940-yillarning o'rtalariga kelib, AQSHdagi to'ylarning 85 foizi qo'sh qo'ng'iroq qilish marosimini o'tkazgan bo'lsa, 1920-yillarda bu ko'rsatkich 15 foizni tashkil etgan.[19]

Ba'zi dinlarda zargarlik buyumlari bilan bog'liq o'ziga xos qoidalar yoki an'analar mavjud (yoki hatto uni taqiqlash) va ko'plab dinlarda haddan tashqari ko'rinishga qarshi farmonlar mavjud.

Masalan, Islom erkaklarning tilla taqishini harom deb biladi [20]. Islom zargarlik buyumlarining aksariyati kelinlik mahrlari shaklida bo'lib, an'anaga ko'ra avloddan-avlodga o'tmagan; Buning o'rniga, ayol o'lganida, u bozorda sotilgan va qayta ishlangan yoki o'tkinchilarga sotilgan. 19-asrdan oldingi islomiy zargarlik buyumlari juda kam uchraydi.[21]

Ba'zi xristian mazhablari erkaklar va ayollar, shu jumladan Amish-Mennonitlar va Muqaddaslik cherkovlari tomonidan zargarlik buyumlaridan foydalanishni taqiqlaydi. Muqaddas Kitobning Yangi Ahdida havoriylar Pavlus va Butrusning va Vahiy kitoblarida oltin taqishga qarshi buyruqlar berilgan, "buyuk fohisha" yoki soxta diniy tizim "oltin, qimmatbaho toshlar va marvaridlar bilan bezatilgan" deb ta'riflanadi. qo'lida oltin kosa bor." (Vah. 17:4)

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SHAXSNING INDIVIDUAL XUSUSIYATLARI.

Qodirjonov Doniyor

Toshkent davlat agrar universiteti talabasi.

Ziyodullayeva Farangiz

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***Annotatsiya.** Ushbu maqolada shaxsning individual xususiyatlari, qobiliyatlardagi tugʻma va orttirilgan sifatlar, eng talantli, mashhur shaxslarning eng buyuk ishlari, erishilgan ulkan muvaffaqiyatlarining tagida ham qisman layoqat va asosan tinimsiz mehnat, intilish, ijodkorlik va bilimga chanqoqlik yotganligi haqida ma'lumotlar berilgan.*

***Kalit so'zlar:** shaxs, temperament, individual sifatlar, individuallik, qobiliyat, intellekt, mehnat, tajriba, iroda.*

INDIVIDUAL CHARACTERISTICS OF THE PERSON.

***Abstract.** This article provides information about the individual characteristics of a person, the innate and acquired qualities of abilities, the greatest works of the most talented and famous people, and the fact that the greatest success is partially due to talent and mostly tireless work, aspiration, creativity and thirst for knowledge.*

***Key words:** personality, temperament, individual qualities, individuality, ability, intelligence, work, experience, will.*

ИНДИВИДУАЛЬНЫЕ ОСОБЕННОСТИ ЧЕЛОВЕКА.

***Аннотация.** В данной статье представлены сведения об индивидуальных особенностях человека, врожденных и приобретенных качествах способностей, величайших произведениях наиболее талантливых и знаменитых людей, а также о том, что в основе их большого успеха лежит отчасти талант и главным образом неутомимость. труд, стремление, творчество и жажда знаний.*

***Ключевые слова:** личность, темперамент, индивидуальные качества, индивидуальность, способности, интеллект, труд, опыт, воля.*

Shaxs – psixologiya fanining asosiy ilmiy tushunchalaridan biri boʻlib hisoblanadi. Shaxsning nimaligini tushunish va uning ruhiy tuzilishini taʼriflash imkonini beruvchi asosiy xossalarni ajratib olish uchun ushbu tushunchani «inson individ shaxs individuallik» qatorida koʻrib chiqamiz. Inson oʻta murakkab mavjudot sifatida cheksiz murakkab dunyoda, aniqrogʻi, koʻplab dunyolarda yashaydi, ularning ichidan zamonimizning mashhur faylasuflaridan biri Yurgen Xabermas asosiylari sifatida uch dunyoni: tashqi dunyo, ijtimoiy dunyo («bizning olam»), ichki dunyo («mening olamim»), individuallik va betakrorlik «mening mavjudligimning» betakrorligi) ajratishni taklif etdi.

Tashqi dunyo – bu insonning tabiat qonunlarini bilishda va ularni oʻz maqsadlarida tabiatni qayta tuzish uchun qoʻllashda egallaydigan tabiat olami. Bu fan, texnika, amaliyot olamidir. Bu barcha narsa isbot talab etuvchi maqsadga muvofiq faoliyat olamidir. Ijtimoiy dunyo – bu insonni dunyoga kiritishning asosiy vositasi jismlil faoliyat boʻlgan olam. Insonni atrofdagi olamga va oʻziga nisbatan munosabatlarining rang-barangligida tushunish, faolligining manbalarini topish va yoʻnalishini anglash uchun insonning olamda tutgan oʻrnini aniqlab olish zarur. Insonga shaxs sifatida yondoshish, avvalambor, insonga jamiyat tuzilishida tutgan oʻrni bilan aniqlanuvchi

jamiyatning birligi sifatida qarash bilan bog'liqdir. Insonni biologik organizm, tur birligi sifatida hayvondan farq qiluvchi tub negizli belgisi jamiyatga tegishlilik, ijtimoiylik hisoblanadi.

Bundan kelib chiqadiki, shaxsni o'rganishda dastlabki holat bo'lib uning jamiyatdagi o'rni, ijtimoiy munosabatlar tizimiga kiritilganligi xizmat qiladi. Agar biz shaxs munosabatlari haqida insonning dunyoga shaxsiy tegishliliigi va bu bilan bog'liq kechinmalar ma'nosida so'z yuritadigan bo'lsak, u holda inson mavjud bo'la oladigan keyingi – bu «mening» ichki olamim dunyosiga murojaat qilamiz. Bu dunyo kechinmalar, shaxsiy mohiyatlar, shaxsiy dahldorlikni his etish, u yoki bunga shaxsiy tegishlilik, boshqa odamlar bilan mavjudlikning «hodisaviyligi» bilan to'la. Bu dunyoga jismlil faoliyat o'z shaklini o'zgartirgan holda oddiy holatdagi foydali faoliyat, shaklini yo'qotgan jismlil harakat bo'lib emas, balki, «shaxsiy» faoliyat, ijodiyot sifatida kiradi, ijtimoiy hulq-atvor esa «mening» dunyosiga shaxslararo munosabat, boshqa odamlarning ichki dunyosiga yaqinlashish, boshqalarga o'zini ochishning vositasi, o'zini namoyon etish sifatida kirib keladi. «Mening» dunyosida unga xos bo'lgan maxsus faoliyat turlari: o'yin, san'at, din, ichki dunyolar yaqinlashuvi sifatidagi muloqot paydo bo'ladi.

Individuallik – bu ma'lum insonning, uning noyobligi, betakrorligi nuqtai nazaridan o'ziga xos bo'lgan ruhiy, fiziologik va ijtimoiy xususiyatlar yig'indisi. Individuallik – bu ko'rib chiqilgan tushunchalar ichida mazmuniga ko'ra eng tor tushuncha hisoblanadi. U o'zida insonning boshqa odamlardan farq qiluvchi o'ziga xos va shaxsiy xossalari jamlaydi. Individuallik turli xildagi tajriba, bilimlar, fikrlardagi tafovutlar, xarakter va temperamentlardagi farqlar, o'zimiz isbotlaydigan, tasdiqlaydigan o'ziga xos xususiyatlarimizda namoyon bo'ladi.

Motivlar, temperament, xarakter, layoqatlar – individuallikning asosiy ko'rsatkichlari. «Individuallik» tushunchasi individning faqat o'ziga xos ruhiy xususiyatlarini emas, balki morfofiziologik xususiyatlarini ham aks ettiradi. Individuallik – o'z mohiyatiga ko'ra, boshqalar tomonidan kuzatilishi mumkin bo'lgan, tashqarida joylashgan narsa. Faqat boshqalar bir odamning boshqasidan farqini, ya'ni, uning individualligini aytib berishi mumkin.

Qobiliyatlardagi tug'ma va orttirilgan sifatlar. Ba'zan o'ta iqtidorli va qobiliyatli bola haqida gap ketsa, undagi bu sifat tug'ma ekanligiga ishora qilishadi. Talantli, genial olim, san'atkor yoki mutaxassis haqida gap ketsa ham xuddi shunday. Umuman qobiliyatlarning tug'ma yoki orttirilgan ekanligi masalasi ham olimlar diqqat markazida bo'lgan muammolardan.

Psixologiyada tug'malik alomatlar bor individual sifatlar layoqatlar deb yuritildi va uning ikki xili farqlanadi: tabiiy layoqat va ijtimoiy layoqat. Birinchisi odamdagi tug'ma xususiyatlardan — oliy nerv tizimi faoliyatining xususiyatlari, miyaning yarim sharlarining qanday ishlashi, qo'l-oyoqlarning biologik va fizilogik sifatleri, bilish jarayonlarini ta'minlovchi sezgi organlari — ko'z, quloq, burun, teri kabilarning xususiyatlaridan kelib chiqsa (bular nasliy ota-onadan genetik tarzda o'tadi), ijtimoiy layoqat — bola tug'ilishi bilan uni o'ragan muhit, muloqot uslublari, so'zlashish madaniyati, qobiliyatni rivojlantirish uchun zarur shart-sharoitlar (ular ota-ona tomonidan yaratiladi) dir.

Layoqatlilik belgisi — bu o'sha individga aloqador bo'lib, u bu ikkala layoqat muhitini tayyoricha qabul qiladi. Qobiliyatsizlik va intellektning pastligi sabablaridan ham biri shuki, ana shu ikki xil layoqat o'rtasida tafovut bo'lishi mumkin. Masalan, genial rassom oilasida bola tug'ildi deylik. Unda rassomchilik uchun tug'ma, genetik belgilar otasi tomonidan berilgan deylik. Lekin bolaning onasi farzandining ham rassom bo'lishini xohlamasligi, o'ziga o'xshash qo'shiqchi bo'lishini xohlashi mumkin.

Ayol bolani yoshlikdan faqat musiqa muhitida tarbiyalaydi. Tabiiy layoqatning rivoji uchun ijtimoiy layoqat muhiti yo'q, ijtimoiy layoqat o'sishi uchun esa tabiiy, tug'ma layoqat yo'q bo'lgani sababli, bolada hech qanday talant namoyon bo'lmasligi, u oddiygina musiqachi yoki qo'shiqchi bo'lish bilan cheklanishi mumkin. Intellekt testlari va qobiliyatdagi tug'ma va orttirilgan belgilarni o'rganishning psixologik ahamiyati aynan shunda. Ilk yoshlikdan bolaning o'zidagi mavjud imkoniyatlarni rivojlantirish shart-sharoitini yaratish ishini to'g'ri yo'lga qo'yish kerak. Orttirilgan sifati shuki, bola toki bilim, malaka va ko'nikmalarni o'stirish borasida harakat qilmasa, eng kuchli tug'ma layoqat ham layoqatligicha qolib, u iqtidorga aylanmaydi.

Eng talantli, mashhur shaxslarning eng buyuk ishlari, erishilgan ulkan muvaffaqiyatlarining tagida ham qisman layoqat va asosan tinimsiz mehnat, intilish, ijodkorlik va bilimga chanqoqlik yotgan. Shuni ham unutmaslik kerakki, qobiliyatsiz odam bo'lmaydi.

Agar shaxs adashib, o'zidagi haqiqiy iqtidor yoki layoqatni bilmay, kasb tanlagan bo'lsa, tabiiy, u atrofdagilarga layoqatsiz, qobiliyatsiz ko'rinadi. Lekin aslida nimaga uning qobiliyati borligini o'z vaqtida to'g'ri aniqlay olishmagani sabab u bir umr shu toifaga kirib qoladi. Shuning uchun ham har bir ongli inson o'zidagi qobiliyat va zehni ilk yoshlikdan bilib, o'sha o'zi yaxshi ko'rgan, «yuragi chopgan» ish bilan shug'ullansa, va undan qoniqish olib, qobiliyatini o'stirishga imkoniyat topib, yutuqlarga erishsa, biz uni iqtidorli deymiz. Iqtidor-insonning o'z xatti-harakatlari, bilimlari, imkoniyatlari, malakalariga nisbatan subyektiv munosabatidir.

Iqtidorli odam genial yoki talantli bo'lmasligi mumkin, lekin u har qanday ishda mardlik, chidamlilik, o'z-o'zini boshqara olish, tashabbuskorlik kabi fazilatlarga ega bo'lib, o'zlari shug'ullanayotgan ishni bajonidil, sitqidildan bajaradi. Ular ana shunday harakatlari bilan ba'zi o'ta iste'dodli, lekin kamxarakat kishilardan ko'ra jamiyatga ko'proq foyda keltiradi. Iqtidorli insonda iste'dod sohibi bo'lish imkoniyati bor, zero iste'dod — har tomonlama rivojlangan, nihoyatda kuchli va takrorlanmas qobiliyatdir.

U tinimsiz mehnat, o'z qobiliyatini takomillashtirib borish yo'lida barcha qiyinchiliklarni yengish va irodasi, butun imkoniyatlarini safarbar qilish natijasida qo'lga kiritiladi.

Qobiliyatlarining psixologik strukturasi. Qobiliyatlar avvalom bor umumiy va maxsus turlarga bo'linadi va har birining o'z psixologik tizimi va tuzilishi bo'ladi. Shaxsning umumiy qobiliyatlari undagi shunday individual sifatlar majmuiki, ular odamga bir qancha faoliyat sohasida ham muvaffaqiyatli faoliyat ko'rsatish va natijalarga erishishga imkon beradi. Masalan, texnika oliy o'quv yurtining talabasi ham ijtimoiy-gumanitar, ham aniq fanlar, ham texnika fanlari sohasidagi bilimlarni o'zlashtira oladi.

Bunda unga umumiy bilimdonlik, nutq qobiliyatlari, tirishqoqlik, chidam, qiziquvchanlik kabi qator sifatlar yordam beradi. Maxsus qobiliyatlar esa ma'lum bir sohada yutuqlarga erishish, yuqori ko'rsatgichlar berishga imkon beruvchi sifatlarni o'z ichiga oladi. Masalan, sport sohasi bilan buxgalterlik hisob-kitobi bo'yicha ishlayotgan ikki kishida o'ziga xos maxsus qobiliyatlar bo'lmasa bo'lmaydi. Har bir qobiliyat o'zining tizimiga ega.

Masalan, matematik qobiliyatni oladigan bo'lsak, uning tarkibiga umumlashtirish malakalari, aqliy jarayonlarning egiluvchanligi, mavhum tafakkur qila olish kabi qator xususiyatlar kiradi. Adabiy qobiliyatlarga ulardan farqli, ijodiy hayol va tafakkur, xotiradagi yorqin va ko'rgazmali obrazlar, estetik xislar, tilni mukammal bilishga layoqat; pedagogik qobiliyatlarga esa — pedagogik odob, kuzatuvchanlik, bolalarni sevish, bilimlarni o'zgalarga berishga ehtiyoj kabi qator individual xossalari kiradi.

Xuddi shunga o'xshash qolgan barcha qobiliyatlarni ham zarur sifatlar tizimida tahlil qilish mumkin va bu katta tarbiyaviy ahamiyatga ega bo'ladi. Hozirgi davrda temperament tipi deganda, ma'lum insonlar guruhi uchun umumiy bo'lgan xususiyatlarning sodda majmuasi emas, balki mazkur xususiyatlarning qonuniy, zaruriy o'zaro bog'liqligi tushuniladi. Temperament tipini tavsiflovchi xususiyatlarning qonuniy tarzda o'zaro bog'liqligi quyidagicha aks etishi mumkin.

Shaxs temperamentlari. Temperament 4 ta turga bo'linadi.

Sangvinik yuksak reaktivlik. Bo'lar-bo'lmas narsalarga qattiq xoxolab kulaveradi.

Muhim bo'lmagan fakt qattiq jahlini chiqaradi. Diqqatini jalb qilgan hamma narsalarga tetik va zo'r qo'zg'alish bilan javob beradi. Imo-ishoralari va harakatlari yaqqol ko'rinib turadi. Uning aft-basharasiga qarab kayfiyatining qandayligini, narsalarga yoki odamga bo'lgan munosabatlarini bilish oson. Diqqatini tez bir joyga to'playdi.

Sust sezitivlikka ega. Sezgirlik chegarasi yuksak. Juda kuchsiz tovushlarni va yorug'lik qo'zg'ovchilarni payqamaydi. Aktivligi yuksak, juda g'ayratli va ishchan, darslarda tez-tez qo'l ko'tarib turadi, toliqmasdan uzoq vaqt ishlashi mumkin, yangi ishlarga g'ayrat bilan kirishadi.

Faolligi va reaktivligi muvozanatli. Uni intizomga chaqirish oson. U o'z hissiyotlarining namoyon bo'lishini va o'zining ixtiyorsiz harakatlarini tez ushlab qola oladi. Harakatlari shiddatli, nutqi tez, yangi ishga tezlik bilan kirishadi, diqqatini tez to'playdi. Aqli tez ishlaydi, topqir. Harakatlari nihoyat darajada silliqlik xususiyatiga ega. Hissiyotlari, kayfiyatlari, qiziqishlari va intilishlari juda o'zgaruvchan. U yangi kishilar bilan tez kirishib ketadi. Yangi talablar, yangi sharoitga osonlik bilan o'rganadi. Bir ishdan ikkinchi ishga tez ko'cha oladi.

Malakalarni tez o'zlashtiradi va tez qayta o'zgartiradi. Aqli ixcham. Ekstrovertlik xususiyatiga ega. O'tgan va kelajak hayot haqida tasavvurlariga qaraganda quyiroq tashqi taassurotlarga javob beradi.

Xolerik xuddi sangvinik kabi sust sezitivlik, yuksak reaktivlik hamda faollik bilan ajralib turadi, lekin faollikdan reaktivlik ustunlik qiladi. Shuning uchun u tinimsiz o'zini ushlay olmaydigan, betoqat, serzarda. Sangvinikka qaraganda ozroq silliq va qo'proq qotib qolgan. Shuning uchun intilishlari va qiziqishlarida katta barqarorlik, zo'r qatilylik bor, diqqatini ko'chirishda qiyinchilikka uchraydi. Psixik tempi tez. Bir ishni boshlasa oxiriga etkazadi, ammo unga qiziqsa.

Flegmatik – sezitivligi sust, hissiy qo'zgaluvchanligi oz, kuldirish, jahlini chiqarish, kayfiyatini buzish qiyin. Ammo bir narsa yuzasidan qattiq kulganda u vazminligicha qolaveradi. Katta ko'ngilsiz hodisa yuz berganda ham osoyishtaligini buzmaydi. Imo-ishoralari oz, harakatlari ifodasiz. G'ayrati ishchanligi bilan ajralib turadi. Yuksak faolligi oz, reaktivligidan ancha ustunlik qiladi. Chidamliligi, matonati, o'zini tuta bilish bilan ajralib turadi. Harakatlarining tempi va nutqining tempi sust, ifodasiz. Diqqatini sekinlik bilan to'playdi. Yangi sharoitga qiyinchilik bilan moslashadi. Yangi odamlarga qiyinchilik bilan qo'shiladi. Tashqi taassurotlarga qiyinchilik bilan javob qaytaradi.

Melanxolik – yuksak sezitivlik xususiyatiga ega. Sezgirligi yuksak (sezgi chegaralari yuqori). Arzimagan sababga ko'ra, ko'zlaridan yosh oqib ketaveradi. Nihoyatda arazchan, sekin yig'laydi. Samimiy, juda oz kuladi, faolligi sust. O'ziga ishonmaydi, tortinchoq, ozgina qiyinchilik tug'iladigan bo'lsa, qo'lini yuvib qo'ltig'iga urib qo'ya qoladi. G'ayratsiz qatiy emas. Diqqati tez chalg'iydi, barqaror emas. Psixik tempi sust. Rigid (qotib qolgan). Introvertlik xususiyatiga ega.

Xulosa

Shunday qilib, temperament individning tabiiy belgilangan psixik xususiyatlarining individual o'ziga xos yig'indisidir. Bu xususiyatlarga umumiy nerv-psixik faollikning jadalligi, zo'riqqanligi, ta'sirlanish va harakatlarning maromi, individning motorli, aqliy va kommunikativ sohasida namoyon bo'ladigan xususiyatlarning kuchayishi va susayishi; sub'ekt emotsional tuzilishining qo'zg'aluvchanligi, reaktivligi, barqarorligi, hissiyotlarning nazorat qilinishi kiradi. Temperament faqat faoliyat va hulq-atvor usullarining dinamik xususiyatlarini belgilaydi.

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MAKTABGACHA TA'LIMDA OTA-ONALAR BILAN HAMKORLIKNING AHAMIYATI.

Muxtorova Madinabonu Alisherovna

G'ijduvon pedagogika kolleji maxsus fan o'qituvchisi

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Annotatsiya. Ushbu maqolada maktabgacha ta'lim sohasida ota-onalarning roli va ahamiyati haqida ma'lumot berishga harakat qilidim. Har qanday bolani tarbiyalashda maktabgacha ta'lim tashkilotlarining ahamiyati juda yuqori. Ammo faqatgina maktabgacha ta'lim tashkilotlari emas ota-onalar ham o'z bolasiga ma'suldir. Agar ota-onalar maktabgacha ta'lim tashkiloti tarbiyachilari bilan birgalikda, hamkorlikda ish yuritsalar, tarbiyalanuvchining tarbiyasida ham, bilim olish darajasida ham ko'plab ijobiy o'zgarishlar bo'lardi.

Kalit so'zlar: Ota-onalar bilan hamkorlik, tarbiyalanuvchi, tarbiyachi.

THE IMPORTANCE OF COOPERATION WITH PARENTS IN PRESCHOOL EDUCATION.

Abstract. In this article, I tried to provide information about the role and importance of parents in the field of preschool education. The importance of preschool education organizations in raising any child is very high. But not only preschool education organizations, but also parents for their children. is responsible. If the parents work together with the educators of the preschool education organization, there would be many positive changes in the upbringing of the student and the level of education.

Key words: cooperation with parents, pupil, educator.

ЗНАЧЕНИЕ СОТРУДНИЧЕСТВА С РОДИТЕЛЯМИ В ДОШКОЛЬНОМ ОБРАЗОВАНИИ.

Аннотация. В этой статье я постарался предоставить информацию о роли и значении родителей в сфере дошкольного образования. Значение организаций дошкольного образования в воспитании любого ребенка очень велико. Но не только организаций дошкольного образования, но и родителей своих детей. Ответственность. Если родители будут работать вместе с воспитателями дошкольной образовательной организации, произойдет много положительных изменений в воспитании воспитанника и уровне образования.

Ключевые слова: сотрудничество с родителями, воспитанником, педагогом.

KIRISH.

Hozirda mamalakatimiz tobora rivojlanib bormoqda. Prezidentimiz tomonidan Prezidentimiz tomonidan Yangi O'zbekiston g'oyasining qo'yilgani buning yaqqol dalilidir.

Yurtimizda ko'pdan-ko'p islohotlar amalga oshirilmoqda. Ayniqsa maktabgacha ta'lim tashkilotlari qurilishi va yanada takomillashishi uchun ko'plab ishlar amalga oshirildi va hali-hanuz amalga oshirilmoqda. Bu islohotlardan yagona maqsad nihoyatda yetuk va salohiyatli bolalar tarbiyalash va ulg'aytirishdir. Ammo bu ishlarni faqat va faqat tarbiyachilar yoki maktabgacha ta'lim tashkiloti amalga oshirolmaydi. Bu jarayonda ota-onalar ham birdek mas'uldirlar.

Oila va bolalar bog'chasi bizning kelajagimizning asosini tashkil etadigan ikkita jamoat institutidir, lekin ko'pincha ular bir-birini tinglash va tushunish uchun har doim ham o'zaro

tushunish, xushmuomalalik, sabr-toqatga ega bo'lmaydilar. Oila va bolalar bog'chasi o'rtasidagi tushunmovchilik bolaga ko'proq bog'liq. Hech kimga sir emaski, ko'pgina ota-onalar faqat bolaning ovqatlanishi bilan qiziqishadi, ular bolalar bog'chasi bu ota-onalar ish paytida faqat bolalarni boqadigan joy deb hisoblashadi. Shu sababli tarbiyachi hamda o'qituvchilar, ko'pincha ota-onalar bilan o'zaro munosabatlarda katta qiyinchiliklarga duch kelishlari ham hech birimizga sir emas.

Tarbiyachilar va ota-onalar, umuman olganda, uy va MTM, ota-ona va o'qituvchi o'rtasida ijobiy, qo'llab-quvvatlovchi va ochiq munosabatlar zarur. Bundan tashqari, tadqiqotlar shuni ko'rsatdiki, ota-onalar ishtiroki va ota-onalar va o'qituvchilarning muvaffaqiyatli hamkorligi o'qituvchilar uchun ta'lim natijalarini yaxshilaydi. Maqolada ham talim-tarbiya jarayonida MTM bilan ota-ona hamkorligidagi faoliyat va uning natijalari tahlil qilinadi.

Ota-onalar ta'limning muhim sheriklaridir. Ular farzandlarining ta'limga bo'lgan munosabatiga bevosita ta'sir qiladi va uyda bolaning o'qib o'rganisgi uchun sharoit hozirlaydi.

Ota-ona, uy va MTM o'rtasida ta'lim-tarbiya jarayonida o'zaro hamkorlikda ishlashlari zarur. Ota-onalarni ta'lim-tarbiya jarayonlariga jalb qilish siyosati ota-onalarni sherik sifatida qabul qilganda va ularda o'zaro hurmat asosida MTMga o'zlarining hissalarini qo'shishlari uchun zarur bo'lgan yordamni hisobga olgan holda tarbiyalanuvchilarning yutuqlari va muvaffaqiyatlarining oshishini tan olishadi. MTM da ijobiy iqlimni yaratish uchun quyidagi vazifalarni amalga oshirish lozim:

O'qituvchilar va tarbiyachilar MTM va oilalar o'rtasidagi o'zaro aloqalarni rag'batlantiradi va qo'llab-quvvatlaydi;

Barchaga birdek hurmat bilan munosabatda bo'linadi;

MTM ichki muhitda jamoatchilik va g'amxo'r munosabatlar hissini rivojlantiradi.

Ota-onalar muntazam ravishda MTM faoliyatiga jalb qilinadi;

Ota-onalar va o'qituvchilar o'rtasidagi munosabatlarga nisbatan ota-onalar va o'qituvchilar jamoasining quyidagi xususiyatlarini aniqlaydi: Ta'lim tashkiloti ota-onalar bilan uchrashishga va ularning fikrlarini tinglashga vaqt ajratishlari lozim; Har bir insonga o'z fikrlarini bildirishga va takliflar berishga ijozat berilishi lozim; Muammolarni o'zaro hal qilishni rag'batlantiradigan tarzda kelishmovchiliklarga to'g'ri yondashuvni tanlash lozim. Qarama-qarshiliklar mavjud bo'lganda yoki qiyin vaziyatga javob topilmaganda, boshqa umumiy bir fikrga kelishilishi lozim;

MTM bilan ota-onalarning o'zaro munosabatlari haqida gap ketganida, umumiy muammolar orasida quyidagilar mavjud:

1. Farzandining noto'g'ri hatti-harakatlariga toqat qila olmaydigan ota-onalar (ayniqsa o'qituvchi oldida);

2. MTM faoliyati va targ'ibotlari bilan hamkorlik qilmaydigan ota-onalar;

3. Farzandidan katta umidvor bo'lgan va farzandining chegaralarini qabul qila olmaydigan ota-onalar, bolani o'zini yomon tutishiga olib keladi;

Tarbiyalanuvchilarning ota-onalari haqida gap ketganda, umumiy muammolar orasida quyidagilar mavjud:

a) Afsuski, bazida ota-onalar farzandining muvaffaqiyatga erishishida ularning ularning doimiy ko'magi zarurligini tushunmaydilar;

b) Ular o'z farzandlariga eng yaxshi o'qituvchi bo'lishlari mumkinligini bilishmaydi.

Tarbiyalanuvchilarning kelajagi uchun bu borada ota-onalarning tushunchalarini oshirish uchun biron chora toppish lozim. Ko'pgina hollarda, ota-onalar farzandiga yomonroq baho qo'ygan o'qituvchiga o'z farzandini ko'proq narsaga loyiq deb da'vo qilish uchun tez-tez ta'lim maskaniga kelishadi.

Eng yomoni, ota-onalar farzandlarining noto'g'ri hattiharakatlari tufayli chaqirilganda ota-ona o'zini maqtaydi. Farzandining noto'g'ri hatti-harakatlarini to'g'irlash uchun o'qituvchi bilan hamkorlik qilish o'rniga, ular hatto farzandining qilmishini to'g'ri ekanligini va bu haqda tashvishlanadigan hech narsa yo'qligini tasdiqlaydilar. Ushbu holatlar hozirgi kunda bir qadar odat tusiga kirib qolgandek go'yo va bu o'qituvchilarni tanlagan sohalarida ishtiyoqlarini yo'qotishiga olib keladigan stressga olib keladi. Maktabgacha ta'lim muassasalarida ota-onalar uchun vaqti-vaqti bilan trening, munozara, test, so'rovnomalalar o'tkazib turilsa, ayniqsa maktab yoshidagi 6–7 yoshli bolalarni maktabga tayyorgarligini aniqlashda ota-onalar ishtirokida olib boriladigan har bir mashg'ulot farzandining nimaga qodir ekanini anglashiga yaqindan yordam beradi va bolalarni maktabga tayyorlashda oila a'zolarining mas'uliyati oshadi.

Ta'lim muassasalarida ota-onalar va tarbiyachilar bilan o'tkaziladigan har bir suhbat bolalarni maktabning ilk bosqichiga yengil qadam qo'yishida hamda sog'lom bola va sog'lom muhit sharoitini yaratishga imkon beradi. Treninglar maktabgacha ta'lim muassasa uslubchisi, maktabgacha tayyorlov guruhi tarbiyachisi va tarbiyalanuvchilari hamda ularning ota-onalari, boshlang'ich sinf o'qituvchilari ishtirokida o'tkazilishi bola rivojlanishida to'g'ri tashxis qo'yishga yordam beradi. Bola bilan oilada uyushtiriladigan suhbatlarning alohida ahamiyati bor.

Odob-axloq mavzusidagi bunday muloqotlar farzandlarning til ko'nikmalarini mustaqil tarzda qo'llashiga erishish zarurligini ko'rsatadi. Bunday oilaviy suhbatlar bolaning kundalik faoliyat hamda sayr-u sayohatlarida samarali natija berishi, shubhasiz. Bola yoshligidanoq, oiladan atrof-muhitdan ona tilini, adabiy talaffuz me'yorlariga binoan barcha tovush va so'zlarni aniq va tiniq talaffuz etib, so'z boyligini rivojlantirmog'i lozim.

Bola shaxsini shakllantirish, nutqini rivojlantirish borasida yo'l qo'yiladigan kamchiliklar ko'p uchrab turadi. Otaonalarning bolalarga beparvoligi, so'zlashganda nutq madaniyatiga ahamiyat bermasligi bola nutqining buzilishiga olib kelmoqda.

Xulosa qilib aytganda, oilada bolalar o'rtasidagi o'zaro munosabatlar tizimi birgalikda uyushtiriladigan o'yin, sayrlarda yuqori darajada shakllanadi. Bolalar nutq madaniyatini shakllantirishda oila a'zolari va tengdoshlari bilan bo'ladigan munosabatlar muhim rol o'ynaydi.

Tarbiya qanchalik erta boshlansa, hosili ham shuncha barvaqt ko'zga tashlanadi. Shuning uchun ota-onalar va ta'lim muassasalari tarbiyachilari hamda pedagoglarning vazifasi yosh avlodni aqlan yetuk, jismonan sog'lom, axloqan pok, barkamol inson qilib tarbiyalashdan iboratdir. Shuni ta'kidlash joizki, bola tarbiyasi bilan jiddiy shug'ullangan ota-onalarning farzandlari ta'lim muassasasida o'z imkoniyatlarini mashg'ulot jarayonida qiynalmasdan ko'rsata oladi. Oila va ta'lim muassasalarining o'zaro hamkorlik hamda hamjihatlikda ish olib borishlari bolani nafaqat jismoniy va aqliy jihatdan rivojlantiradi, balki uning ma'naviy shakllanishiga ham ijobiy ta'sir ko'rsatadi.

XULOSA

Xulosa qilib aytganda, oilada bolalar o'rtasidagi o'zaro munosabatlar tizimi birgalikda uyushtiriladigan o'yin, sayrlarda yuqori darajada shakllanadi. Bolalar nutq madaniyatini shakllantirishda oila a'zolari va tengdoshlari bilan bo'ladigan munosabatlar muhim rol o'ynaydi.

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**CONTRASTIVE ANALYSIS OF PROPER NAMES IN ENGLISH AND UZBEK
LANGUAGES (IN THE MATERIALS OF HYDRONYMS, TOPONIMS AND
ANTROPONYMS)**

G'aniyeva Dinara Panji qizi

Termiz state university Master's student

N.X. Mamataliyeva

f.f.f.d(PhD)

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Abstract. *The article deals with linguistic realization of proper names in English and Uzbek. Proper nouns constitute a class of linguistic items sharing features with both noun and deictic. Besides that it has been analyzed the semantic peculiarities of proper names, their importance in speech and context.*

Keywords: *declaratives, commercial products, approaches, linguistic items.*

**КОНТРАСТНЫЙ АНАЛИЗ ИМЕН СОБСТВЕННЫХ В АНГЛИЙСКОМ И
УЗБЕКСКОМ ЯЗЫКАХ (НА МАТЕРИАЛАХ ГИДРОНИМОВ, ТОПОНИМОВ И
АНТРОПОНИМОВ)**

Аннотация. *В статье рассматривается лингвистическая реализация имен собственных в английском и узбекском языках. Имена собственные представляют собой класс лингвистических единиц, имеющих общие черты как с существительным, так и с дейктикой. Кроме того, проанализированы семантические особенности имен собственных, их значение в речи и контексте.*

Ключевые слова: *декларативы, коммерческие продукты, подходы, лингвистические объекты.*

Naming a single entity is one of the basic speed, acts, included by the class of declaratives, alongside declaring war, dismissing and be questring. People and peaces, pets and hurricanes, and festivities, institution and commercial products, works of art and shops are given a name. Naming serves to highlight entities that play a role in people's daily life, and to establish and maintain an individually in a society. Objects of analysis of onomastic people's names, proper nouns have been investigated by philosophers, logicians, anthropologists and psychologists, but only sporadically by linguists: e.g. with different approaches and concerns, Sloat[1,26-30], Gary – Prieur[2, 47-53]. It is generally agreed among linguists that proper nouns are a universal linguists category [3, 88-95]. Their status and function is theoretical issue debated by many scholars, whose views are discussed in Van Langendock [4, 112-132]. The topic is complex and controversial and the account given will be brief and schematic; this means that some aspects will be consideredoper Nouns (PNs) constitute a system organized according to criteria varying across cultures, and provide an interpretation of the society of which they are the expression. They are linguistic items fulfilling a referential function, they refer to single entities existing in the real world. Like deictic, they are not dependent on the immediate situational context.

Like nouns, PNs, constitute an open class of words and, hence, are lexical rather than grammatical; but, unlike nouns, they lack lexical meaning. Proper nouns (also called proper nouns) are the words which name specific people, organizations or places. They always start with a capital letter. meaning, human activities Linguists repeatedly turn to the phenomenon of the nominative value of a word as one of the means of forming linguistic worldviews in a given language. In connection with the expansion of the areas of application of the English language in our republic, binary comparisons of the Uzbek language with English, as well as typologically extremely important triple comparisons (Uzbek - English) are gaining importance. The aspect of the study chosen in this article is closely related to the category of certain uncertainty, which is certainly present in every language, but not in every language that receives the status of a grammatical category and about which English and Uzbek are significantly underrepresented Languages. English is a language with a grammatically formed category of certainty-uncertainty (determinative), and this category is well studied (see the works of L. Bloomfield, O. Espersen, V.D. Arakin, etc.). However, concerning anthroponyms, which we consider to be complex personal names with proper nouns, the category of determinative needs to be refined and detailed. The concept of signals (signs of anthroponyms mainly in the text) was introduced by V.I. Bolotov considering a word, morpheme, or phrase as signals of anthroponyms in micro text and contributing to the introduction of a personal name into the anthroponymic field. Proper noun signals can be semantically empty (pure) and semantically filled. We call pure anthroponymic signals that fulfill only one function: they indicate the presence of anthroponymics in the micro text [3]. According to W.I. Bolotov, pure signals of anthroponymics do not exist in many Indo-European languages. Such signals exist in some Indic languages in which the articles of generic and proper nouns differ [5]. According to G. Sweet and L. Bloomfield, one might assume that the absence of an article before anthroponymes in the language is their mere signal. However, the analysis of specific language material does not allow us to agree with this opinion [4]. In most theoretical works dealing with the proper noun, it is pointed out that the proper noun is not used with the article. However, various authors cite numerous exceptions to the above provision, namely cases of using an article with a personal proper noun. Among the signs of anthroponyms that have retained their lexical meaning is V.I. Bolotov refers to common nouns denoting a person or collective nouns denoting a group of people, as well as verbs characterizing human activities. All of these words and the adjectives and adverbs derived from them that identify the anthroponym within the micro text retain their meaning, and most of them can be used independently. We consider such signals to be semantically filled. However, this group includes several signals from anthroponymics, some of which have lost their lexical meaning and cannot be used independently (without anthroponyms). We call them Ms., Mrs., Dr. (Doctor), and partly Miss. But we cannot regard them as mere signals of anthroponotic, since the change from Mr. Brown to Brown by the same speaker in the same social field undoubtedly implies a change in the label's evaluative features on the speaker's part [3]. Anthroponymous signals can change in that the proper noun is not always linguistically limited and does not always show the name known to the members of the communication situation. When using an anthroponym as a language object, the following situations are possible:

1. If the designation of an anthroponym belongs to the same social field as the members of the communicative situation, then the article is not used before the anthroponym: the context and

the speech situation specify the anthroponym. For example, we meet our old friend Romey Thompson in Sydney.

2. If the designation of the anthroponym does not belong to the social field of one of the members of the communication situation, then it is possible to use: a) a definite article, if the anthroponym is associated with one of the members of the communication situation multi-person communication situation, then serves the definite article as an additional means of individualization; b) an indefinite article, if one of the participants in the communication situation does not know anything about the meaning of the anthroponym, for example, A Rose Gwinn has saved the train (Some (some) Rose Gwynne saved the train. We only know the person's proper name, but not their designation).

Another situation arises in the conversation of parents, when it is impossible to make a mistake in determining the designation, for example, John came late last night again. The different semantic load of anthroponyms affects the translation of articles from English into Uzbek. If the bearer of the proper name is somebody, someone then the indefinite article is usually translated into English by pronouns some, some, into Uzbek - bir kimsa, allakim, bir kishi, birov. If the articles indicate that the denominations of anthroponyms do not belong to the same social field as the members of the communicative situation, then they are translated as follows: a) a definite article is the same, the same; b) an indefinite article is a definite, a definite. When the articles indicate the constitutive transition of a proper noun into a common name, the definite article must not be translated at all, and the indefinite article is replaced by the words one of, one of; in the

Uzbek language through the corresponding semantic lexemes bir, bitta. There is a tendency among English-speaking people to simplify naming formulas and switch to addressing them primarily by their names. The universal naming formula is currently a surname, and the social function of the surname interacts with its intrinsic linguistic nature. Modern onomastic subsystems of language and anthroponymic formulas that have formed over many centuries are part of the linguistic worldview. The same parameters apply to their study as to the appellative vocabulary: semantics, syntactic, and pragmatics.

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A COMPARATIVE ANALYSIS OF PHRASEOLOGICAL UNITS RELATED TO THE WEDDING CEREMONY IN ENGLISH AND UZBEK LANGUAGES

Qurbonova Munajat Husan qizi

Termiz state university Master's student

N.X.Mamataliyeva

f.f.f.d.(Phd)

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Abstract. This article is devoted to the comparative analysis of the phraseological units that verbalize the concept of "wedding" in English and Uzbek, which explores the similarities and differences of phraseological units in both languages, reveals the factors that require them.

Key words and phrases: anthropocentric paradigm, phraseology, nominative phraseological units, communicative phraseological units, linguoculturemes.

СРАВНИТЕЛЬНЫЙ АНАЛИЗ ФРАЗЕОЛОГИЗМОВ, СВЯЗАННЫХ СО СВАДЕБНЫМ ОБРЯДОМ, В АНГЛИЙСКОМ И УЗБЕКСКОМ ЯЗЫКАХ

Аннотация. Настоящая статья посвящена сравнительному анализу фразеологизмов, вербализирующих понятие «свадьба» в английском и узбекском языках, в котором исследуются сходства и различия фразеологизмов обоих языков, выявляются факторы, требующие их использования.

Ключевые слова и фразы: антропоцентрическая парадигма, фразеология, номинативные фразеологизмы, коммуникативные фразеологизмы, лингвокультуреми.

It is known that in today's modern linguistics, the anthropocentric direction, that is, the view of the human factor as an important phenomenon in the study of language, is growing. On the basis of this direction, the linguocognitive, linguopragmatic and linguoculturological aspects of language units are widely studied.

Many researchers acknowledge that cognitive linguistics and linguoculturology are leading areas of the anthropocentric paradigm [N.Mahmudov, 4], and the most basic problem to be studied in cognitive linguistics is concept. Because if cognitive linguistics is a science that studies the essence of a particular concept in the linguistic image of the world and its relation to world realities, the concept is one of the main categories of cognitive linguistics and is an element of communication between culture and humanity. The term "concept" has been widely used in linguistics since the 1990s. Nevertheless, the notion of concept still does not have a single general explanation or interpretation.

For example, Professor Safarov emphasizes that the perception of the material world is, in fact, the birth of the notion about object – events that are currently perceived and then this notion is formed as a mental model – a concept and takes a material name [Safarov, 94]. D. U. Ashurova interprets the concept as a logical, national phenomenon, saying that while the basis of this concept is the knowledge about studied subject or event, its expression is organized by the balance of linguistic means (lexical, phraseological, parameological, etc.) [D. U. Ashurova, 11]. Renowned linguist, Professor G. M. Hoshimov describes the concept as follows: “A concept is the result of not only two important processes, conceptualization and categorization, which are closely related to each other, but also it is an end result of a number of other important processes (such as psychologization, cognition, sociology, (linguo) semantization, sociolectization, stylization (like

dialectization, variantization, and idiolectization), and it constitutes the cognitive basis of the linguistic semantics as a holistic conceptual/cognitive semantics”.

As a result of studying the abovementioned ideas, we can say that the concept is the main result of several processes going on in our minds and it is a unit that requires in – depth study in cognitive linguistics. At this point, we want to focus on the concept of "wedding" in English and Uzbek which are two non – related languages.

In particular, the "wedding" ceremony is a specific social reality that has its own description and definition in all nations – a unique event, which has a number of similarities and differences in the languages and cultures of different people.

Some of their linguistic aspects have been analyzed in the traditional linguistic direction, and some aspects in the anthropocentric direction, in which important theoretical and practical conclusions have been drawn on the object of study (Kasimova 2018; Ashurova, Galieva 2018: 125, etc.). In these researches the ethnographic lexicon expressing the history, national-spiritual values, customs and traditions of the people of our country and English – speaking people is studied to a certain extent. However, the phraseological units expressing the concept of "wedding" in Uzbek and English have not been studied as separate objects of linguocognitive and linguoculturological analysis. In this article, we explore these aspects and try to make a comparative analysis and scientific coverage.

Based on our comparative – typological analysis, we found that in the English and Uzbek languages, the concept of "wedding" is expressed in a systematic way through the following invariant types of language units: 1) morpheme; 2) lexeme; 3) syntax: a) phrase, b) sentence; 4) phraseological units; 5) texteme (discourseme).

Below, we focus on an important type of means of realizing this concept, namely the issues of comparative study of phraseological units.

It is necessary to dwell on phraseological units. It is known that phraseological units are inextricably linked with the spiritual culture, customs, profession, way of life, past, aspirations, attitude to reality of the people who speak the language. In world linguistics, the field of phraseology is still understood in a broad and narrow sense. Scholars with a broad understanding of phraseology include proverbs, sayings, aphorisms, and other types of fixed units. Proponents of narrow – minded phraseology, on the other hand, limit themselves to the study of fixed units of integral portable meaning. They do not evaluate proverbs and sayings as the object of phraseology by studying only phraseological units that are equivalent to a compound in their phraseological research. In this article, according to A. V. Kunin's theory, we are in favor of the inclusion in the list of phraseological units of fixed expressions, which are based on the principle of secondary naming, as well as proverbs and sayings. According to Kunin’s definition, phraseological units are fixed units that express a fully or partially portable meaning (Kunin, 1983). In his view, phraseologisms perform a number of functions, such as nominative, stylistic, communicative, pragmatic, and concluding.

One of the leading linguists in Uzbek linguistics – phraseologist Sh. Rakhmatullaev classifies phraseological units in terms of types of meaning: a) nominative phraseological units, b) expressive (communicative) phraseological units. Based on this classification, there is a clear reason to divide the phraseological units that embody the concept of "wedding" into the following types:

□ Nominative phraseological units: In Uzbek: to'yning yuki, to'y chiqimlari, boshini ikkita qilmoq, bekami – ko'st to'y, to'y bermoq, to'y olmoq, to'y qilmoq, to'yni buzmoq, to'yni qizitmoq, to'yni sovutmoq, to'yni o'tkazmoq. to'yni boshqarmoq, to'y dardida, to'yga intiq, qalin so'ramoq, qalin olmoq, qalin bermoq, to'yni azaga aylantirmoq, qulog'ini tishlab qo'ymoq, non sindirmoq, fotiha bermoq, boshini ochib qo'ymoq, taloq qilmoq, uch taloq qo'ymoq etc. In English: wedding march, match-making, shotgun marriage, to make a good match, to go down the aisle, to pop the question; to hear the sound of wedding bells, to make a match, to tie the knot, to pair off, to marry into money, to alter one's condition, to marry for love, to please one's eye and plague one's heart, to marry for a home etc.

□ Communicative phraseological units:

In Uzbek: To'y to'ydek bo'lsin. To'yga borsang, to'yib bor. To'yning boshi boshlanguncha; To'yda to'nimni ber; To'yning ovozi karnayidan ma'lum; To'y kengash bilan bo'lur, o'lim – bemaslahat; To'ylar to'yimas oshi, charchaguncha ishi;

In English: One wedding brings another; Always sample a maidens charms before the wedding; Wedlock is padlock; One for sorrow, two for mirth, three for wedding, four for birth; The wife cries before the wedding, the husband after; Three rings of marriage are the engagement ring, the wedding ring, and the suffering etc. The comparative analysis of the examples in English and Uzbek, which typologically belong to different language families, we can draw the following conclusions:

a) Nominative and communicative phraseological units expressing the concept of "wedding" in both languages should be called linguocultures, as these units are important in the languages and cultures of the English and Uzbek nations, and it is no exaggeration to say that they are specialized verbal means for realizing unique ethnolinguistic and linguoculturological features;

b) Phraseologisms in the compared languages differ from each other as unique national units – linguocultures. In this respect, although their formal features, i.e. their superficial structures, are radically different, they differ somewhat in some semantic components as well as a certain similarity in semantic terms. For example, certain nominative phraseological units in Uzbek (Boshini ikkita qilmoq; To'yni qizitmoq; Qulog'ini tishlab qo'ymoq) and in English (Shotgun marriage; To go down the aisle; To pop the question; To hear the sound of wedding bells); as well as communicative phraseological units (To'y to'ydek bo'lsin; To'yda to'nimni ber; To'ylar to'yimas oshi, charchaguncha ishi), as well as some communicative phraseological units in English (One for sorrow, two for mirth, three for wedding, four for birth; The wife cries before the wedding, the husband after; Three rings of marriage are the engagement ring, the wedding ring and the suffering) show that the language and culture of a nation have its own linguoculturological features. Such phraseological units should be given serious attention in the process of teaching and translation, otherwise the ethnolinguistic and linguocultural peculiarities of languages may not be revealed in the process of their study and application.

c) While the similarities of phraseological verbalizers of the concept of "wedding" in comparable languages are explained by the application of the general laws of development in languages, their differences are explained by the specificity of the thinking of speakers / writers in this or that language.

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THE ROLE OF WISE WORDS IN THE WELL-BEING OF A CHILD

Avliyoqulova Rohila Nurali qizi

Mamataliyeva Navbahor Xo'jamberdiyevna

f.f.f.d(Phd)

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Abstract. This article gives information about the role of wise words in the development of a child and how to promote communication and language development. Also, this article defines the role of school in the well-being of a child. Giving your children a few encouraging words each day will aid their mental growth and boost their moral strength. Positive phrases will make the kids feel better about them, and become more self-assured. Kids will develop self-confidence at their growing age, which is great.

Keywords: well-being, communication, language development, facial expression, success.

РОЛЬ МУДРЫХ СЛОВ В БЛАГОПОЛУЧИИ РЕБЕНКА

Аннотация. В этой статье дается информация о роли мудрых слов в развитии ребенка и о том, как способствовать общению и развитию речи. Также в этой статье определяется роль школы в благополучии ребенка. Дайте своим детям несколько ободряющих слов каждый день помогут их умственному развитию и укрепят моральную силу. Позитивные фразы заставят детей чувствовать себя лучше и станут более уверенными в себе. В зрелом возрасте у детей разовьется уверенность в себе, и это здорово.

Ключевые слова: благополучие, общение, развитие речи, мимика, успех.

Giving your children a few encouraging words each day will aid their mental growth and boost their moral strength. Positive phrases will make the kids feel better about them, and become more self-assured. Kids will develop self-confidence at their growing age, which is great. It promotes communication and language development. It also supports social and emotional development. Even before your baby starts to talk, he/she communicates with you through facial expressions, body language and crying. It is important to respond to your child's signals.

Students' well-being and their success in and outside school depend on their ability to use their competences for democratic culture. Since well-being has many facets, improving students' well-being in schools requires a whole-school approach, involving both teachers and parents.

Schools should provide lessons focused on the responsible use of the Internet, the need to adopt a healthy lifestyle and how to prevent or cope with health problems, in collaboration with those involved, including health and social services, local authorities and civil society organisations and academic achievement and vice versa, i.e. well-being is a crucial prerequisite for achievement and achievement is essential for well-being. Physical activity is associated with improved learning and the ability to concentrate. Strong, supportive relationships provide students with the emotional resources to step out of their intellectual 'comfort zone' and explore new ideas and ways of thinking, which is fundamental to educational achievement.

Well-being is also important for developing important democratic competences. Positive emotions are associated with the development of flexibility and adaptability, openness to other cultures and beliefs, self-efficacy and tolerance of ambiguity, all of which lie at the heart of the Council of Europe Reference Framework of Competences for Democratic Culture.

What are the challenges?

One of the challenges of trying to promote young people's well-being in school is the multi-faceted nature of well-being. There are a number of different types of well-being, all of which need to be promoted to some extent to create an overall sense of well-being in a person. So, it is not possible to improve students' well-being at school through single interventions or activities. Rather it requires the development of a 'culture' of well-being throughout the whole school and the active involvement of the whole staff, teaching and non-teaching, which can be difficult to achieve.

The promotion of well-being may sometimes appear to conflict with other school priorities, such as academic standards. Unreasonably high expectations, a regime of constant testing or an over-emphasis on the importance of academic performance may actually undermine student well-being.

In many cases schools do not have the freedom to make the changes to school life which might most benefit student well-being. They may have little control, for example, over formal examinations and tests, the content of curricula, the length of the school day or the physical school environment. Improving the physical environment of the school to make it more student-friendly, e.g. new furniture and fittings, carpeted areas, appropriate colour schemes, safe toilet areas, recreational areas; encouraging healthier eating by providing healthy options in the school canteen, e.g. avoiding high amounts of sugar, saturated fats and salt; working with parents to enhance students' achievement and sense of purpose in school, e.g. on healthy food, safe internet use and home-school communications.

Individual initiatives like these can be brought together at the whole-school level through a policy development process which 'mainstreams' well-being as a school issue. This means giving attention to the potential effects of new policies on individual well-being - of students, teachers and others. Addressing student well-being at school always goes hand in hand with action to protect the health and well-being of teachers and other staff at school.

Examples of folk oral creativity include the following resources: national customs, traditions, folk games, religious teachings, folk art, music, song, dance, etc. .Tales, one of the genres of folklore, introduce a child to happy feelings from an early age. The boy "travels" to faraway places together with the heroes of the fairy tale. They get to know life there. A fairy tale sharpens his mind, enriches his thinking, and develops his ability to imagine. The fluent, figurative language style of the story told in the family develops the child's speech. Bright, lifelike images have a deep impact on his emotions. He meets intelligent, kind-hearted, positive heroes, who grieve when disaster strikes, rejoice when they win, and punish evil and greedy people. The reliable moral ideas of the fairy tale told by adults in the family encourage the child to think, compare his behavior with the behavior of his favorite fairy tale characters, and in the image of the heroes, children learn to be fearless and truthful. Setting specific goals, working to achieve them, overcoming various obstacles, One of the main reasons why fairy tales, narratives, and other stories have a strong impact on a child's worldview is the legendary, understandable interpretation of reality in accordance with the child's age and worldview. Strong and fair people, cute animals close to the child's spiritual world appear as heroes of folklore. In the 13th-16th centuries, during the reign of the Timurids, the children of nobles and courtiers were raised by healthy, intelligent, strong, polite, eloquent female nannies. Special attention is paid to the nanny's health, neatness and intelligence. The main task of nannies in raising a child was to feed him properly on time,

dress him neatly, take him for a walk in the fresh air, teach him morals, and tell stories and epics. With the help of stories, fairy tales, narratives, war novels, nannies paid special attention to raising children with good morals, intelligence, promptness, and perseverance.

Proverbs are recognized as an important educational tool in the historical experience of the people. They are often used in everyday life. Especially the older members of the family use proverbs appropriately when encouraging children to be good, virtuous, satisfied, neat, and hardworking. A proverb is short and concise, figurative, grammatically and logically complete, a wise phrase, a sentence with a deep meaning, which encourages the child to think independently. It teaches you to express your thoughts clearly and concisely. It has a certain rhythmic form. Life experiences, attitude to society, history, mental state, ethical and aesthetic feelings, and positive qualities of ancestors are embodied in proverbs. Over the centuries, it has been refined among the people, and has become a concise and poetic form.

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**SENDAN QANCHA KO'P FAXRLANSAK HAM KAM ALFRAGANUS!!
AL-FARG'ONIY BIZNING FAXRIMIZ**

Yo'ldashev Nurbek Jo'rabek o'g'li

Yangiariq education centrs nodavlat ta'lim muassasi 11- sinf o'quvchisi

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Annotatsiya. Ushbu tezisda Al-Farg'oni, lotincha ALFRAGANUS nomi bilan ham tanilgan bizning eng faxirli allomamiz haqida va ularning hayot yo'liga sayr etamiz. Alfraganus IX asrda yashagan nufuzli astranom va olim. U islomning oltin asrida astronomiya va ilm-fan olamiga katta hissa qo'shgan. Ko'plab ilmiy yozmalar yozib qoldirgan. Biz kelajak avlod uchun o'rnak bo'ladigan hayot yo'llari haqida.

Kalit so'zlar: Alfraganus, astronomiya, geometirik, hisob, koinot, yer, osmon, yulduz.

**THE MORE WE ARE PROUD OF YOU, THE LESS ALFRAGANUS!!
AL-FARGHANI IS OUR PRIDE**

Abstract. In this thesis Al-Fargani, also known as ALFRAGANUS in Latin, is about our most famous scholar and we will walk through his life path. Alfraganus was an influential astronomer and scientist who lived in the 9th century. He made a great contribution to the world of astronomy and science in the golden age of Islam. He wrote many scientific works. About the ways of life that we will set an example for the next generation...

Key words: Alfraganus, astronomy, geometric, calculation, universe, earth, sky, star.

**ЧЕМ БОЛЬШЕ МЫ ТОБОЙ ГОРДИМСЯ, ТЕМ МЕНЬШЕ АЛЬФРАГАНУСА!!
АЛЬ-ФАРГАНИ – НАША ГОРДОСТЬ**

Аннотация. В этой диссертации. Аль-Фаргани, также известный как АЛЬФРАГАН на латыни, рассказывает о нашем самом известном ученом, и мы пройдем его жизненный путь. Альфрагани был влиятельным астрономом и ученым, жившим в 9 веке. Он внес большой вклад в мир астрономии и науки в золотой век ислама, написал множество научных трудов. Об образе жизни, который мы покажем примеру следующему поколению...

Ключевые слова: Альфраган, астрономия, геометрическая, расчет, вселенная, земля, небо, звезда.

O'rta asrlarda yashagan Markaziy osiyolik olimlar orasida buyuk astronom, matematik va geograf al-Farg'oni salmoqli o'rin egallaydi. Olimning to'liq ismi Abul Abbos Ahmad ibn Muhammad ibn Kasir al-Farg'oni'dir. Manbalarda uning farg'onalik ekanligidan tashqari deyarli boshqa ma'lumotlar saqlanmagan.

Tarjimai hol

Lekin shuni ham e'tiborga olish kerakki, O'rta asrlarda musulmon o'lkalarida bo'lgan an'anaga binoan, mamlakat poytaxti yoki markazini ham mamlakat nomi bilan atashgan. Masalan, 995 yilgacha Xorazmning poytaxti bo'lgan Kotni, keyingi poytaxti Gurganjni ham Xorazm deyishgan. Ba'zi arab mamlakatlarida bu odat hozir ham saqlanib qolgan.

Misrning poytaxti Qohirani - Misr, Shom (Suriya)ning poytaxti Damashqni - Shom deyilishi shundan. Ana shu odatga ko'ra, O'rta asrlardagi Farg'ona vodiysining markaziy shahri Axsikatni ham Farg'ona deyishgan. Al-Farg'oni Farg'ona vodiysining Qubo (quva) qishlog'ida

tugʻilgan. Shunisi maʼlumki, al-Fargʻoniy xalifa Xorun ar-Rashidning sharqiy yerlaridagi muovini, oʻgʻli Abdullohning (boʻlajak xalifa al-Maʼmunning) Marvdagi olimlari doirasiga kirgan.

Ehtimol, Abdulloh yoshligidan bilimga chanqoq boʻlgani uchundir, 806 yili Marvga noib boʻlib tayinlanganida, Movarounnahr, Xuroson, Xorazmdan olimlarni va isteʼdodli yoshlarni toʻplay boshlagan. Bu olimlarning asosiy qismi Abdulloh u yerga kelganidan avvalroq toʻplangan boʻlishi ham ehtimoldan xoli emas, chunki Marv avvaldan, Sosoniylar davridanoq yirik ilmiy markaz hisoblangan.

615 yili eng soʻnggi Sosoniy shahanshoh Yazdigard ibn Shahriyor arablar taʼqibidan qochib bu yerga kelganida poytaxtdagi kutubxona kitoblarini ham olib kelganligi maʼlum. Marv arablar qoʻl ostida ham oʻz mavqeyini yoʻqotmadi, aksincha, to moʻgʻul istilosigacha oʻsib bordi. Shunga koʻra, uning IX asr boshida xalifalikning yirik ilmiy va madaniy markazi boʻlganligi tabiiydir.

Al-Fargʻoniy, shuningdek, Alfraganus nomi bilan ham tanilgan, islom oltin davrining taniqli astronomi, matematiki va yozuvchisi edi. U miloddan avvalgi 800- yillarda hozirgi Oʻzbekiston hududida joylashgan Fargʻona shahrida tugʻilgan.

Fargʻona oʻsha davirda muhim madaniy va ilmiy markaz boʻlib, turli fanlar, jumladan astronomiya rivojiga turtki boʻldi. Al-Fargʻoniyning asosiy astronomik asari «Samoviy harakatlar va umumiy ilmi nujum kitobi» XII-XIII asrlarda Yevropa tillariga tarjima qilingan va ushbu kitobi bir necha yillar davomida Yevropa Universitetlarida astronomiyada asosiy darslik vazifasini oʻtagan.

Allomaning Yer sharsimon shakilda ekanligi borasidagi qarashlari oradan sakkiz yuz yil oʻtib amalda isbotlangan mashhur sayyoh Xristafor Kolumb «Yer meridianining bir darajasi miqdori haqida Al-Fargʻoniy hisoblarining togʻiriligiga toʻla ishonch hosil qildim» deya dasxad qoldirgan.

Al-Fargʻoniyning eng muhim ilmiy faoliyati astronomiya sohasida boʻlgan. U bir qancha nufuzli asarlar yozgan, ulardan eng mashhuri «Kitob az-zij» (Astronomik jadvallar kitobi).

Bu kitobda kuzatuv astronomiyasi sohasidagi batafsil yutuqlar, jumladan samoviy jisimlar joylashuvi va harakati haqidagi muhim maʼlumotlar berilgan. U olti asrdan koʻproq vaqt davomida islom olami va yevropada eng koʻp qoʻllaniladigan va hurmatga sazavor astronomik matnlardan biriga aylandi.

Al-Fargʻoniyning «Kitob az-Zij» asarida astronomiyada qoʻllaniladigan turli matematik usullar va asboblari, jumladan, takomillashtiriladigan astrolabiy ham taqdim etilgan.

«Kitob ul-harakot as-samoviyya va javome ilm an-nujum». Al-Fargʻoniy oʻz asarini «Kitob ul-harakot as-samoviy va javome ilm an-nujum» harakat as-samoviya va javome ilm an-nujum» «osmon jisimlari harakati va yulduzlar toʻgʻirisidagi bilimlar yigʻindisi» deb ataladi. Ahmad al-Fargʻoniyning bu asarida arablar orasidagi astronomiyaga oid eng oddiy va asosiy bilimlar jamlangan. Lekin murakkab geometric asoslar asarga kiritilmagan.

Asarning oxirida oʻsha vaqtda maʼlum boʻlmagan geografik oʻrinlar koʻrsatilgan jadval bor. Yer sathini sharqdan gʻarbga qarab yeti iqlimiga boʻlib chiqilgan. Har bir iqlim oʻrnashgan joyining chegaralari va belgilari aniq chizilgan. Al-Fargʻoniyning kitobiga ilova qilingan bu jadval «Maʼmun jadvali»dagi bilimlarining ken ilmiy istifodga kiritadi va ularni abadiylashtiradi.

Al-Fargʻoniyning «osmon jisimlari harakati va yulduzlar toʻgʻirisidagi bilimlar yigʻindisi» asari Yevropada XII asrda ikki marotaba arab tilidan lotin tiliga XIII asrda esa boshqa yevropa tillariga tarjima qilingan. U Yevropada keng yoyilgan va shuhrat topgan asarga aylanadi. Bu

asarning lotincha tarjimasi 1493- yili Ferrarda nashr etiladi. Bu asar golland sharqshunosi Yakov Golius (596-1667) tomonidan arab tilidan lotin tiliga tarjima qilindi.

Bu tarjima asarning arab tilidagi original jadval GOLIUS tomonidan tarjima uchun tuzilgan izohlar bilan birga 1667-yili (Golius vafotidan so'ng) nashr etiladi. Shunday qilib al-Farg'oniy arab tilida asar yozgan astranomlar ichida yevropada birinchilardan bo'lib shuhrat qozonadi. Uning olimlik shuhrati to XVIII Asrgacha barqaror bo'lib qoldi.

Al-Farg'oniy kitobida ma'lum geografik nuqtalar jadvalini koordinatalarini ko'rsatgan holda Sharqdan G'arbgacha yetti iqlimga moslab joylashtirgan. Al-Farg'oniy "Geografiyaga kirish", "Yer yuzida ma'lum bo'lgan mamlakatlar va shaharlarning nomlari, shuningdek, ularning iqlim sharoiti" asarlari ham muallifidir.

Farg'oniyning "Osmon harakati kitobi va yulduzlar ilmlari to'plami" risolasi 30 bobdan iborat bo'lib, o'z davrining astronomik bilimlarining ixcham ensiklopediyasidir. Risolat 12-asrdagi tarjimalar tufayli Yevropada keng tarqaldi. arab tilidan lotin tiliga o'tgan va 13-asrda. - boshqa Yevropa tillarida.

Birinchi marta 1493 yilda nashr etilgan. Farg'oniyning astronomiya sohasidagi asarlari Yevropada 700 yil davomida qomus va o'quv qo'llanma sifatida foydalanilgan.

Al-Farg'oniy amaliyotchi bo'lib, samoviy jismlarni kuzatgan holda ko'plab kashfiyotlar qilgan. Shunday qilib, u Yerning sharsimonligini ilmiy jihatdan isbotladi, yilning eng uzun kunini - 22 iyunni va eng qisqa kunini - 23 dekabrni belgiladi. Farg'oniy ham quyosh dog'lari mavjudligini aniqlagan va 832 yilda sodir bo'lgan quyosh tutilishini bashorat qilgan.

Olim umrining so'nggi yillarini Qohirada o'tkazdi. U erda u yulduzlarning joylashishini aniqlash va ular orasidagi masofani o'lchash uchun asbob - astrolabani qurish bilan shug'ullangan. Olim matematik tavsif berdi va ushbu qurilmani takomillashtirish chora-tadbirlarini taklif qildi. Uning Qohiradagi faoliyati samarasi Nilomere yoki Nilometer deb ataladigan qurilish edi. U 861 yilda al-Farg'oniy boshchiligida Nil daryosidagi suv darajasini o'lchash uchun qurilgan.

Bu o'lchovlar Misr hayoti uchun juda muhim edi. Nildagi suvning haddan tashqari ko'tarilishi botqoqlanishga va kuchli suv toshqini yillarida hosilning etishmasligiga olib kelishi mumkin.

Qadimgi yunon tarixchisi Gerodotning ta'riflariga ko'ra, ba'zan Nil suv bosganda, u nafaqat butun deltani, balki uning atrofidagi hududlarni ham suv bosgan, shuning uchun bir qirg'oqdan ikkinchisiga o'tish uchun ikki kun kerak bo'lgan. Nil daryosining Roda orolida joylashgan Farg'oniy nilometri toshqinni bashorat qilishda muhim ahamiyatga ega edi. Ushbu bino hanuzgacha poytaxtning diqqatga sazovor joylaridan biri hisoblanadi.

Ahmad al-Farg'oniy jahon ilm-fani rivojiga ulkan hissa qo'shgan buyuk o'zbek olimlaridan biridir. Tarixiy ma'lumotlarga ko'ra, uning bebaho merosi olimlar, zamondoshlari uchun amalda qo'llanma bo'lib xizmat qilgan.

Bu fikrni XII asrda olimning "Astronomiya asoslari kitobi" asari lotin va ibroniy tillariga tarjima qilingani ham tasdiqlaydi. 1998-yilda jahon hamjamiyati YUNESKO shafeligida jahon ilm-faniga ulkan hissa qo'shgan buyuk olimning 1200 yilligini nishonladi.

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СОЦИОЛИНГВИСТИЧЕСКИЕ И ГЕНДЕРНЫЕ ОСОБЕННОСТИ СЕМАНТИЧЕСКОГО ПОЛЯ ФУНКЦИИ ЗАБОТЫ ВО ФРАНЦУЗСКОМ И УЗБЕКСКОМ ЯЗЫКАХ

Зуфарова Севара Муратджановна

преподаватель Узбекского государственного университета мировых языков

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Аннотация. В данной научной статье исследуются социолингвистические и гендерные аспекты в семантическом поле функции заботы на французском и узбекском языках. Язык, как отражение культурных норм и ценностей общества, играет ключевую роль в формировании и укреплении гендерных ролей и социальных отношений. Исследование использует сравнительный подход с целью раскрыть, как функционирует семантическое поле заботы на этих языках, учитывая языковые нюансы, культурные контексты и гендерную динамику.

Ключевые слова: Социолингвистика, Гендерные роли, Семантическое поле, Функции заботы, Лингвистические выражения, Французский язык, Узбекский язык, Культурные нюансы, Качественный анализ, Количественный анализ.

SOCIOLINGUISTIC AND GENDER FEATURES OF THE SEMANTIC FIELD OF THE CARE FUNCTION IN THE FRENCH AND UZBEK LANGUAGES

Abstract. This scientific article examines sociolinguistic and gender aspects in the semantic field of the care function in the French and Uzbek languages. Language, as a reflection of the cultural norms and values of society, plays a key role in the formation and strengthening of gender roles and social relations. The study takes a comparative approach to reveal how the semantic field of care functions in these languages, taking into account linguistic nuances, cultural contexts and gender dynamics.

Key words: Sociolinguistics, Gender roles, Semantic field, Functions of care, Linguistic expressions, French language, Uzbek language, Cultural nuances, Qualitative analysis, Quantitative analysis.

Концепция заботы многогранна, охватывая различные лингвистические выражения и культурные нюансы. Данное исследование затрагивает социолингвистические измерения семантического поля, связанного с функцией заботы на французском и узбекском языках, исследуя, как язык формирует и отражает общественные нормы и гендерные роли.

Изучение Лингвистических Выражений, Связанных с Функцией Заботы на Французском и Узбекском: Эта задача включает в себя комплексное исследование лингвистического поля, охватывающего выражения, связанные с функцией заботы на французском и узбекском языках. Мы рассмотрим разнообразный корпус текстов, включая литературу, медиа и повседневный дискурс, чтобы выявить и категоризировать лингвистические выражения, связанные с ролями по уходу.

Анализ Социолингвистических Нюансов, Учитывая Культурные и Гендерные Особенности: Эта задача направлена на понимание социолингвистических тонкостей, вложенных в семантическое поле заботы во французских и узбекских лингвистических сообществах. Учитывая культурные и гендерные особенности, мы намерены выявить, как общественные нормы влияют на лингвистические выборы, связанные с заботой. Этот

анализ выходит за рамки лингвистических структур и исследует, как ожидания общества и культурные ценности формируют представление о ролях по уходу. Крайне важно выявить различия и сходства в лингвистических выражениях заботы, особенно с точки зрения гендерных перспектив. [1.108]

Исследование Влияния Лингвистических Выборов на Восприятие Ролей Заботы в Этих Лингвистических Сообществах: Эта задача затрагивает более широкие последствия лингвистических выборов в семантическом поле заботы. Исследуя, как язык влияет на восприятие ролей по уходу, мы стремимся раскрывать общественные отношения и ожидания, связанные с уходом во французской и узбекской культурах. Это исследование включает в себя анализ того, усиливают ли лингвистические выборы традиционные гендерные роли, вызывают ли они существующие стереотипы или способствуют ли изменению восприятия функций заботы. Реализуя эти задачи, наше исследование стремится внести ценные идеи в области социолингвистики, гендерных исследований и культурного анализа. Раскрывая сложные взаимосвязи между языком и общественным восприятием заботы, мы нацеливаемся на обогащение нашего понимания того, как лингвистические выражения формируют и отражают культурные нормы и гендерные роли в разнообразных лингвистических общностях французского и узбекского языков.

Обзор Литературы: Взаимосвязь между языком, культурой и гендерными ролями является фокусом научных исследований в области социолингвистики. Множество исследований подчеркивают важность изучения лингвистических выражений, связанных с функциями заботы, для понимания сложной сети общественных ценностей и норм. В следующем обзоре литературы предоставляется полный обзор соответствующих исследований, которые занимались семантическим полем заботы и гендерной динамикой в различных лингвистических контекстах.

Язык и Культура: Исследователи последовательно признают, что язык — это не просто средство общения, а динамичное отражение культурных ценностей и норм. В своих исследованиях взаимодействия между языком и культурой ученые (например, Хофстеде, 1980; Тромпенаарс и Хэмпден-Тёрнер, 1997) утверждают, что лингвистические выражения пронизаны культурными нюансами, выступая как носители общественных идеологий. В этой рамке семантическое поле заботы выделяется как особенно богатая область исследования, предоставляющая понимание того, как культуры концептуализируют и выражают роли по уходу.

Социолингвистика и Гендер: Социолингвистические исследования давно признают роль языка в укреплении и вызове общественных структур, включая гендерные роли. Работы Лакоффа (1975) и Таннен (1990) рассматривают, как язык способствует формированию гендерных идентичностей через анализ лингвистических особенностей, таких как речевые модели и стили общения. Важно отметить, что эти исследования предоставляют теоретическую основу для понимания того, как лингвистические выборы могут поддерживать или вызывать сомнения в традиционных гендерных нормах. [2.19]

Функции Заботы в Разных Языках: Исследование семантического поля заботы на разных языках стало развивающейся областью исследований. Работы Окс и Шиффелин (1989) и Гудвин (1990) исследовали практики по уходу в различных языковых сообществах, подчеркивая роль языка в формировании и отражении культурно специфичных

представлений о заботе. Такие межъязыковые анализы предоставляют сравнительную перспективу, обеспечивая более глубокое понимание того, как лингвистические выражения, связанные с заботой, изменяются в разнообразных культурных и лингвистических обстоятельствах.

Гендер и Язык в Межкультурном Контексте: Исследования, которые специально рассматривают взаимодействие гендера и языка в межкультурных контекстах, выявляют интересные закономерности. Работы Холмса (1995) и Кэмерона (2007) исследуют, как лингвистические выборы способствуют формированию гендерных идентичностей в различных обществах. Сосредотачиваясь на коммуникативной динамике в семантическом поле заботы, эти исследования вносят вклад в более широкое понимание того, как язык одновременно отражает и влияет на гендерные роли в пределах культурных границ.

Проблемы и Пробелы в Существующей Литературе: Несмотря на ценные исследования, остаются пробелы в нашем понимании конкретных лингвистических выражений, связанных с функцией заботы, и их социокультурных последствий во французском и узбекском языках. Настоящее исследование направлено на заполнение этих пробелов путем проведения детального анализа лингвистических нюансов в семантическом поле заботы, учитывая культурные и гендерные особенности в этих лингвистических сообществах.

Гендерно-специфичные Роли и Общественные Ожидания: В рамках лингвистического анализа особое внимание будет уделено выявлению выражений, отражающих гендерно-специфичные роли и общественные ожидания, связанные с заботой. Это включает в себя тщательное изучение лингвистических особенностей, которые могут указывать на гендер заботящегося или получателя заботы, а также лингвистических выборов, соответствующих или вызывающих сомнения в традиционных гендерных нормах. Кроме того, исследование будет исследовать, как лингвистические выражения способствуют формированию восприятия ролей по уходу в соответствующих лингвистических сообществах, учитывая культурный и социолингвистический контекст. [3.72]

Комбинация качественных и количественных методов лингвистического анализа, а также фокус на гендерно-специфичных ролях и общественных ожиданиях, обеспечивает тщательное исследование семантического поля заботы во французском и узбекском языках. Данный методологический подход направлен на раскрытие сложного взаимодействия между языком, культурой и гендером в контексте ухода, что способствует более глубокому пониманию лингвистических выражений, связанных с функцией заботы в этих лингвистических сообществах.

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**BUGUNGI GLABALLASHGAN DAVRDAGI MIGRATSIYA MUAMMOLARI VA
ULARNI HUQUQIY JIHATDAN HAL QILSHDA XALQARO MEHNAT TASHKILOTI
[INTERNATIONAL LOBAR ORGANIZATION] O'RNI VA AHAMIYATI**

Buriev Khamidjon Tulkin ugli

The Master Graduate of Pennsylvania State University, the freelance scientific researcher in international and corporate law

hamidboriyev@gmail.com

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Annotatsiya. Migratsiya insoniyat tarixining o'ziga xos xususiyati bo'lib kelgan va bugungi globallashgan dunyoda u muhim hodisa bo'lib qolmoqda. Biroq, migratsiya bilan bog'liq murakkabliklar va qiyinchiliklar rivojlanib, hal qilinishi kerak bo'lgan bir qator migratsiya muammolarini keltirib chiqardi. Xalqaro mehnat tashkiloti (XMT) mehnat migratsiyasi bilan bog'liq muammolarni hal qilishda hal qiluvchi rol o'ynaydi va bu muammolarga yechim izlash uchun XMTga murojaat qilishning turli usullari mavjud. Ushbu insho hozirgi migratsiya muammolarini o'rganadi va ushbu muammolarni hal qilishda XMTni jalb qilish uchun yondashuvlarni taklif qiladi.

Kalit so'zlar: migratsiya, Xalqaro Mehnat Tashkiloti, Jahon Banki, mehnat migratsiyasi, mehnat muhojirlari, mehnat ekspluatsiyasi, diskriminatsiya.

**THE ROLE AND IMPORTANCE OF THE INTERNATIONAL LABOR
ORGANIZATION IN TODAY'S GLOBALIZED ERA OF MIGRATION PROBLEMS
AND THEIR LEGAL SOLUTION**

Abstract. Migration has been a characteristic feature of human history and remains an important phenomenon in today's globalized world. However, the complexities and challenges associated with migration have evolved and created a number of migration challenges that need to be addressed. The International Labor Organization (ILO) plays a crucial role in addressing labor migration issues, and there are various ways to approach the ILO to seek solutions to these issues. This essay examines current migration challenges and suggests approaches to involve ILO in addressing these challenges.

Key words: migration, International Labor Organization, World Bank, labor migration, labor migrants, labor exploitation, discrimination.

**РОЛЬ И ЗНАЧЕНИЕ МЕЖДУНАРОДНОЙ ОРГАНИЗАЦИИ ТРУДА В
СОВРЕМЕННУЮ ГЛОБАЛИЗИРОВАННУЮ ЭПОХУ МИГРАЦИОННЫХ
ПРОБЛЕМ И ИХ ПРАВОВОЕ РЕШЕНИЕ**

Аннотация. Миграция была характерной чертой человеческой истории и остается важным явлением в современном глобализованном мире. Однако сложности и проблемы, связанные с миграцией, изменились и создали ряд миграционных проблем, которые необходимо решать. Международная организация труда (МОТ) играет решающую роль в решении проблем трудовой миграции, и существуют различные способы обратиться к МОТ для поиска решений этих проблем. В этом эссе рассматриваются текущие проблемы миграции и предлагаются подходы к привлечению МОТ к решению этих проблем.

Ключевые слова: миграция, Международная организация труда, Всемирный банк, трудовая миграция, трудовые мигранты, трудовая эксплуатация, дискриминация.

METODOLOGIYA

Maqolani yozishda analiz va sintez, umumlashtirish, ijtimoiy so'rov, qiyosiy tahlil usullaridan, shuningdek, tarixiylik, o'zaro aloqadorlik, tizimlilik tamoyillaridan foydalanilgan.

Mavzuning dolzarbligi va hozirgi migratsiya muammolari

Jahon Banki tomonidan e'lon qilingan "Jahon taraqqiyot hisoboti 2023"da keltirib o'tilgan ma'lumotlarga ko'ra 2023-yil yakunlariga ko'ra dunyo aholisining 2,3 foizi, ya'ni tahminan 184 mln nafari o'z millatidan tashqarida yashaydi va ularning deyarli yarimi past va o'rta daromadli mamlakatlar hissasiga to'g'ri keladi⁷⁰

Yuqorida ko'rsatilgan ma'lumonda migrantlarning tahminiy soni keltirib o'tilgan aslida esa bugungi kundagi dunyoning turli mintaqalarida yuz berayotgan siyosiy notinchliklarni hisobga olib aytadigan bo'lsak, bu miqdor juda kichgina va amalda esa bundanda ko'p ekanligini tahmin qilish mumkin. Bundan tashqari turli mamlakatlarda yuz berayotgan siyosiy va iqtisodiy inqiroz, shuningdek iqlim o'zgarishi va boshqa omillar bilan bog'liq maommolar sababli migratsiya oqimi bugungi kunda juda ham ortgan. Bundan tashqari bir mamlakat ichida mehnat resuslari, ish o'rinlarining natog'ri tahsimlanishi va ekologik vaziyaning yomonlashuvi ham ichki migratsiyaning jadal rivojlanishiga olib kelmoqda. Misol sifatida esa mamlakatimiz Markaziy Osiyodagi O'zbekiston Respublikasini oladigan bo'lsak, ushbu mamlakatda so'ngi yillarda birqancha omillar sababli ichki va tashqi migratsiya muommolari vujudga kelgan. Ushbu maqolada muhakama qilinishi kerak bo'lgan bugungi kundagi dolzarb migratsiya muommolari asosan O'zbekiston Respublikasi misolida ko'rib chiqiladi. Ushbu mamlakatda statistik ma'lumotlarga ko'ra, 2022 yil 1 yanvar holatida O'zbekiston Respublikasining doimiy aholisi soni 35,2 million nafardan ortgan. Bandlik va mehnat munosabatlari vazirligi huzuridagi Tashqi mehnat migratsiyasi agentligining ma'lumotiga ko'ra, 2022 yil 1-mart oyi holatida 2 million 356 nafar aholisi mehnat muhojiri sifatida chet elda mehnat qilmoqda.⁷¹ Ushbu raqamlardan kelib chiqib aytish mumkinki, O'zbekistonning mehnatga layoqatli yoshdagi umumiy aholisining (15 mlnga yaqin) deyarli 13,3 foizi, doimiy o'rtacha aholining esa deyarli 5,7 foizini ishlash maqsadida mamlakatni qonuniy tarzda tark etgan deb hisoblashimiz mumkin.⁷²

Umuman olganda bugungi migratsiya muammolari ko'p qirrali bo'lib, muhojirlarga ham, ular ko'chib o'tayotgan mamlakatlarga ham ta'sir etuvchi keng ko'lamli masalalarni qamrab oladi.

Muhim migratsiya muammolaridan ba'zilari mehnat ekspluatatsiyasi, munosib ish imkoniyatlarining yo'qligi, diskriminatsiya va migrantlar uchun etarli darajada ijtimoiy himoyalanganlikdir. O'zbekiston aholisining esa bunday muommolarga duch kelishining asosiy sababi ham mamlakatning o'zida munosib ish imkoniyatlarning yo'qligi bo'lishi mumkin.

Kambag'allikni qisqartirish va bandlik vaziri Behzod Musayev ta'kidlaganidek 2022-yil yakunlariga ko'ra O'zbekistonda mehnatga layoqatli aholining 1,3 mln nafari ishsiz.⁷³ Buning natijasida esa mamlakat aholisining mehnatga layoqatli aholisining ko'pchiligi mamlakatni tark etishga majbur bo'lishmoqda. Buning natijasida esa migrantlar mehnat ekspuatatsiyasiga va deskriminatsiyaga duch kelishmoqda

⁷⁰ <https://www.worldbank.org/en/publication/wdr2023>

⁷¹ <https://bugun.uz/2022/04/05/ozbekistonning-qancha-aholisi-xorijda-ishlayotgani-malum-boldi/>

⁷² Алимов Сардор Комил ўғли "аҳоли миграцияси ижтимоий-ахлоқий муҳит трансформацияси омили сифатида", Тошкент – 2022

⁷³ https://uza.uz/uz/posts/behzod-musaev-mamlakatimizda-mehnatga-layoqatli-aholining-13-millioni-ishsiz_456471

Mehnat ekspluatatsiyasi: Hozirgi migratsiya landshaftidagi eng dolzarb muammolardan biri mehnat ekspluatatsiyasining keng tarqalganligidir. Migrantlar ko'pincha kam ish haqi, uzoq ish vaqti va xavfli mehnat sharoitlari ko'rinishidagi ekspluatatsiyaga duch kelishadi. Ular o'zlarining noaniq huquqiy maqomlaridan foydalanadigan vijdotsiz ish beruvchilar tomonidan suiiste'mollik va noto'g'ri munosabatda bo'lishlari mumkin. Misol uchun "Dunyo" AA xabar berishicha 2022-yil Qozog'istonda mehnat ekspluatatsiyasi maqsadida majburan ushlab turilgan 10 nafar O'zbekiston fuqarosi qutqarilib, vataniga qaytarildi.

Tegishli ish imkoniyatlarining yo'qligi: Ko'plab muhojirlar yaxshi ish imkoniyatlari va turmush darajasini yaxshilash maqsadida o'z vatanlarini tark etishadi. Biroq, belgilangan mamlakatlarga kelganlarida, ular ko'pincha munosib ishga kirishda to'siqlarga duch kelishadi. Bu migrantlar o'z malakalari va malakalariga mos keladigan ish o'rinlarini ta'minlay olmaydigan ishsizlikka olib kelishi mumkin. O'zbekistonda 2022 yil 1-yanvar holatida mamlakatdagi mehnat resurslari soni 19 million 345 ming kishini tashkil qilib, ishsizlik soni esa 9,6 foizni tashkil qiladi, lekin 16–30 yoshgacha bo'lganlar orasida ishsizlik darajasi — 15,1 foiz, ayollar orasida ishsizlik darajasi esa — 13,3 foiz bo'ldi.⁷⁴ Ta'kidlanayotgan statistik ma'lumotlardan aytish mumkinki, mamlakatda yoshlar orasida ishsizlik darajasi ancha yuqori bu esa yoshlarning jamiyatda o'z o'rnini tezroq topishini qiyinlashuviga olib kelmoqda. Natijada esa ko'plab yoshlar yaxshiroq hayot ilinjida mamlakatni tark etishmoqda

Diskriminatsiya: Muhojirlarga nisbatan kamsitish ularning mezbon jamiyatlarga integratsiyalashuvi va ish bilan ta'minlanish imkoniyatlariga ta'sir qiluvchi muhim muammodir. Migrantlar o'zlarining millati, etnik kelib chiqishi yoki immigratsiya maqomiga ko'ra kamsitishlarga duch kelishi mumkin, bu esa ijtimoiy chetlanishga va muhim xizmatlardan foydalanishning cheklanganligiga olib keladi. 2023-yil 5-noyabr kungi Kun.uz internet sayti manbasining xabariga ko'ra Rasiyada mehnat qilayotgan Markaziy Osiyolik migrantlarga nisbatan diskriminatsion holatlar sodir etilishi mumkinligini ko'rish mumkin. Jumladan, Rossiyada xorijiy migrantlar haddan tashqari ko'pligi muammosini Markaziy Osiyo respublikalariga pul o'tkazmalari uchun majburiy 30 foizlik komissiya joriy etish orqali hal qilish mumkinligi bildirib o'tildi.⁷⁵ Ushbu holatlardan kelib chiqib aytish mumkinki, bu Markaziy Osiyolik mehnat migratlariga cheklovlar joriy qilinishi deyish mumkin. Ushbu holat ham diskriminatsiyaning bir shaklidir

Ijtimoiy himoyaning yetarli emasligi: Migrantlar ko'pincha sog'liqni saqlash, ishsizlik nafaqalari va pensiya ta'minoti kabi ijtimoiy himoya mexanizmlaridan foydalana olmaydilar. Bu ularni iqtisodiy ishonchsizlikka qarshi himoyasiz qoldiradi va kutilmagan hayotiy hodisalar bilan kurashish qobiliyatini cheklaydi. Bu kabi muommolar asosan tibbiy sug'urta talab qilmaydigan migrantlar yashashadigan mamlakatlarda ko'p uchraydi, bunga sabab esa bu kabi mamlakatlarda inson qadri va uning hayoti u qadar o'z ahamiyatiga ega emas. Bunday davlatlardan biri eng ko'p o'zbek migrantlari yashashadigan shubxasis Rossiya Federatsiyasidir.

Bundan tashqari so'ngi yillarda O'zbekistonga muhojirlar oqimi sezilarli darajada ortgan. Ayniqsa bunga Rasiya va Ukraina o'rtasida urush boshlangandan keyin sezilarli darajada ortgan. O'zbekistonga 2023-yilning yanvar-iyun oylarida ko'chib kelganlar soni 106,3 ming kishini

⁷⁴ <https://www.gazeta.uz/oz/2022/03/08/unemployment/>

⁷⁵ <https://m.kun.uz/uz/news/2023/11/05/rossiyada-mehnat-migrantlari-pul-otkazmalari-uchun-30-foizlik-komissiya-belgilash-taklifi-bildirildi>

tashkil etdi. Shundan erkaklar 44,3 ming nafar, ayollar 62 ming nafar. Bu miqdorning katta qismi Rossiya fuqarolari hissasiga to'g'ri keladi, ya'ni 36,8 foizini.⁷⁶ Ushbu ma'lumotga tayangan holda aytish mumkinki, O'zbekistonning ichki qismida ham migratsiya bilan bog'liq muommolar oshmoqda.

Migratsiya muommolarini jalb qilishda Xalqaro mehnat tashkilotini jalb qilish uchun yondashuvlar:

Xalqaro Mehnat Tashkiloti (XMT) Birlashgan Millatlar Tashkilotining ixtisoslashgan muassasasi bo'lib, xalqaro mehnat standartlarini belgilaydi, hamma uchun munosib mehnatni ta'minlaydi va ijtimoiy adolatni mustahkamlaydi. Dastlab 1951-yilda Ikkinchi Jahon urushida ko'chirilgan joylarni qayta tiklashga yordam berish maqsadida, xalqaro migratsiya bo'yicha hukumatlararo qo'mita (ICEM) sifatida tashkil etilgan. 2019-yil martidan boshlab Xalqaro Migratsiya Tashkiloti 173 ta davlat va 8 ta kuzatuvchi davlatlardan iborat.⁷⁷ Bugungi kunda u kuchli tashkilotdir: uning yillik byudjeti 1.4 milliard dollarni tashkil etadi. AQSh, xodimlar soni 9000 dan ortiq kishi, tashkilot faoliyati 150 dan ortiq mamlakatlarda amalga oshiriladi. "Migratsiya agentligi" sifati bo'yicha XMT XXI asrda migratsiya ijtimoiy, iqtisodiy va siyosiy oqibatlari haqida faol global munozaralarning tashabbuskori hisoblanadi.⁷⁸

XMTning vazifasi hukumatlar va muhojirlarga maslahat va xizmatlarni ko'rsatish orqali insonparvarlik va tartibli migratsiyaga yordam berishdir. XMT migratsiyani muntazam va insoniy boshqarishni, migratsiya masalalari bo'yicha xalqaro hamkorlikni rivojlantirishni, migratsiya muammolariga amaliy yechimlarni izlashni va muhtoj muhojirlarga, qochqinlar, ko'chirilgan shaxslarga yoki boshqa joyidan ko'chirilganlarga nisbatan insonparvarlik yordamini ta'minlashga yordam beradi.⁷⁹ Migratsiya muammolarini hal qilishda XMTni jalb qilish uning tajribasi va resurslaridan foydalanadigan ko'p qirrali yondashuvni talab qiladi. Migratsiya muammolariga yechim izlashda XMTni jalb qilish uchun quyidagi asosiy yondashuvlar keltirilgan;

Migratsiya siyosatni ishlab chiqish uchun huquqiy yordam ko'rsatish: XMTni jalb qilishning bir yondashuvi keng qamrovli va inklyuziv migratsiya siyosatini ishlab chiqish uchun huquqiy yordam qilishdir. Bu mehnat muhojirlarining huquqlarini himoya qiluvchi, munosib ish imkoniyatlarini targ'ib qiluvchi va mehnat ekspluatatsiyasiga qarshi kurash olib boruvchi siyosatni himoya qilish uchun XMT bilan hamkorlik qilishni o'z ichiga oladi. XMT bilan hamkorlik qilish orqali manfaatdor tomonlar mehnat muhojirlarining farovonligiga ustuvor ahamiyat beradigan dalillarga asoslangan siyosatni ishlab chiqishga hissa qo'shishlari mumkin.

Migrantlarning potensialni oshirish va o'qitish: XMT texnik yordam ko'rsatish, salohiyatni oshirish va mehnat bilan bog'liq masalalar bo'yicha treninglar o'tkazishda katta tajribaga ega. Manfaatdor tomonlar hukumatlar, ish beruvchilar, kasaba uyushmalari va fuqarolik jamiyati tashkilotlarining migratsiya muammolarini hal qilish salohiyatini oshirishga qaratilgan o'quv dasturlarini ishlab chiqish uchun XMTga murojaat qilishlari mumkin. Ushbu dasturlar

⁷⁶ <https://daryo.uz/2023/08/08/yarim-yil-ichida-rossiya-fuqarolari-ozbekistonga-eng-kop-kochib-keldi>

⁷⁷ Кривенкова М.В. Юридические основания международно-правовой ответственности государств в сфере вынужденной миграции

⁷⁸ <https://www.iom.int/iom-history>

⁷⁹ Кривенкова М.В. Юридические основания международно-правовой ответственности государств в сфере вынужденной миграции

muhojirlar huquqlari haqida xabardorlikni oshirish, kamsitishlarga qarshi kurashish va adolatli mehnat amaliyotini targ'ib qilishga qaratilgan bo'lishi mumkin.

Xalqaro mehnat standartlarini ilgari surish: XMT xalqaro mehnat standartlarini mehnatdagi asosiy tamoyillar va huquqlarni belgilab beruvchi konvensiyalar va tavsiyalar orqali belgilaydi. XMTni jalb qilish mehnat muhojirlarining huquqlarini himoya qiluvchi tegishli konvensiyalarni ratifikatsiya qilish va amalga oshirishni himoya qilishni o'z ichiga oladi. Xalqaro mehnat standartlarini ilgari surish orqali manfaatdor tomonlar mehnat muhojirlariga munosib mehnat va adolatli munosabatda bo'lish uchun qulay muhit yaratish maqsadida XMT bilan hamkorlik qilishi mumkin.

Tadqiqot va ma'lumotlar to'plash: XMTni jalb qilishning yana bir yondashuvi migratsiya masalalari bo'yicha hamkorlikda tadqiqot va ma'lumotlarni yig'ishdir. XMT mehnat migratsiyasining turli jihatlari, jumladan, tendentsiyalari, muammolari va yaxshi amaliyotlari bo'yicha tadqiqotlar olib boradi. Manfaatdor tomonlar tadqiqot harakatlariga hissa qo'shish, ma'lumotlar almashish va migratsiya muammolariga dalillarga asoslangan yechimlarni ishlab chiqish uchun XMT bilan hamkorlik qilishlari mumkin. Xalqaro mehnat tashkilotining tadqiqot sohasidagi tajribasidan foydalanish orqali manfaatdor tomonlar mehnat migratsiyasining murakkabliklari haqida qimmatli tushunchalarga ega bo'lishi va siyosatni ishlab chiqish haqida ma'lumot berishi mumkin.

Hamkorlik va ko'p manfaatli tomonlarning ishtiroki: XMTni jalb qilish, shuningdek, migratsiya muammolarini hal qilish uchun hamkorlik va ko'p manfaatdor tomonlar ishtirokini rivojlantirishni o'z ichiga oladi. XMT munosib mehnat va ijtimoiy adolatni ta'minlash uchun hukumatlar, ish beruvchilar tashkilotlari, kasaba uyushmalari va fuqarolik jamiyati bilan hamkorlik qiladi. Manfaatdor tomonlar mehnat muhojirlari uchun mehnat sharoitlarini yaxshilashga qaratilgan muloqot, bilim almashish va qo'shma tashabbuslarni osonlashtiradigan hamkorlikni yo'lga qo'yish uchun XMTga murojaat qilishlari mumkin.

Xulosa

Xulosa qilib aytganda, bugungi migratsiya muammolari mehnat muhojirlari uchun ham, mezbon jamiyatlar uchun ham jiddiy muammolarni keltirib chiqarmoqda. Ushbu muammolarni hal qilish Xalqaro Mehnat Tashkiloti (XMT) kabi tashkilotlarning tajriba va resurslarini jalb qiladigan hamkorlikdagi yondashuvni talab qiladi. Siyosatni ishlab chiqish, salohiyatni oshirish, xalqaro mehnat standartlarini ilgari surish, tadqiqotlar o'tkazish va hamkorlikni rivojlantirishni targ'ib qilish orqali manfaatdor tomonlar migratsiya muammolariga yechim izlash uchun XMT bilan hamkorlik qilishi mumkin. Aynan birgalikdagi sa'y-harakatlar va ko'p manfaatdor tomonlarning ishtiroki orqali global miqyosda munosib mehnatni rag'batlantirish va mehnat muhojirlarining huquqlarini himoya qilishda sezilarli yutuqlarga erishish mumkin.

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УНАБИНИНГ ХАЛҚ ХЎЖАЛИГИДАГИ АҲАМИЯТИ ВА ФОЙДАЛИ ХУСУСИЯТЛАРИ.

Очилов Мусирмон Абдурахимович
Махманазаров Жасур Абдурасулович
Мирзаев Аҳаджон Мирзокарим ўғли
Тошкент давлат аграр университети
maxmanazarovj@gmail.com

<https://doi.org/10.5281/zenodo.10544513>

Аннотация. Ушбу мақолада Унабининг халқ хўжалигидаги аҳамияти ва фойдали хусусиятлари ҳақида малумотлар келтирилган.

Калим сўзлар: Унаби, иқлим ўзгаришлари, юқори озуқавийлик, ёввойи ва маданий навлар, тупроқ-иқлим шароитлари.

IMPORTANCE AND USEFUL PROPERTIES OF UNABI IN THE NATIONAL ECONOMY.

Abstract. This article provides information about the importance and useful properties of Unabi in the national economy.

Key words: Unabi, climatic changes, high nutritional value, wild and cultivated varieties, soil-climatic conditions.

ЗНАЧЕНИЕ И ПОЛЕЗНЫЕ СВОЙСТВА УНАБИ В НАРОДНОМ ХОЗЯЙСТВЕ.

Аннотация. В данной статье представлена информация о значении и полезных свойствах унаби в народном хозяйстве.

Ключевые слова: Унаби, климатические изменения, высокая пищевая ценность, дикие и культурные сорта, почвенно-климатические условия.

Сўнги йилларда дунёда кўзатилаётган иқлим ўзгаришлари, аҳоли сонининг йилдан-йилга ўсиши, юқори озуқавийлик хусусиятига эга маҳсулотларга бўлган талабни ортиши барча мамлакатларда етиштириш шароитларига тез мослаша оладиган ҳамда озиқ-овқат аҳамиятига эга бўлган ўсимлик навларини интродукция қилишни тақозо этмоқда. Бу борада унаби (*Ziziphus jujuba* Mill.) алоҳида аҳамиятга эга бўлиб, у ўзининг озуқавийлиги, дориворлиги, шунингдек кўпгина тупроқ-иқлим шароитларига яхши мослаша олиши билан мевали ўсимликлар орасида алоҳида ажралиб туради. Шу боис сўнги йилларда унинг интродукция қилинган ареали тобора кенгайиб бормоқда. Дунё бўйича унаби етиштирувчи 48 дан ортиқ давлатларда унинг эгаллаган умумий майдони 3 млн. гектарни ташкил этмоқда. Унаби етиштиришда етакчилик қилаётган Хитой, Ҳиндистон, Покистон, Афғонистон, МДХ, Исроил ва Миср каби давлатларида унабининг озуқавийлиги ва шифобахшлиги юқори, янгилигида истеъмол қилинадиган серсув ва ширин, қайта ишлаш имкониятлари кенг ҳамда қурғоқчиликка чидамли янги навларини яратиш, истиқболли шакл ва навларини интродукция қилиш, кўчат ва маҳсулот етиштириш технологияларини такомиллаштириш йўналишларида кенг қамровли илмий изланишлар олиб борилмоқда. Шунингдек, Хитой, Ҳиндистон ва Мисрда ундан цукат олиш технологиялари яратилган ва қуритиш технологиялари такомиллаштирилган. Шифобахш ва юқори озуқавий қимматга

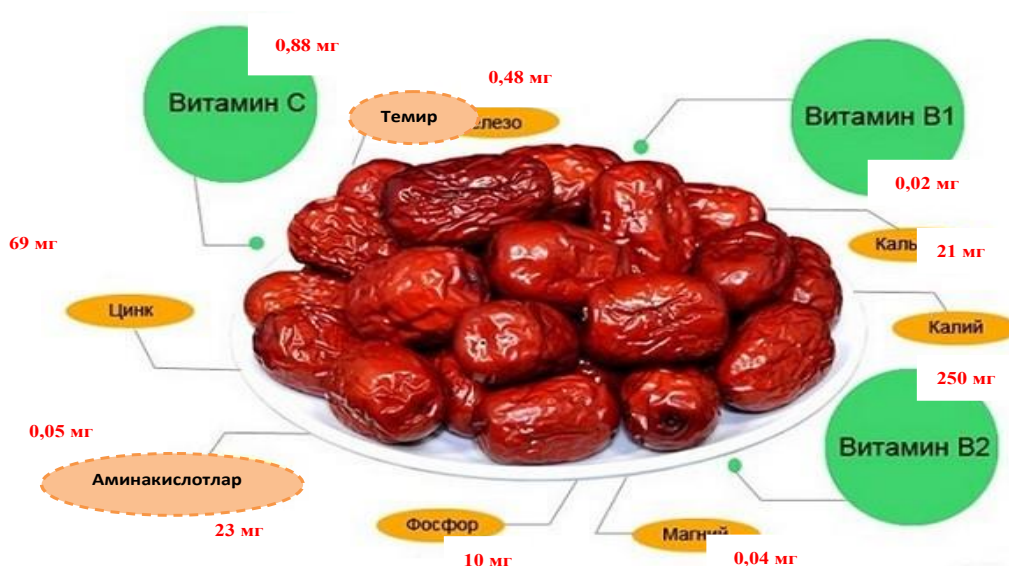
эга маҳсулотларга талаб ортиб бораётган бизнинг мамлакатимизда ҳам унинг янги шакл ва навларини кўпайтириш, сақлаш ва қайта ишлаш технологияларини жорий қилиш халқ хўжалиги аҳамиятига эга бўлган долзарб вазифалардан бири ҳисобланади.

Унаби республикамиз учун истиқболли, аммо нисбатан кам тарқалган мевали ўсимликлардан бири ҳисобланади, унинг мевалари юқори озуқавий ва шифобахш хусусиятларга эга.

Илмий манбаларда келтирилган маълумотларга кўра унабининг ёввойи ва маданий навлари биокимёвий таркиби бир-биридан фарқланади. Агар ёввойи унаби мевасида 26-27 % углеводлар мавжуд бўлса, маданий навларнинг меваларида 33 % гача углеводлар мавжуддир. С витамин майда мевали унаби навларида 880 мг % гача учраса, маданий навларда 680 мг % гача учрайди. Унаби мевалари таркибига кўра С витамин (200-1725 мг %) лимон, ўрик ва қора смородинадан устундир. Унинг яна бир муҳим жихати қайта ишлаш жараёнида С витамин миқдори 80 % гача сақлаб қолинишидир.

Унаби таркибида оксил 1,9-2,1 %, крахмал 0,7-1,9 %, ёғ 2,9-4,4 % учрайди. Унабини муҳим афзаллиги таркибида фаол моддалар – антисианинлар, лейкоантицианинлар, Р- витамин (750 мг % гача) кўплигидир. Таркиби жихатдан қора смородинадан кейин иккинчи ўринда туради. Бундан ташқари таркибида темир (4,86-6,72 мг%) ва кобальт (4,0-35,1 мг %) бўйича МДХ давлатларида етиштирилган мевалар орасида биринчи ўрин ва йод (10,316,5 мг %) миқдори бўйича эса фейхоадан кейин иккинчи ўриндадир [1; 28 - с]. Республикамиз аҳолиси кундалик рационидида йод элементларининг етишмаслигини ҳисобга оладиган бўлсак, унаби мевасининг ушбу хусусияти муҳим аҳамиятлилигидан далолат беради.

Мева таркибида кислоталар мева ривожланиш жараёнида тўпланиб боради ва пишиб-етилган сари ушбу миқдори камайиб кетади. Аскорбин кислотаси меваларда муҳим антиоксидант бўлиб, у радикал занжир реакциялари ўқазиш орқали эркин радикалларни тозалашни қайд қилинган. Унинг меваларда тўпланиши асосан мева генотиби, етиштириш шароити ва парваришlash ҳолати билан белгиланади [4; 2682-2691-б].



У.П.Пратовнинг маълумотларига кўра Тошкент вилоятининг Бўстонлиқ туманида табиий ҳолда тарқалган чилонжийдани юмалоқ меваси эмас, аксинча шакли жихатдан

маданий нон жийдани эслатувчи чўзиқ меваси кенг тарқалган. Кекса ёшли инсонлар ҳамда давомли касалликдан чиққан беморлар чилонжийдани майдаланган мевасидан 20 г ни ярим чойнак қайноқ сув билан дамлаб, 1 соат ушланса ҳамда шу дамламадан кунига овқатдан 30 дақиқа олдин ёки кейин 10 кун истеъмол қилинса хорғинлик ва сурункали касалликдан чиққан инсонлар учун фойдали ҳисобланади.

Унаби мевалари жозибали қизил рангли кўринишга ва ширин таъмга эга. Унаби меваларини ширин ва озиқавийлик қиймати юқори бўлиши асосан глюкоза, фруктоза ва сахароза миқдорига боғлиқ бўлади. Бундан ташқари, унаби мевалари кўп миқдорда органик кислоталар, минераллар, оксиллар, витаминлар ва полифенолларни ҳам ўз ичига олади. Ушбу компонентлар унаби меваларининг озуқавийлик хусусиятларига таъсир қилишда муҳим рол ўйнайди. Масалан, унаби меваларидаги фенолик бирикмалар захарли моддаларга, саратонга, семизликка ва қандли диабетга қарши хусусиятларга эга [4; 325-332 б].

Унаби мевалари терапевтик ва профилактик таъсирга эга бўлган минерал тузлар, макро ва микроэлиментлар ва бошқа биологик моддаларни ўз ичига олади. Шунинг учун унаби мевалари йўтал, юрак-қон томир касалликлари, неврастения, сил, жигар ва бўйрак касалликлари учун ишлатилади. Улар сийдик ҳайдовчи тоник таъсирга эга (кўп миқдорда мевалар истеъмол қилиш паст қон босими бўлган одамлар учун тавсия этилмайди. Унаби мевалари диабет ва жинсий дисфункция (эркакларда) билан оғриган одамларга ҳам тавсия этилади. Унаби эмизакли аёлларда сут ажралишини ошириш восита сифатида ҳам хизмат қилади [3; 26 - с].

Унаби кўпинча “Саломатлик эликсири” деб аталади. Қрим санаторияси шифокори О.Я. Кравченко унаби мевалари билан гипертония, варикоз томирлари, ошқозон-ичак тракти касалликлари ва қандли диабет билан оғриган беморларни муваффақиятли даволаган.

Бошқа манбаларда келтирилишича, унаби фитомелиротив ва декаратив ўсимлик сифатида ҳам катта аҳамиятга эга. Ундан қум кутарилиши ва жарликлар ҳосил бўлишини олдини олишда, чўлланган ҳудудлар ва ўрмонларни ҳимоя қилишда эхатазор сифатида фойдаланиш мумкин.

Унаби асаларчилик саноатида ҳам аҳамиятлидир, чунки гулларида нектарларни мавжудлиги туфайли узоқ вақт давомида (1,5-2 ой) асалариларга манба бўлиб хизмат қилади. Айни гуллаган унабизорда нафас касалликларига чалинган беморларни кунлик сайрлари ташкил этилса, соғайиш коэффицентлари ошади. Шунинг учун унабининг номларидан бири “Кўкрак ўсимлиги” деб ҳам номланади.

Унаби илдизлари тери ва ипакчилик саноатида табиий буёқ сифатида ишлатилади. Илдиз қайнатмаси болаларда соч ўсишини жадаллаштириш, катталарда эса соч тўкилишини олдини олиш ва даволаш учун тавсия этилади. Илдиз пўстлоғи (қайнатма) ич кетишда ва яраларни даволашда ҳам қўлланилади. Ҳиндистонда унаби дарахтидан кумир ишлаб чиқаришда ҳам фойдаланилади [2; 15-16 – б].

Унаби озуқавийлиги ва шифобахшлилиги хусусиятлари туфайли озиқ-овқат саноати соҳасида катта аҳамиятга эга. Мевалари асосан янгилигича истеъмол қилинади ва шунингдек ундан турли хил маҳсулотлар жумладан компот, мураббо, джем, цукат, спиртли ва энететик ичимликлар, ширин чой қиёми, торт ва нон каби турли хил маҳсулотлар тайёрлаш мумкин [6; 170–179-б].

Унинг меваси силлик ва тиниқ, катта қизил марваридга ўхшайди, мева эти асал каби ширин ва олма ёки нок каби қарсилдоқ бўлиб, истеъмолчилар ва савдо ташкилотларининг

турли талабларини қондираолади. Мевалари транспортбоплиги ва сақланиши осон, қуритилган унаби хона ҳароратида бир йилдан ортиқ, ҳашаротлар назорати яхши йўлга қўйилган 4 °С ҳароратда эса 2-3 йилгача сақланиши мумкин. Хитойда у бир неча мақсадларда фойдаланилади яъни янгилигича ёки қуритилган шаклда, қайта ишлаш саноатида хом-ашё материали сифатида, халқ таъбиотида, байрам таомларида пархез ва соғломлаштирувчи маҳсулотлар тайёрлаш учун ишлатилади. Ҳозирда унинг халқаро бозордаги экспорт улуши хитойда < 0,5 % ни ташкил қилади. [5; 25-32-р).

Унаби меваларининг энергия қиймати ўртача 55 ккал ёки 228 кЖ ни ташкил қилади, шу билан бирга нав ва ўстириш ҳудудига қараб 55 дан 311 ккал ни ташкил этиши мумкин, бу албатта бугунги жадаллашган ва фаол ҳаёт тарзимиз учун зарур бўлган юқори энергетик қувват билан таъминловчи восита бўлиб хизмат қилиши мумкин.

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ВЛИЯНИЕ pH СРЕДЫ НА СПЕКТРАЛЬНО-ОПТИЧЕСКИЕ СВОЙСТВА ПРОИЗВОДНЫХ БЕТАЛАИНА

Туксанова Зилола Изатуллоевна

Преподаватель, Бухарский государственный университет

tuksanova@gmail.com

Назаров Эркин Садикович

Кандидат технических наук, доцент, Бухарский государственный университет

nazarov.es68@mail.ru

Тойирова Нодира Фахриддин кизи

Студент кафедры физики, Бухарский государственный университет

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Аннотация. Данная статья посвящена изучению влияния межмолекулярного взаимодействия на спектрально-оптические свойства пищевых красителей. Эти исследования позволяют не только проследить за изменением цветности красителей зависимости от pH среды, температуры и других факторов окружающей среды, но и применению пищевых красителей в различных отраслях науки и техники.

Ключевые слова: Пищевые красители, спектрально-оптические свойства, беталаин, вульгаксантин, бетанин, свекольный краситель, максимум поглощения, плоскость поляризации, pH среда, оптическая плотность.

INFLUENCE OF pH ENVIRONMENT ON THE SPECTRAL AND OPTICAL PROPERTIES OF BETALAIN DERIVATIVES

Abstract. This article is devoted to the study of the influence of intermolecular interaction on the spectral and optical properties of food dyes. These studies make it possible not only to monitor changes in the color of dyes depending on the pH of the environment, temperature and other environmental factors, but also the use of food dyes in various branches of science and technology.

Key words: Food dyes, spectral and optical properties, betalain, vulgaxanthin, betanin, beetroot dye, absorption maximum, polarization plane, pH environment, optical density.

Одной из задач материального благосостояния народа, это производство полноценных пищевых продуктов, обеспечивающих рациональное питание населения страны, оно требует значительное повышение качества биологических ценностей, вкусовых достоинств и улучшение его ассортимента.

Исследование фотофизических и фотохимических свойств пищевых красителей и межмолекулярного взаимодействия – одно из актуальных направлений современной молекулярной спектроскопии. Эти исследования дают возможность изучить основные закономерности химического строения, природу заместителей и влияние растворителя на спектрально-оптические свойства, разработать более эффективные методы измерения метрологических характеристик, расширить области применения пищевых красителей и витаминов. Исследование устойчивости пищевых красителей к нагреванию и свету имеет важное значение при оценке их органолептических показателей, определении метрологических характеристик, определении условий применения в пищевой и

фармацевтической промышленности, а также имеет практическое значение при проведении научных исследований в лабораториях пищевых предприятий.

Известно, что издавна для окрашивания, улучшения или придания определенного внешнего вида и цвета продуктам питания таким, как кондитерские изделия, безалкогольные напитки, мороженого, джемов, зефиром, фруктово-ягодных вод и т.д. использовали натуральные растительные красители.

Производные беталаина являются красящими пигментами свекольного красителя. Оптические свойства производных беталаина определяется спектральными параметрами беталаина и вульгаксантина. Свекольный краситель в спектрах поглощения и люминесценции имеет два максимума $\lambda_{max}^{пог} = 483$ нм и 523 нм, а также $\lambda_{max}^{люм} = 580$ нм и 640 нм. В этих случаях наблюдается зеркальная симметрия электронных спектров поглощения и излучения. Проведенные хроматографические разделения спектров свекольного красителя показали, что максимум поглощения $\lambda_{max}^{пог} = 483$ нм и 580 нм относится к вульгаксантину, а $\lambda_{max}^{пог} = 523$ нм и 640 нм относится к бетанину. Из анализа структурных формул следует, что бетанин имеет три карбоксильные группы, в то время как вульгаксантин имеет две карбоксильные группы и одну карбоксилат-ионную группу. Следовательно, молекулы бетанина по отношению к вульгаксантину имеют более удлиненные цепи π -электронных связей, которые приводят к более длинноволновой поглощательной и излучательной способности по отношению молекулы вульгаксантина.

Проведенные низкотемпературные исследования показатели, что квантовый выход флуоресценции при температуре жидкого азота ~ 180 раз увеличивается по отношению выхода свечения полученной при комнатной температуре. В этих случаях в спектрах свечения и возбуждения люминесценции наблюдается колебательная структура спектра. На основании этих результатов сделан вывод о природе низкого квантового свечения производных беталаина. Установлено, что низкий квантовый выход флуоресценции обусловлен не жесткостью как бетанина, так и вульгаксантина. Также измерен спектр ядерно-магнитного резонанса и дисперсия оптического вращения свекольного красителя. При этом установлено, что вид кривой дисперсии оптического вращения обусловлен плавной положительной дисперсионной кривой оптической активности сахаристых веществ, а также на фоне ее S-образной кривой характерной для обособленного электронного перехода, в не симметричной молекуле.

Максимум S-образной кривой находился при длинах волн 340 и 410 нм, величина амплитуды этих максимумов $\varphi = 0,08^\circ$. В подтверждение о влиянии сахаристых веществ на электронные спектры свекольного красителя приводится спектр ЯМР дейтерированной воде. Наблюдаемые резонансы в области 3,4-4,2 м.д. свидетельствует о наличии в красителях сахаров. Используя спектры дисперсии и оптического вращения в плоскости поляризации, определены концентрации сахаров в составе свекольного красителя. При этом установлено, что концентрация сахаров в красителях составляет более 10-12 % в зависимости от физико-химических свойств используемого сырья.

Были проведены исследования pH среды на спектры поглощения свекольного красителя. Добавление щелочи приводит к падению интенсивности полос поглощения как с $\lambda_{max}^{пог} = 523$ нм, так и с $\lambda_{max}^{пог} = 483$ нм. При этом происходит уширение спектра с коротковолновой стороны. Дальнейшее добавление щелочи и соответственно увеличение

значения pH среды приводит к появлению и усилению новой коротковолновой полосы поглощения с $\lambda_{max}^{пог} = 405$ нм с практическим исчезновением полос поглощения молекул вульгаксантина и бетанина. Это ведет к обесцвечиванию красителей.

Особый интерес представляет исследование зависимости спектра поглощения свекольных красителей от содержания добавок различных кислот соответственно (от значения pH среды). Результаты проведенных исследований показали, что поглощательная способность водного раствора свекольного красителя по мере добавления соляной и лимонной кислот незначительно уменьшается с сохранением формы спектров.

Повышение температуры водного раствора свекольного красителя от 293 до 323 К с дальнейшим выдерживанием при 323 К приводит к частичным изменениям спектров поглощения. При этом оптическая плотность подкисленного свекольного раствора при $\lambda_{max}^{пог} = 483$ нм уменьшается, а при $\lambda_{max}^{пог} = 523$ нм возрастает. Увеличение времени выдержки при 323 К приводит к развитию этого процесса, конечное соотношение оптических плотностей $D_{523}^{погл}/D_{483}^{погл}$ достигает 1,5. Цветовые характеристики красителя при этом изменяются в сторону более темного красного цвета, что и требуется для пищевой промышленности.

Существенно отметит, что наблюдаемые изменения спектров кислых растворов свекольного красителя с температурным воздействием носят необратимый характер: спектры не восстанавливаются при добавлении щелочи.

Нагрев и выдержка раствора при 323 К приводит к образованию химической связи протона с карбоксилатной группой и переходу молекул вульгаксантина к бетанинам. Это предположение подтверждается тем, что по мере возрастания времени температурной выдержки полоса бетанина усиливается, а вульгаксантина уменьшается. Выше изложенное предположение подтверждается ИК спектрами свекольных красителей, полученных без кислоты и стабилизированных лимонной кислотой. Свекольный краситель, стабилизированный лимонной кислотой, имеет более высокую интенсивность полос в области $3650-2500$ см⁻¹, относящихся к карбоксильным группам. Изменение спектров поглощения свекольного красителя в средах с большими значениями pH также объяснимо переходом молекул производных беталаина к форме основания. По-видимому, добавление щелочи к водным растворам свекольного красителя приводит к локализации ОН – группы щелочи у молекул красящих пигментов.

Учитывая, что при добавлении щелочи наблюдается уменьшение поглощательной способности как полосы $\lambda_{max}^{пог} = 523$ нм, так и $\lambda_{max}^{пог} = 483$ нм, можно заключить, что образовавшаяся форма оснований бетанина и вульгаксантина имеет более низкие значения коэффициента экстинкции по отношению к их нейтральным формам, образование формы основания. По-видимому, происходит в результате локализации ОН-группы щелочи, которая имеет отрицательный заряд, возле положительного заряженного азота (N⁺) производных беталаина.

При этом наиболее вероятным типом межмолекулярного взаимодействия является ионная связь. На отсутствие химической связи при образовании формы основания указывает то, что добавление кислоты щелочному раствору свекольного красителя приводит к полному восстановлению спектров поглощения нейтральных форм производных беталаина. На образование бинарных молекул нейтральной формы основания

в растворе также указывает появление изобестической точки в спектрах поглощения исследуемых соединений.

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**OLIV TA'LIM MUASSASASI ILMIY – TA'LIM FAOLIYATINING ASOSIY
KO'RSATKICHLARI**

Mamatqulov Hasan Sodik o'g'li

TKTI 22-67 guruh MSM

Mamatqulov Husan Sodik o'g'li

TKTI 22-67 guruh MSM

Hamroqulov Mahmud G'ofurjonovich

TKTI dotsenti, PhD

<https://doi.org/10.5281/zenodo.10544769>

***Annotatsiya.** Ushbu maqolada oliy ta'lim muassasalarini samarali faoliyat yuritishida maqsad va o'lchovlarni aniqlash, shuningdek, manfaatdor tomonlarning ishtiroki ko'rib chiqilgan. Tashkilot tomonidan qo'llaniladigan reyting ko'rsatkichlari va strategik maqsadlar modeli yoritilgan. Maqolada universitet indikator tizimini yaratish uchun ishlatilishi mumkin bo'lgan shablon taklif qilingan.*

***Kalit so'zlar:** universitetning ilmiy va ta'lim faoliyatini boshqarish, asosiy ko'rsatkichlar, strategik maqsadni belgilash.*

**MAIN INDICATORS OF THE SCIENTIFIC AND EDUCATIONAL ACTIVITY
OF THE HIGHER EDUCATION INSTITUTION**

***Abstract.** This article examines the determination of goals and dimensions in the effective operation of higher education institutions, as well as the participation of interested parties. The model of rating indicators and strategic goals used by the organization is highlighted. The article offers a template that can be used to create a university indicator system.*

***Key words:** management of scientific and educational activities of the university, key indicators, strategic goal setting.*

**ОСНОВНЫЕ ПОКАЗАТЕЛИ НАУЧНО-ОБРАЗОВАТЕЛЬНОЙ
ДЕЯТЕЛЬНОСТИ ВУЗА**

***Аннотация.** В данной статье рассматривается определение целей и направлений эффективной деятельности высших учебных заведений, а также участие заинтересованных сторон. Выделена модель рейтинговых показателей и стратегических целей, используемая организацией. В статье предлагается шаблон, который можно использовать для создания системы показателей университета.*

***Ключевые слова:** управление научной и образовательной деятельностью университета, ключевые показатели, постановка стратегических целей.*

Prezident Shavkat Mirziyoyev tomonidan yoshlarni bilim va malakali etib tarbiyalash, jahon taraqqiyotiga mos mutaxassislar tayyorlash maqsadida ta'lim tizimini izchil rivojlantirish hukumatimiz oldida turgan asosiy ustuvor vazifalardan biri etib belgilandi. [1] Oliy ta'lim sohasidagi dastlabki islohotlar, avvalo, qamrovni oshirish, institut va universitetlarning moliyaviy holatini yaxshilash, professor-o'qituvchilarni moddiy qo'llab-quvvatlashga katta e'tibor qaratildi. Shundan kelib chiqqan holda oliy ta'lim muassasalari avvalam bor, ta'lim standartlarini xalqaro standartlarga moslashtirish, shu bilan birga oliy ma'lumot talab qiladigan kasblarni optimallashtirib, iqtisodiyot tarmoqlari uchun zarur yangi kasblar bilan to'ldirish asosiy vazifa hisoblanadi.

Oliy o'quv yurtlari faoliyatining asosiy ko'rsatkichlari (KPI) asosida intellektual resurslar samaradorligini baholash oraqli OTM belgilangan vazifalarni amalga oshirishlari mumkin.

Ta'lim muassasalari bir-biridan farq qiladi: ular o'ziga xos qadriyatlarga va o'rganishga turlicha yondashuvlarga ega. Boshqa tomondan, ba'zi umumiy xususiyatlarni barcha universitetlarda topish mumkin. [2]

OTM faoliyatining asosiy yo'nalishlari samaradorligini har tomonlama baholash imkonini beruvchi ko'rsatkichlar tizimini ishlab chiqish uchun oliy ta'limning ta'lim xizmatlari bozoridagi o'rnini shakllantiruvchi ijtimoiy-iqtisodiy yo'nalishlarni ko'rib chiqish zarur.

Strategik menejmentdagi yondashuvlarga ko'ra, muvozanatli ko'rsatkichlar kartasini ishlab chiqishda tijorat korxonasi faoliyatining ustuvor yo'nalishlari moliya, mijozlar, jarayonlar va rivojlanish (salohiyat, o'qitish) hisoblanadi. Albatta, bu sohalar OTM uchun ham strategik ahamiyatga ega bo'lishi mumkin, chunki u tadbirkorlik faoliyatini amalga oshiradi, aholiga pullik asosda ta'lim xizmatlarini ko'rsatadi. Bu holda, moliya, bir tomondan, byudjetdan tashqari talabalardan, grantlar va kontrakt ishlarini amalga oshirishdan olinadigan daromad, ikkinchi tomondan, xarajatlarni optimallashtirishdir.

OTM uchun mijozlarni aniqlashda ko'plab mutaxassislar turli fikrlarga keladi. Ba'zilar mijozlar to'g'ridan-to'g'ri o'quv jarayonida ishtirok etuvchi talabalar deb hisoblasa, boshqalari ish beruvchilarni bitiruvchi olgan bilim va ko'nikmalardan foydalanuvchi deb hisoblaydi. Biroq, bilvosita mijozlarning yana bir toifasi mavjud - ota-onalar. Ular ko'pincha abituriyentlarning tanloviga ta'sir qiladilar va ularning qoniqishi hamda farzandining ta'limiga sarmoya miqdori ta'lim jarayonining sifati va natijalariga bog'liq.[3]

Asosiy mijozlar	Boshqa manfaatdor tomonlar
<ul style="list-style-type: none">▪ Abituriyentlar va ularning oila a'zolari▪ Talabalar▪ Bitiruvchilar	<ul style="list-style-type: none">▪ O'qituvchilar▪ Bo'lim xodimlari (shu jumladan IT, HR, kutubxonalar)▪ Nazorat qiluvchi va boshqa davlat organlari▪ Kelajakdagi ish beruvchilar▪ Hamjamiyat a'zolari, hamkorlar va boshqalar

OTM tarkibiy jihatdan murakkab tashkilot sifatida ko'plab jarayonlardan iborat. Masalan, eng yaqqol ko'rinib turgani o'quv jarayonidir. Shuningdek, ilmiy ishlanmalarni yaratish, turli tadqiqot va ilmiy-amaliy tadbirlarda ishtirok etish jarayonlarini alohida ajratib ko'rsatishimiz mumkin. Bundan tashqari, muassasa ichidagi jarayonlarning ulkan tarmog'i mavjud, masalan, buxgalteriya, biznes, tashkiliy va boshqalar. Bu soha tizimlashtirish va birlashtirish uchun eng muammoli hisoblanadi.

Oliy ta'lim muassasalarida rivojlanish hamda o'qitish sohalarida jamlanganligi sababli alohida toifa sifatida ajratish maqsadga muvofiq emas. Universitet o'z-o'zini o'qitadigan tashkilotlar qatorida, shuning uchun bilim almashish dominant jarayondir.

Inson kapitalini to'plash va qo'llash oliy ta'limni muvaffaqiyatli rivojlantirishning kalitidir, tijorat kompaniyalarida esa xodimlarni o'qitish uchun alohida tizimlar yaratiladi, ular odatda mahalliy xarakterga ega va oddiy miqdoriy baholarga javob beradi.

Shunday qilib, ikkita soha – jarayonlar va salohiyat - universitetning strategik yo'nalishlarini belgilash uchun boshqa yo'nalishni belgilaydi. "Moliya", "mijozlar", "jarayonlar" va "rivojlanish" sohalarini rivojlantiradigan 4 ta eng muhim tarkibiy elementlarni ajratib ko'rsatish maqbul ko'rinadi. [4]

- 1) bo'limlar, shu jumladan markazlar va laboratoriyalar;
- 2) fakultetlar (bir nechta kafedralarning sintezi);
- 3) institutlar (turdosh fakultetlar birlashmasi);
- 4) universitet (institutlarning integratsiyasi).

Har bir tanlangan soha yoki istiqbolni ma'lum bir guruh ko'rsatkichlari bilan baholash mumkin, ular birgalikda universitetning asosiy faoliyati, xususan, ilmiy va ta'lim samaradorligini aniqlaydi.

Koeffitsientlarni ishlab chiqishga o'tishdan oldin maqsadlarni belgilash kerak. Mutaxassislarining fikriga ko'ra, har bir istiqbol uchun 4-5 tadan ko'p bo'lmagan maqsadlarni aniqlash va eng aniq formulalardan foydalanish kerak.

“Kafedra” istiqboli uchun quyidagi strategik maqsadlarni aniqlaymiz:

1. Hamkor korxonalar sonini ko'paytirish.
2. Amaliyotga yo'naltirilgan ta'limning intensivligini oshiring.
3. O'quv-uslubiy ishlar sifatini oshirish.
4. O'qituvchilar uchun malaka darajasini oshirish.
5. Ilmiy faoliyat samaradorligini oshirish.

Fakultet istiqboli uchun:

1. Talabalarining ta'lim jarayonidan qoniqishini oshirish.
2. Bitiruvchilarning bandlik darajasini oshirish.
3. Mashg'ulotlar sifatini oshirish.
4. Ta'limning uzluksiz traektoriyasini ta'minlash.

Institut istiqboli uchun:

1. Ishga qabul qilish kompaniyalarining samaradorligini oshirish.
2. Ta'limning innovatsion shakllarini joriy etish darajasini oshirish.
3. Ilmiy salohiyatni oshirish.
4. Talabalar va o'qituvchilarning akademik almashinuvlarda ishtirok etish imkoniyatlarini kengaytirish.

“Universitet” istiqboli uchun:

1. Ta'lim faoliyatidan olinadigan daromadni oshirish.
2. Ilmiy faoliyatdan olinadigan daromadni oshirish.
3. Bir talaba uchun xarajatlarni optimallashtirish.
4. Universitetning ta'lim muassasalari bozoridagi ulushini oshirish.

Universitetning ishlab chiqilgan strategik maqsadlari bir-biriga bog'liq va kuchli sabab-oqibat aloqalariga ega. Boshqa maqsadlarga bevosita bevosita ta'sir ko'rsatish uchun aloqalar bir tomonlama bo'lishi kerak.

Shakllangan maqsadlarni 4x4 matritsada taqsimlash mumkin (1-jadval).

1-jadval

Universitet maqsadlari matritsasi [5]

	Jarayonlar	Rivojlanish (potentsial)	Mijozlar	Moliya
Universitet	-	Universitetning ta'lim xizmatlari bozoridagi ulushini oshirish		1. Universitetning o'quv va ilmiy faoliyatidan tushadigan daromadlarni oshirish 2. Bir talaba uchun xarajatlarni optimallashtirish
Institut	1. Akademik almashinuvlar intensivligini oshirish 2. Ta'limning innovatsion shakllarini joriy etish	Ilmiy salohiyatni oshirish	Ishga qabul qilish kampaniyalarining samaradorligini oshirish	
Fakultet	Mashg'ulotlar sifatini oshirish	Ta'limning uzluksiz traektoriyasini ta'minlash	1. Talabalarning ta'lim jarayonidan qoniqishini oshirish 2. Bitiruvchilarning bandlik darajasini oshirish	-
Kafedra	1. Amaliyotga yo'naltirilgan mashg'ulotlarning intensivligini oshirish 2. O'quv-uslubiy ishlar sifatini oshirish	O'qituvchilarning malakasini oshirish	Hamkor kompaniyalar sonini ko'paytirish	Ilmiy faoliyat samaradorligini oshirish*

Izoh: agar ushbu maqsad pul ko'rinishida baholansa, aks holda maqsad "rivojlanish" istiqboliga kiritiladi.

“Jarayon” ta’lim faoliyatini, “rivojlanish” esa ilmiy va pedagogik salohiyatni oshirish taqsimlash tamoyiliga asoslanadi. Jadvaldan ko‘rinib turibdiki, kafedra va institutning maqsadlari asosan o‘quv jarayoniga qaratilgan. Kafedraning ilmiy faoliyati samaradorligi va institutning ilmiy salohiyatini oshirish ikki tomonlama xarakterga ega, chunki ular moliya va rivojlanishga, ya’ni o‘qituvchilar va talabalarning ilmiy izlanishlarini rivojlantirishga tegishli bo‘lishi mumkin.

Fakultet o‘z ishinin tabiati bo‘yicha asosan mijozlarga va o‘qitishning yakuniy natijalariga qaratilgan.

“Universitet” istiqboli quyi bo‘g‘inlarning o‘quv va ilmiy faoliyatini qayta moliyalash imkoniyatiga ega bo‘lish uchun moliyaviy maqsadlarga erishishi kerak.

“Kafedra” sohasining maqsadlarini baholash ko‘rsatkichlari 2-jadvalda keltirilgan.

2-jadval

“Kafedra” istiqbollarning asosiy ko‘rsatkichlari

1-darajali ko‘rsatkich	2-darajali ko‘rsatkich	Hisoblash uchun dastlabki ma’lumotlar
Biznes va ta’lim integratsiyasi darajasi	Korxonalar bilan tuzilgan uzoq muddatli shartnomalar soni	Muddati kamida 1 yil bo‘lgan amaldagi shartnomalarning mutlaq qiymati. Standartni o‘rnatish tavsiya etiladi: 1 ta kontrakt uchun - 5 talabagacha. Kafedrada, agar guruh hajmi 25 kishi bo‘lsa, 5 ta shartnoma bo‘lishi kerak
	Tanlovlarning muntazamlik koeffitsienti	Tanlovlar, tanlov ishtirokchilarining mutlaq birliklari va o‘tkazilish davriyligi. Hisoblash uchun oldindan belgilangan pozitsiyalardan og‘ishlarni qabul qilish mumkin
	Ishlab chiqarish amaliyotining sifat koeffitsienti	Himoya yoki konferentsiyada olingan ballar. Hisobotlar baholanadigan mezonlarni ishlab chiqish kerak

Hisoblash tartibining murakkabligi va davriyligi (yiliga bir marta) hisobga olgan holda, asosiy ko‘rsatkichlar tizimini ishlab chiqishning bosh maqsadi – bir vaqtning o‘zida professor - o‘qituvchilar salohiyatini rivojlantirish va mehnat bozorini maqbul to‘ldirish uchun amaliyotga yo‘naltirilgan ta’limni amalga oshirish vositasi bo‘lgan oliy maktab faoliyatining sifat tomonlarini ob‘yektiv miqdoriy baholash mexanizmini yaratishdir.

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XURSHID DO'STMUHAMMADNING "KUZA..." QISSASIDA YOZUVCHI USLUBIGA XOS XUSUSIYATLAR

Xajikurbanova Nilufar

Urganch davlat universiteti magistranti

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Annotatsiya. Xurshid Do'stmuhammadning "Kuza..." qissasi orqali yozuvchi asarlaridagi noan'anaviyliklar, zamonaviy modern adabiyotining ta'siri ko'rsatib o'tilgan.

Kalit so'zlar: Modernizm, kuzatuv, modern adabiyot, "Kuza..." qissasi, noan'anaviylik, inson ruhiyati, kuzatuvchi, kuzatiluvchi.

CHARACTERISTICS OF KHURSHID DOSTMUHAMMAD'S WRITING STYLE IN THE SHORT STORY "KUZA..."

Abstract. Khurshid Dostmuhammad's short story "Kuza..." shows the unconventionality of the writer's works and the influence of contemporary modern literature.

Key words: Modernism, observation, modern literature, "Kuza..." story, unconventionality, human psyche, observer, observed.

ХАРАКТЕРИСТИКА СТИЛЯ ПИСЬМА ХУРШИДА ДОСТМУХАММЕДА В РАССКАЗЕ «КУЗА...»

Аннотация. Через рассказ Хуршида Достмухаммеда «Куза...» показаны нестандартность в творчестве писателя и влияние современной современной литературы.

Ключевые слова: Модернизм, наблюдение, современная литература, повесть «Куза...», нестандартность, человеческая психика, наблюдатель, наблюдаемый.

Istiqloq davri adabiyotida insonning ichki olamini badiiy talqin qilish, turli xil ramzlar, majoziy talqinlar yetakchilik qiladi. Asarda qahramonlarning ruhiyati asosiy e'tibor markazida turadi. Hozirgi o'zbek adabiyoti bugungi kunda jahon adabiyotida bo'layotgan shiddatli o'zgarishlar bilan bog'liq holda taraqqiyot etmoqda. Shu jumladan, modernizm, postmodernizm, realizm kabi yo'nalishlar badiiy adabiyotda o'z aksini topmoqda. "Keyingi yillar she'riyati va nasrda ham modernizm adabiy oqimining o'ziga xos tarzda ta'sirini kuzatamiz. An'analar bilan bir qatorda, noan'anaviy asarlarning shakllanishida va yaratilishida bu adabiy oqimning sezilarli ta'siri mavjud"⁸⁰ XX asrdan buyon jahon san'ati va adabiyotida qo'llanib kelinayotgan modernizm bugungi kunda o'zbek adabiyotining dolzarb mavzularidan biri bo'lib kelmoqda. Hozirgi adabiy jarayonda modernistik yo'nalishda yozilgan asarlarni tushunish kitobxondan sinchkovlik va o'tkir zehn talab qiladi. H.Boltaboyev zamonaviy modern adabiyoti haqida quyidagicha fikr bildirgan: "Hozirgi adabiy davralarda urf bo'lgan "modern" so'zining adabiy mohiyati haqida so'z yuritganda bizning she'riyatga G'arbdan yuqqan "epidemiya" debgina qarash nafaqat mantiqiy xatoga yo'l qo'yish, balki o'zbek she'rining bugungi mushohada tabiati va yangi shakllar ilinjidagi izlanishlarini imkon etish hamdir".⁸¹ Adabiyotimizda nasrda Xurshid Do'stmuhammad, Nazar Eshonqul, Erkin A'zam, Isajon Sulton; nazmda esa Bahrom Ro'zimhammad, Aziz Said, Shermurod Subhon kabi adiblar

⁸⁰A.Nosirov.Istiqloq davri adabiy jarayoni va tanqidchilik. Samarqand.2014.19-bet

⁸¹Boltaboyev H. Istiqloq imkoniyatlari: yangilangan an'analar va postmodernizm. G'afur G'ulom nomidagi nashriyot-matbaa ijodiy uyi.2006. 238-bet.

modern yoʻnalishida ijod qilganlar. Yangi davr adabiyotidagi asarlarda asosiy eʼtibor qahramonlarning ruhiyati, ichki kechinmalari, shaxsiyatiga qaratiladi. “Modern yoʻnalishidagi asar abstrakt rasmlarga oʻxshab, qanday tushunsang shunday angla deb, duch kelgan voqeani hikoya qilish emas, balki ular maʼlum bir konsepsiyaga ega boʻlib, maʼlum maqsad sari yoʻnaltiriladi. Bu narsa qahramon orqali amalga oshiriladi. Modern yoʻnalishidagi asar qahramonlari esa, oʻz oʻy-xayollari ong oqimi misol miyada yoʻnalgan fikrlarda oʻzi yashayotgan hayotni teran badiiy talqin va tahlil qilib, olam muammosini anglashimizga yordam beradi”.⁸² Oʻzbek nasrchiligining yetuk vakillaridan biri Xurshid Doʻstmuhammad oʻzbek adabiyotidagi modern yozuvchilardan biridir. Xurshid Doʻstmuhammad asarlaridagi badiiyat Gʻarb va Sharq anʼanalarini oʻzida mujassamlashtirgan. Uning koʻpchilik asarlarida noanʼanaviy, yangicha uslublar koʻzga tashlanadi. Barcha janrdagi asarlari kabi qissa janridagi asarida ham bu holatni koʻrishimiz mumkin. Hozirgi kunda qissa janri har vaqtdagidan ham ildam rivojlanmoqda.

Unda zamonaviylik chuqurlashib, rang-baranglik ortmoqda.

Xurshid Doʻstmuhammadning “Kuza...” qissasini olaylik. “Kuza...” qissasi oʻzbek adabiyotidagi oʻziga xos betakror tasvir usuliga ega asarlardan biridir. Qissada yozuvchining oʻziga xos badiiy uslubi asar sujetiga singdirilgan. Voqelikka va inson dunyosiga, uning ruhiy olamiga oʻziga xos uslubda yondashilgan. Qahramonlar qalbida roʻy berayotgan jarayonlar muallif diqqat markazida turadi. Asar shakl jihatdan mukammal boʻlsa-da, uning mazmuni shunchalar chuqur berkitilganki, bir oʻqiganda mazmuni anglab olish qiyin boʻlib qoladi. Asarning boshlanish qismida Umid va uning doʻstlari, ustozining kasalligi haqida gapirilyotgandan paytda birdaniga Umidning oʻy-xayollari ichidagi voqealar davom etib ketadi. Xayolotidagi kotiba qiz, opasining arazlashlari haqidagi voqealar oʻzgacha sujet uyushtirib, gʻalizlik tugʻdirgandek boʻladi. Ammo buni sinchiklab oʻqigan kitobxon ayni shu oʻy-xayollar asarning badiiyatidagi oʻziga xoslik ekanini anglaydi. Bir oʻqiganda asar mantiqsizdek tuyuladi, hech qanday mazmun, fikr anglashilmagandek boʻladi. Bundan chiqadiki, qissada noanʼanaviylik koʻp. Shu bilan bir qatorda asarda insonparvarlik fazilatlarini ham aks etgan. Umid ustozini bilan muomalasida kattalarni ulugʻlaydigan, milliy qadriyatlarni hurmat qiladigan inson ekanligini anglab olamiz.

Asarda hamma voqeani bitta narsa, yaʼni kuzatish, kuzatuv bogʻlagan. Ustozning nazar-eʼtibordan qolish haqidagi gaplari, Umidning opasiga yomon odamlarning nazari tekkanligi haqidagi gap-soʻzlar, kotiba qizning Umidga boʻlgan eʼtibori, kuzatuvlari va doʻsti Azizning ham fikrlari shunga oʻxshashligi asardagi mohiyat umumiylikni koʻrsatadi.

- Ota-ona – kuzatuvchi, oʻgʻil-qiz – kuzatiluvchi!
- Koʻchaga chiqdi deguncha qoʻni-qoʻshni, mahalla-koʻy – kuzatuvchi, odamlar -kuzatiluvchi!
- Qarindosh-urugʻ, yoru-birodar – kuzatuvchi!
- Bozorda pattachi, nalogchi – nazoratchi, bizga oʻxshash bozorchilar – kuzatiluvchi!
- Ishxonada rahbar – kuzatuvchi, xodimlar- kuzatiluvchi!

Larisa Latipovnalari – kuzatuvchi, boshqa hamma – kuzatiluvchi!⁸³ Yaʼni asarning “Kuza” deb nomlanishi ham mana shundandir. Asarning shunday nomlanishi bilan bogʻliq yana quyidagicha fikrlar ham bor. “Qissa “Kuza...” deb nomlangan. Dastlab tushunarsizdek, biroz mavhumdek

⁸²H.Karimov. Yangi yoʻnalishdagi romanlar xususiyati. “Sharq yulduzi”. 2009.

⁸³X.Doʻstmuhammad. Kuza.... “Sharq yulduzi”. 2010. 26-bet.

ko'ringan qissa nomi asar matnini o'qiganingiz sari o'z sirlarini ocha boshlaydi. Kitobxon endi "Kuza" so'zini insonni kuzatish va kuzatilish ma'nosida ang'ay boshlaydi. Asar oxirlagan sari bu tushunchalar o'z isbotini topgandek bo'ladi. Lekin muallif nega "Kuza" so'zidan so'ng uch nuqta belgisini ishlatgan. Bu uch nuqta qo'shimcha biror-bir so'zmikin? Agar uch nuqta qo'shimcha bo'lsa, asar matnidani kelib chiqib, bu qo'shimchalar fe'lining orttirma nisbatdagi –t, majhul nisbatdagi –il hamda birgalik nisbatdagi –ish qo'shimchalari bo'lishi mumkin. Agar uch nuqta so'z bo'lganda-chi? Bu so'zning ma'nosini to'liq tushunib yetish uchun maxsus lug'atga qarash zarur. Demak, unda kuza (moq) so'zining uchta ma'nosi berilgan. Ikkita ma'nosi o'zaro ko'p ma'noli so'z, uchinchi ma'nosi esa har ikkala so'zga omonim tarzida izohlangan.

1. Tekis qilib kesmoq, qirqib tekislar. (Yo'lni, soqolni, mo'ylovni).

2. Daraxt va butalarni manzarali tus berish uchun ortiqcha shox-shabbalarini kesib tekislar. 3. Ketmoq, jo'namoq. (Biror marosim, mehmondorchilikdan so'ng)"⁸⁴

Yozuvchining boshqa asarlari kabi ushbu qissasida ham noan'anaviy ruhdagi voqealar mavjuddir. Ustoz bilan uchrashganlarini eslaydi-yu, voqea undan to'g'ridan to'g'ri Farhod bilan suhbatga ko'chadi. Keyin yana shu voqea davom etadi. Davom etayotgan bir voqea ichiga boshqa bir voqeaning kiritilishi yangicha uslub hosil qilgan.

Vaqt allamahol bo'lib qolganiga qaramay Umid Aziznikiga yetib borganida hovli charog'on va gavjum edi. Chamasi Aziz ham ancha hayallab endigina kirib kelgan chog'i, uni kutaverib toqati toq bo'lgan qarindosh-urug', yor-birodarlar uni o'rtaga olishgan, biri olib-biri qo'yib chekka-chekkadan savol yog'dirishar. Aziz shunchalik toliqqan ediki, ularning hech biriga yolchitib javob berolmayotgandi.

Umid esa... Opasidagi o'zgarishni ko'rgan ko'zlariga, gapini eshitgan quloqlariga ishonmayotgandi.⁸⁵ Yuqorida keltirilgan parchada bo'layotgan bir jarayon orasiga ma'lumot sifatida boshqa voqea kiritilib o'tilgan. Bu shakl jihatdan o'zgachalik, noan'anaviylik kasb etgan. Shunday bo'lsa ham mazmuni shu yerda bo'layotgan jarayonlarga aloqador emasligini anglab olsa bo'ladi.

"Kuza..." qissasi sujeti noan'anaviy talqindan iborat. Bunday voqealar bayonida hayot hodisalari jiddiy tahlil etilmaydi, asosiy e'tibor inson ruhiyatiga qaratilgan bo'ladi. Asardagi voqealar mazmuni qahramonlar ruhiyatiga singdirib yuborilgandek tuyuladi. Qissadagi qahramonlar xarakterikasida ularning hayotdagi ko'rinishi aks etadi. Ularning qanchalik tajribali ekanligi bir-biri bilan bo'lgan muloqotda yuzaga chiqadi. Noan'anaviy uslublarni o'zida jamlagan ushbu qissa haqida filologiya fanlari nomzodi Abdulla Ulug'ov quyidagicha fikr bildirgan: "Kuza..." ni o'qigan har bir odam fe'l-atvorimizga singib ketgan, tushovday bizni ushlab turgan, xalqimizning hayot tarziga xos muammolar to'g'risida o'ylanib qoladi. Chunki asarning "Hamma hammani kuzatuv ostida tutishi bir hisobda yaxshi va tabiiy bo'lsa, ikkinchi hisobda o'zini muttasil o'zgalarning nazari ostida his qilish odamning erkini, ixtiyorini bo'g'adi..."⁸⁶

Xurshid Do'stmuhammadning ko'pgina asarlarida noan'anaviylik ufu'rib turadi. Shu jumladan ham, "Kuza..." qissasida ham bunga guvoh bo'ldik. Yozuvchi qissalarida ko'pincha ijtimoiy hayotdagi jarayonlar ta'sirida inson ruhiyatidagi evrilishlar bayon qilinadi. Uning

⁸⁴"Til va adabiyot ta'limi" jurnali

⁸⁵X.Do'stmuhammad. Kuza... "Sharq yulduzi". 2010. 32-bet.

⁸⁶A.Ulug'ov. Qissalarda qalb egasi. Maqola. "Sharq yulduzi". 2011.

barcha asarlarini o`qigan kitobxon buni bir qarashda ilg`ab olmasa-da, o`ziga qandaydir ma`naviy va hayotiy ozuqa ola oladi.

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ALEKSANDR MAKEDONSKIYNING HARBIY YURISHLARI

Ko'palova Go'zal Rashid qizi

Urganch davlat universiteti

Ijtimoiy iqtisodiy yo'nalish

Tarix (mintaqalar va yo'nalishlar bo'yicha)

1-bosqich talabasi

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Annotatsiya. Ushbu maqolada o'z davrininng yuksak harbiy salohiyatiga ega bo'lgan sarkarda Aleksandr Makedonskiyning harbiy yurishlari bosib olingan hududlari haqida so'z boradi. Qolaversa, Aleksandr harbiy yurishlari miloddan avvalgi 336 yildan 323 yilgacha bo'lgan bir qator istilolar va janglar bo'lib, ular qadimgi dunyoga katta ta'sir ko'rsatganligi izohlab o'tilgan.

Kalit so'zlar: Aleksandr Makedonskiy, Filip II, otliqlar, jangovar fillar, Ellinizm, Gellespont, satraplar, Gordian tuguni.

MILITARY CAMPAIGNS OF ALEXANDER OF MACEDON

Abstract. This article talks about the territories occupied by the military campaigns of Alexander the Great, who had a high military potential of his time. In addition, Alexander's military campaigns, a series of conquests and battles from 336 to 323 BC, have been described as having a major impact on the ancient world.

Key words: Alexander the Great, Philip II, cavalry, war elephants, Hellenism, Hellespont, satraps, Gordian knot.

ВОЕННЫЕ ПОХОДЫ АЛЕКСАНДРА МАКЕДОНСКОГО

Аннотация. В данной статье говорится о территориях, оккупированных военными походами Александра Македонского, обладавшего высоким военным потенциалом своего времени. Кроме того, военные кампании Александра, серия завоеваний и сражений с 336 по 323 годы до нашей эры, были описаны как оказавшие большое влияние на древний мир.

Ключевые слова: Александр Македонский, Филипп II, конница, боевые слоны, эллинизм, Геллеспонт, сатрапы, гордиев узел.

Aleksandr miloddan avvalgi 356 yilda tug'ilgan. O'sha paytda Makedoniya poytaxti - Pella bo'lgan. U Makedoniya qiroli Filipp II va Epirus malikasi Olimpianing o'g'li edi. Filipp o'n uch yoshli Aleksandrni Mejaga yubordi, u yerda miloddan avvalgi 342-340 yillarda yunon faylasufi Aristoteldan ta'lim oldi. U ritorika, adabiyot, geografiya va harbiy fanlar bo'yicha bilimlarga ega bo'ldi. Bu uning ilm-fan, tibbiyot va falsafaga muhabbatini kuchaytirdi. Tez orada u 18 yoshida Xeroneya jangida g'alaba qozonishga otasiga yordam berib, harbiy jasorat ko'rsatdi. U 336 yilda o'ldirilgan otasining o'rnini egalladi va zudlik bilan Fesaliya va Frakiyani egalladi, u Fivani shafqatsizlarcha vayron qildi. 334 yilda u Forsga o'tib, Granikus daryosida fors qo'shinini mag'lub etdi. Aytishlaricha, u Frigiya Gordian tugunini kesib tashlagan (333), bu esai, afsonaga ko'ra, u butun Osiyoni boshqarishi kerak edi. 333 yilda Issus jangida u boshqa qo'shinni ya'ni podshoh bo'lmaganni mag'lub etdi. Buning natijasida Fors shohi Doro III boshchiligidagi qo'shin qochishga muvaffaq bo'ldi⁸⁷.

⁸⁷ Rajabov. R. Qadimgi dunyo tarixi.-T.: "Fan va texnologiya", 2009. 78-b.

Keyin u Suriya va Finikiyani egallab, Fors flotini uning portlaridan yo'q qilib tashladi. 332 yilda u Tirni yetti oylik qamal natijasida egallaadi, buni esa o'zining eng katta harbiy yutug'i deb hisobladi va keyin Misrni egalladi. U yerda u fir'avnlarning qo'sh tojini qo'lga kiritdi, Iskandariyaga asos soldi va ilohiylikka bo'lgan da'vosining asosi bo'lgan Omon xudosining ibodatxonasini ziyorat qildi. Sharqiy O'rta yer dengizi qirg'oqlarini nazorat qilib, 331 yilda u Gaugameladagi hal qiluvchi jangda Doroni mag'lub etdi, ammo Doro yana qochishga muvaffaq bo'ldi. Keyin u Bobil viloyatini egalladi. U 330 yilda Forsning Persepolis shahridagi Kserksning saroyini yoqib yubordi. U sharqqa qarab yurishni davom etdi, o'z odamlari o'rtasidagi fitnalarni yo'q qildi va Oks va Yaksart daryolari bo'ylab nazoratni o'z qo'lga oldi va hududni ushlab turish uchun bu yerda shahar qurdirdi, shaharni Iskandariya deb nom berdi. Aleksandr Makedonskiy hozirgi Tojikistonni zabt etib, u Baqtriya malikasi Roksanaga uylandi va fors absolyutizmini qabul qildi⁸⁸.

M.a. 327 yilda Makedoniya armiyasi Hindistonga yo'l oldi. Mashaqqatli safar va O'rta Osiyo qabilalarining ko'rsatgan qattiq qarshiliklari armiyaning ahvolini og'irlashtirib yuborgan edi. Unda Spitamen boshchiligida O'rta Osiyoliklar Palitomet daryosi buyida Aleksandr qo'shinini kichik bir bo'limini pistrmaga tushurib yakson qilgan edi. Natijada armiyaning ichida oppozitsiya guruhi shakllanib, u Iskandarning bosqinchilik rejalariga qarshilik ko'rsata boshladi. Bu armiyaga yomon ta'sir ko'rsatdi va intizomga putur etkazdi. Shunga qaramay Hindistonga qilingan yurishning birinchi davri Makedoniya armiyasiga oz bo'lsada muvaffaqiyat keltirdi. Birinchi navbatda bu hol Hindiston podsholari Taksil va Porning o'zaro dushmanliklari bilan bog'liq bo'ldi. Makedoniya armiyasi Qobuldan hind daryosiga ikkita kolonnada harakatlandi. Baqtriyadan chiqqandan keyin 16 sutka o'tgach Makedoniya armiyasi hind daryosining o'ng qirg'og'ida jamlandi. Iskandarga ittifoqchi bo'lib olgan Taksilning ko'magida Makedoniya armiyasi hind daryosidan o'tdi, uning safiga 5 ming Hindistonlik jangchi qo'shildi. Hindiston podshosi Por qarshilik ko'rsatishga hozirlik ko'ra boshladi. U Gidasp daryosi bo'yiga qudratli armiyani, 30 ming atrofida piyodalarni, 3-4 ming chavandozni, 300 ta jangovar arava va 200 ta fillarni to'pladi. Makedoniya armiyasi o'zining ittifoqchilari bilan birga 30 ming kishiga ega bo'lib, ulardan 6 ming og'ir piyodalarni va 5 ming otliqlarni tashkil etdi. Jang natijasida, Hind daryosi bo'ylab kemalarda to'qqiz oy suzib, uning quyilish joyiga kelgan va safi ozayib ketgan Iskandar armiyasi ikki qismga bo'lindi: birinchisi dengizdan Dajlaning quyilish joyi tomon suzib ketdi, ikkinchisini esa Iskandarning o'zi Gedroziya (Janubiy Pokistonning hududi) cho'li orqali boshlab ketdi, bu yerlarda armiyaning bir qismi qirilib ketdi. M.a. 325 yilda, Makedoniya armiyasining qolganqutganlari, bosib olingan hududlarning poytaxti hisoblangan Vavilonga qaytib keldi⁸⁹.

Xulosa qilib aytganda, Aleksandr tarixdagi eng taniqli harbiy rahbarlardan biri edi. U o'n bir yillik hukmronligi davrida Kichik Osiyo, Misr, Fors va boshqa mamlakatlarni zabt etib, qudratli imperiya yaratdi. U Hindistonga yetib bordi, ammo u yerdan qaytishga majbur bo'ldi. Chunki, uning armiyasi katta muammolarga duch keldi. Buyuk Aleksandr hukmronligi davrida Yunoniston va Sharq madaniy merosining birlashishi keyingi 300 yil davomida dunyoqarashni shakllantirgan "ellinizm davri" ni shakllantirdi. Aleksandr Makedonskiy Bobilda 33 yoshida vafot etdi. Aleksandr III Makedoniya imperatori edi va o'n bir yil ichida ulkan hududni bosib oldi. Bu

⁸⁸ Крушкол. Ю. С. Кадимги дунё тарихи. –Т.: “Укитувчи”, 1975. 24-б.

⁸⁹ S.Mamajonov. Harbiy tarix, darslik. Toshkent 2021. 56-b.

bugungi me'yorlar bo'yicha taxminan quyidagi zamonaviy mamlakatlarga to'g'ri keladi: Gretsiya, Turkiya, Suriya, Livan, Isroil, Iordaniya, Misr, Iroq, Eron, Afg'oniston va Pokiston. U tarixdagi eng taniqli sarkardalar va davlat arboblardan biri edi. Vafotidan keyin unga "Buyuk" taxallusi berilgan. Buyuk Aleksandr strategik mahorat va mutlaq kuch uchun o'zgarmas iroda bilan ajralib turadigan buyuk tarixiy shaxs edi. Mahoratli qo'mondon o'z hayotini fathga bag'ishladi, askarlariga jasorat va g'ayrat namunasini taqdim etdi. U izdoshlari va muxoliflariga nisbatan shafqatsiz bo'lganidek, atrofidagi sodir insonlar uchun saxovatli bo'lishi mumkin edi.

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4. <https://ru.m.wikipedia.org>
5. Alexandermosaik.de

TILLAR TASNIFI. GENEOLGIK VA TIPOLOGIK TASNIF.

Maxmatqulova Oyshirin Aliqul qizi

Nizomiy nomidagi Toshkent davlat pedagogika universiteti
Ona tili va adabiyot fakulteti ona tili va adabiyot yoʻnalishi
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Annotatsiya. Ushbu maqola tillarni oʻrganishda genealogik va tipologik tasnifning dinamik oʻzaro taʼsirini oʻrganadi. Tarixiy tilshunoslikka asoslangan genealogik tasnif tillar orasidagi evolyutsion munosabatlarni ochishga, nasl-nasablarni umumiy ajdodlarga borib taqalishiga intiladi. Bundan farqli oʻlaroq, tipologik tasnif irsiy mansubligidan qatʼi nazar, umumiy til xususiyatlariga qaratilgan boʻlib, tillarda mustaqil ravishda paydo boʻladigan universal naqshlar haqida tushuncha beradi. Ushbu ikki nuqtai nazarning sintezi til xilma-xilligining koʻp qirrali tabiatini tushunish uchun keng qamrovli asosni taqdim etadi. Genealogik tushunchalar tarixiy aloqalar, migratsiya va madaniy almashinuvlarni ochib beradi, tipologik tahlil esa global miqyosda tillarni shakllantiradigan takrorlanuvchi tarkibiy elementlarni aniqlaydi. Birgalikda ular tillarning vaqt oʻtishi bilan qanday rivojlanishi va xilma-xilligi haqida nozik tushunchaga hissa qoʻshadilar.

Kalit soʻzlar. Lingvistik tipologiya, tilshunoslik sohasi, genetik tasnif, til oilalari, guruhlanish, umumiy xususiyatlari.

CLASSIFICATION OF LANGUAGES. GENEALOGICAL AND TYPOLOGICAL CLASSIFICATION.

Abstract. This article explores the dynamic interplay between genealogical and typological classification in language learning. Genealogical classification, based on historical linguistics, seeks to reveal evolutionary relationships between languages, tracing genealogies back to common ancestors. In contrast, typological classification focuses on common language features, regardless of heredity, and provides insight into universal patterns that emerge independently across languages. The synthesis of these two perspectives provides a comprehensive framework for understanding the multifaceted nature of language diversity. Genealogical concepts reveal historical connections, migrations, and cultural exchanges, while typological analysis identifies recurring structural elements that shape languages on a global scale. Together, they contribute to a nuanced understanding of how languages evolve and diversify over time.

Key words. Linguistic typology, field of linguistics, genetic classification, language families, grouping, general features.

КЛАССИФИКАЦИЯ ЯЗЫКОВ. ГЕНЕОЛОГИЧЕСКАЯ И ТИПОЛОГИЧЕСКАЯ КЛАССИФИКАЦИЯ.

Аннотация. В этой статье исследуется динамическое взаимодействие между генеалогической и типологической классификацией в изучении языка. Генеалогическая классификация, основанная на исторической лингвистике, стремится выявить эволюционные связи между языками, прослеживая генеалогии до общих предков. Напротив, типологическая классификация фокусируется на общих языковых особенностях, независимо от наследственности, и дает представление об универсальных закономерностях, которые возникают независимо в разных языках. Синтез этих двух точек зрения обеспечивает всеобъемлющую основу для понимания многогранной природы

языкового разнообразия. Генеалогические концепции раскрывают исторические связи, миграции и культурные обмены, а типологический анализ выявляет повторяющиеся структурные элементы, которые формируют языки в глобальном масштабе. Вместе они способствуют более тонкому пониманию того, как языки развиваются и диверсифицируются с течением времени.

Ключевые слова. *Лингвистическая типология, область языкознания, генетическая классификация, языковые семьи, группировка, общие признаки.*

Tillar tasnifi muammosi ularni qiyosiy o'rganish vaqtida paydo bo'ladi va ba'zan qiyosiy o'rganishning pirovard maqsadi deb tasavvur etiladi. Tillar tasnifining 2 asosiy turi mavjud: tillarning genealogik tasnifi va tillarning morfologik (tipologik) tasnifi.

Genealogik tipologiya yoki genetik tasnif tillarning o'xshashligini ularning umumiy ajdodlari asosida belgilaydi. Tipologik tasnif esa, tillarning o'xshashligidan qat'iy nazar, umumiy belgilar bilan o'xshashligini belgilaydi. Aniqroq qilib aytsak, birbiri bilan genetik aloqaga ega bo'lgan tillar deb nomlanuvchi bir xil lingvistik guruhlariga tegishli tillar oilasi tushuniladi. Ushbu aloqalar lingvistik tahlilning qiyosiy usulidan foydalanish orqali o'rnaniladi, bu asosan sinov mezonlari sifatida umumiy fonologik yangiliklarga tayanadi.

Yilda tilshunoslik, genetik munosabatlar bir xil tillar oilasiga mansub tillar o'rtasida mavjud bo'lgan munosabatlar uchun odatiy atama (Hind-yevropa tillari (Yevropa, Janubi-G'arbdan Janubiy Osiyoga); Xitoy-Tibet tillari (Sharqiy Osiyo); Niger-Kongo tillari (Afrikaning Saxaradan keyingi qismi), Afro-osiyo tillari (Shimoliy Afrikadan Afrika shoxiga, Janubi-G'arbiy Osiyo)). Agar biri ikkinchisidan kelib chiqqan bo'lsa yoki ikkalasi ham umumiy ajdoddan kelib chiqqan bo'lsa, ikki til genetik jihatdan bog'liq deb hisoblanadi. Masalan, italyan tili lotin tilidan kelib chiqqan. Shuning uchun italyan va lotin tillari genetik jihatdan bog'liq deb aytiladi. Ispan tili ham lotin tilidan kelib chiqqan. Shuning uchun ispan va italyan tillari genetik jihatdan bog'liqdir⁹⁰.

Genealogik tasnif qiyosiy tarixiy usuldan foydalangan holda dunyo tillarining tarixiy munosabatlari asosida qurilgan. Qiyosiy tarixiy metodning vatani Germaniyadir. Aynan shu yerda tillarning genetik o'ziga xosligi aniqlangan birinchi asarlar paydo bo'ldi. Bular Frans Bopp va Jeykob Grimmning asarlari edi. Genetik o'ziga xoslik ularda tovushlar, morfemalar va hatto umumiy kelib chiqadigan butun so'zlarning mos kelishi asosida o'rnatildi. XIX asrning 2-yarmida tilning naturalistik nazariyalari, xususan, Avgust fon Shleyxerning til daraxti nazariyasi paydo bo'ldi, unga ko'ra, barcha turdosh tillar daraxt shoxlari kabi umumiy proto-tildan tarqalib ketgan. Tillarning klassik genealogik tasnifi J. Grimm tasnifidir.

Guruhlar (oilalar) ichida kichik guruhlariga bo'linish ham mavjud. Masalan, german guruhiga german tillarining sharqiy, shimoliy va g'arbiy kichik guruhlar kiradi. Kichik guruhlar ichida tillar guruhlar yoki filiiallarga qaraganda bir-biriga yaqinroqdir. Genealogik tasnif deganda, odatda, asrlar qa'riga retrospektiv yo'naltirilgan tasnif tushuniladi. Tahlilning ushbu yo'nalishi, tabiiyki, qarindosh tillarni guruhlashda ularning paydo bo'lish vaqtini va haqiqiy mavjudligini hisobga olish kerak deb taxmin qiladi.

Tillar tipologik tasnifi tilning tuzilishi va nazariy tushunchasining o'zgaruvchanligi tufayli har doim nisbiy va tarixiy jihatdan o'zgaruvchan bo'ladi. Tillarning tipologik tasnifini

⁹⁰ Аракин В.Д. Сравнительная типология английского и русского языков. М., Просвещение, 1989. С-29.

birinchi bo‘lib nemis olimlari aka-uka Shlegellar taklif etgan. Keyincha u XIX asr oxirida boshqa nemis olimi V. fon Gumboldt tomonidan tuzatilgan. U asosan uch belgiga e‘tibor bergan⁹¹:1) ma'noga aloqador usullarga, 2) gap tuzilishiga, 3) tovush shakliga⁹².

Gumboldt ana shu belgilariga ko‘ra tillarni to‘rt guruhga ajratadi: 1) izolirlashgan, 2) agglyutinatив. 3) flektiv, 4) inkorporativ tillar. Keyinchalik, bu tasnifga A.Shleyxer, F.F.Fortunatov kabi olimlar o‘zgarishlar kiritdilar. A.Shleyxer inkorporativ tillar borligini tan olmadi. F.F.Fortunatov esa, so‘zning morfologik tarkibiga asosiy e‘tiborini qaratdi. Tillarning morfologik tasnifiga ko‘ra izolirlashgan, agglyutinatив, flektiv, inkorporativ yoki polisintetik tillar farqlanadi. Ularning har biriga qisqa izoh beramiz.

O‘zakli (Izolirlashgan) tillarda ba‘zan amorf tillar deyiladi (lotincha “amorphous” – shaklsiz) so‘zlar va ularning shakli boshqa so‘zlarga va gapga bog‘liq bo‘lmay, so‘zlar o‘zgarmay qoladi. Bunday tillarga xitoy, aniqrog‘i, qadimgi xitoy, vetnam, indonez, ba'zi malaya-polineziy va G‘arbiy Afrika tillari kiradi. Izolirlashgan tillarda affikslar qo‘llanmaydi. Lekin hozirgi xitoy tilida ba'zan affikslarni qo‘llash hollari uchraydi.

Flektiv tillarda (lotincha “flexio” – o‘tish, bukilish) morfemalar fonetik sharoitga bog‘liq bo‘lmagan holda o‘zgarishlarga uchraydi. Bu tillarda so‘zning o‘zagi ichki fleksiya natijasida o‘zgaradi. Masalan, ingliz tilida sit – sat – o‘tirmoq, catch – cought – ushlamoq, man – men – erkak kishilar va h.k. Flektiv tillarda morfemalarni ajratish ancha mushkulroq bo‘lib, so‘zlarga qo‘shilgan affikslar bir yo‘la bir necha ma'nolarni ifodalashi mumkin. Flektiv tillarda qaysi vositalar grammatik ma'noni ifodalashda ko‘proq qo‘llanishiga ko‘ra analitik va sintetik turlarga bo‘linadi.

Agglyutinatив (lotincha agglutinare – ulamoq) tillarda so‘zlarning o‘zaro munosibati so‘z yasash va so‘z o‘zgartirish affikslari orqali ifodalanadi. So‘zlar ko‘p morfemali bo‘lib, so‘zni tashkil etgan morfemalar o‘rtasidagi chegara aniq bo‘ladi. Agglyutinatив tillarga turkiy, mo‘g‘ul, fin, bantu tillari kiradi. O‘zbek tili agglyutinatив tillarga yorqin misoldir. Masalan, kelmadi – so‘zida kel – o‘zak affiksi, -ma – inkor affiksi -di – o‘tgan zamon, 3-shaxsni ifodalovchi affiks mavjud. O‘zbek tilida so‘zlarga oltitagacha affikslarni qo‘shish mumkin. Attlyutinatив tillarda so‘zning o‘zagi – o‘zak morfemada kamroq o‘zgarishlar ro‘y beradi, biroq affiksal morfemalar ulangan o‘rinda turli o‘zgarishlar ko‘proq uchraydi. Masalan, tara – taroq – taramoq, sez – seskanmoq, so‘ra – so‘roq – so‘ramoq, kurak – kuragi, bog‘ – boqqa. ko‘ngil – ko‘ngli kabi.

Polisintetik (grekcha polys – ko‘p, synthesis – qo‘shish) yoki inkorporativ tillarda harakat va holatning obyektini, ba'zan subyektini ifodalash uchun fe'lning tarkibiga alohida so‘z – affikslar qo‘shiladi.

Inkorporatsiya (lotincha incorporare – qo‘shmoq) qo‘shma fe'l yasash-ning bir usuli hisoblanadi. Masalan, "Men (hozir) go‘shht yemoqdaman" gapida ni – fe'l prefiksi, 1-shaxs birlikda, k – jonsiz narsa bilan moslashuvda qo‘llanuvchi prefiks, qa – "yemoq", o‘zak, in – aniq artikl, naka – "go‘shht", o‘zak, tl – asosiy kelishik affiksi. Bu fe'lning shakli, ya'ni so‘z "Men go‘shht yeyman" degan gapga teng keladi va bu o‘ziga xos inkorporatsiya hodisasidir.

⁹¹ Шайкевич А.Я., Абдуазизов А.А., Гурджиева Е.А. Введение в языкознание. Т., 1989, с. 150.

⁹² Аракин В.Д. Типология языков и проблема методического прогнозирования. М., Высшая школа, 1989. С-56

Polisintetik tillarda alohida qo‘llanuvchi so‘zlar ham borki, ular so‘z – af-fikslardan farq qiladi. Polisintetik tillarga Sibir va Amerika tillari kiradi.

Umuman olganda, tasniflar orasidagi asosiy farq shundaki, tasniflarning birinchisi tillarning qarindoshligi tushunchasiga asoslanadi; u qiyosiy-tarixiy tilshunoslik paydo bo‘lgandan keyingina ro‘yobga chiqqan. Bunda qarindosh tillar qarindoshlik darajalariga qarab oilalarga (masalan, hind-yevropa, finugor, turkiy, somhom va boshqa tillar oilalari), bir oila doirasidagi yaqin qarindosh tillar esa guruh va guruhchalarga (masalan, hind-yevropa oilasining slavyan guruhidagi sharqiy slavyan tillari guruhchasi yoki turkiy tillar oilasining sharqiy va g‘arbiy guruhlari) birlashtiriladi. Oiladan kattaroq tasnifiy birliklar (til oilalari to‘plami, makrooilalar va boshqalar)ni aniqlash, belgilashga urinishlar ham mavjud⁹³.

Tillarning morfologik tasnifi esa tipologik va grammatik xususiyatlarga asoslanadi. U o‘zgarimas lug‘aviy birliklarga ega bo‘lgan tillar hamda o‘zaro birikib, o‘zgarishlarga uchrovchi lug‘aviy birliklari bulgan tillarni qiyoslash asosida paydo bo‘lgan. Nemis olimi A.V.Shlegel Tillar tasnifining ushbu prinsipini tillarni morfologik qurilishli tillar va grammatik qurilishsiz tillarga ajratgan holda rivojlantirdi. Tillarni amorf tillar, agglutinativ tillar, flektiv tillar va polisintetik tillarga ajratish ham shu tasnifga asoslanadi. Mazkur turlarning birortasi ham sof holda uchramaydi: dunyodagi barcha tillarning xususiyatlari biridan ikkinchisiga o‘tuvchan xarakterga ega. Nemis olimi G.Shteyntal, avstriyalik F.Misteli va amerikalik E.Sepirning XIX asrda morfologik (tipologik) tasnifni takomillashtirish yo‘lidagi urinishlari birmuncha sodda, umumiy tarzda bo‘lgan.

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⁹³ Абдуазизов А.А. Ўзбек тили фонологияси ва морфонологияси. Т., 1992.-74.

TEMIRCHILIK KASB-HUNARIGA OID LEKSEMALARINING XALQ
MAQOLLARIDA NAMOYON BO'LISHI

Bobojonova Dilnoza Oxunjonovna

Osiyo xalqaro universiteti

dilnozabobojonova22@gmail.com

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Annotatsiya. Ushbu maqolada o'zbek xalq maqollarining turfa ko'rinishlari hamda temirchilik kasbiga oid xalq maqollarining o'ziga xos semantik ko'rinishlarini, shu tip yo'nalishdagi bir necha o'zbek xalq maqollari misolida uning leksik-semantik jihatdan ahamiyati ushbu misollar yordamida dalillanadi. Bundan tashqari, o'zbek tili leksikasida qo'llaniluvchi kasb-hunar atamalariga lingvokulturologik jihatdan yondashilib, lingvistik jihatdan tadqiq qilinadi.

Kalit so'zlar: leksema, atama, temirchilik, maqol, struktur-semantik, lingvokulturologiya.

MANIFESTATION OF LEXEMES RELATED TO THE PROFESSION OF
BLACKSMITHING IN FOLK PROVERBS

Abstract. In this article, the various forms of Uzbek folk proverbs and the specific semantic forms of folk proverbs related to the blacksmithing profession, as well as the lexical-semantic importance of several Uzbek folk proverbs of this type, are proved with the help of these examples. In addition, the professional terms used in the lexicon of the Uzbek language are approached linguistically and linguistically.

Key words: lexeme, term, blacksmithing, proverb, structural-semantic, linguo-culturology.

ПРОЯВЛЕНИЕ ЛЕКСЕМ, СВЯЗАННЫХ С ПРОФЕССИЕЙ КУЗНЕЦА, В
НАРОДНЫХ ПОСЛОВИЦАХ.

Аннотация. В данной статье на этих примерах доказываются различные формы узбекских народных пословиц и специфические смысловые формы народных пословиц, связанных с кузнечной профессией, а также лексико-семантическая значимость некоторых узбекских народных пословиц этого типа. Кроме того, профессиональные термины, используемые в лексиконе узбекского языка, рассматриваются лингвистически и лингвистически.

Ключевые слова: лексема, термин, кузнечное дело, пословица, структурно-семантика, лингвокультурология.

Leksema — til qurilishining leksik ma'no anglatuvchi lug'aviy birligi. Leksema bildiradigan ma'no so'zning material qismi: ma'lum tovush kompleksini ma'lum obyektiv voqelikka bog'lash bilan kishi ongida yuzaga keladigan mazmun-mundarija. Barchamizga ma'lumki, o'zbek tili leksikasi atamalarga boy bo'lib, har bir soha o'zining tegishli atamalar bilan tilshunoslikning terminologiya sohasiga oid hisoblanadi. Aytish joizki, tilshunoslikdagi ushbu soha aniqlik asosida ish ko'radi hamda xalq tilining boyishiga xizmat qiladi. Terminologiya sohasida kasb-hunar atamalar ma'lum bir yo'nalishni tashkil qilib, ular fanda professionalizmlar deb yuritiladi.

Atamalarning son jihatdan ko'pligi o'zbek tilida ushbu atamalarni ma'lum tur va guruhlariga bo'lish tamoyilini keltirib chiqardi. Bu masala bo'yicha o'zbek atamashunoslari S. Ibrohimov, S. Akobirov, Olim Usmon, R. Doniyorov, H. Shamsiddinov, A. Madvaliyev va

boshqalar o'z ilmiy izlanishlari bilan salmoqli hissalarini qo'shishlari orqali, atamalarning umumiy boyligini ko'rsatish, ularni ma'lum bir tartibga keltirib ko'maklashish, sohalarga bo'lib o'rganishni osonlashtirdi.

Tilimiz mavqeini ko'tarish, uning imkoniyatlarini masalalardan biri bo'lib qoldi. Tilshunoslikning yo'nalishlari, jumladan, terminologiyasi ravnaqi uchun sohalar ham keng O'zbekistonimiz suvereniteti ona tilimizga bo'lgan e'tiborni tubdan o'zgartirdi. Har bir ilmiy soha uchun zarur bo'lgan terminologiya dolzarb hisoblanadi. Chunki u yoki bu soha uchun muayyan tushunchani anglatgan termin ijtimoiy huquqqa ega bo'lib, muayyan munosabatni anglatadi.

O'zbek xalqi qadimdan turli kasb-hunarlar bilan shug'ullanib keladi. Shuning uchun O'zbekistonda kasb-hunar tarmoqlari taraqqiy etgan. Jumladan, kulolchilik, kashtachilik, duradgorlik, terimchilik, ovchilik, tikuvchilik, kosibchilik, chorvachilik va hokozolar shular jumlasiga kiradi. Turli kasb-hunarga doir so'zlar kasb-hunar leksikasi deyiladi. Hozirgi o'zbek tili leksik tarkibida kasb-hunarga doir so'zlarga boy.

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Maqol turli soha mutaxassisleri hisoblangan olimlar – paremiologlar, tilshunoslar, adabiyotshunoslar, folklorshunoslar, etnograflarning tadqiqotlar olib borishlari uchun “hosildor maydon” hisoblanadi. Bu tabiiy hol, chunki maqol shaklan ixcham, sodda bo'lishiga qaramay, turli tadqiqot nuqtai nazarlaridan ko'rib chiqilishi mumkin. Maqollar semantik va struktur jihatdan to'la tugallangan matn sifatida tilshunoslikning til haqidagi ancha navqiron sohasi bo'lgan matn lingvistikasining ham diqqatini o'ziga jalb etmoqda. Bir til, hatto o'zaro yaqin bo'lgan va umuman bir-biriga qardosh bo'lmagan tillardagi turli maqollar yagona mantiqiy turga tegishli bo'lishi va bir xil alomatni ko'rsatishi mumkin. Shu bois ular mantiqiy semantika va semiotikaga bevosita tegishli bo'ladi.

XX asrning oxirgi 30-yilida maqollarni tahlil qilishning yangi struktur-semantik yondashuvi yuzaga keldi. Bu matn lingvistikasi va paremiologiya fani sohalari taraqqiyoti bilan bog'liq. Ilmiy paremiologiyaning asoschilaridan biri G.L.Permyakovdir. Uning fikricha, “tugallangan fikr”ni shakllantiruvchi majoziy ma'noli gaplarga maqol deyiladi. Maqollarni ham G.L.Permyakov (bosma qolip so'zlar) nazariyasi doirasida ko'rib chiqadi. Har bir tilning lug'at zahirasi murakkab o'ziga xos qoliplar (klishe) bo'ladi, ya'ni turg'un, nutqda tayyor holda qo'llaniladigan, bo'linmas oborotlar mavjud.

Kasb – kishining mehnat faoliyati, doimiy mashg'uloti turi, muayyan ish turini beradigan bilim, mahorat, tajribani talab etadi. Kasblar, odatda, shaxsning asosiy tirikchilik manbai hisoblanadi. Xalq xo'jaligining turlicha ishlab chiqarish tarmoqlarida xalqimizning asrlar bo'yi

qilib kelgan ijodiy mehnati jarayonida yaratilgan va yaratilayotgan bir qancha kasb-hunar turlari mavjud.

Temirchi – temirni bolg`alab, undan turli buyumlar yasaydigan usta.

Temirchilik – 1. Kasb oti. Temirchilik bilan ro`zg`or tebratmoq. 2. Temirchilarning do`kon yoki ishxonalari o`rnashgan rasta.

Quyida tilga olingan kasb bilan bog`liq quyidagi maqollar mavjud:

1. Temirchi boltaga yolchimas,
To`quvchi – xaltaga.
2. Etikdo`zning etigi yirtiq,
Temirchining teshasi kemtik.
3. Ignachining ming urgani – temirchining bir urgani.
4. Temirchining qo`lida temir erib suv bo`lar.
5. Temirchidan temir so`rama.
6. Usta to`shakka yolchimas,
Temirchi to`qaga yolchimas.
7. Uchqundan qo`rqqan temirchi bo`lmas.
8. Ko`mirni o`g`irlagan temirchi,
Baloga qolgan ko`mirchi.
9. Temirchi taqaga yolchimas,
Bo`zchi – belboqqa.
10. Temirchiga ko`mirchi hokim.
11. Podachiga yordamchi,
Temirchiga - bosqonchi.
23. Temirchining ming urgani,
Bosqonchining bir urgani.
24. Temirchi to`qaga yolchimas.

Temirchilik kishilik jamiyatining eng qadimgi davrlarida paydo bo`lgan. Mil.avv. 3-4 ming yillik Eron, Mesopotamiya, Misrda temirni sovuqlayin va qizdirib bolg`alab, turli xil aslahalar, mehnat qurollari va boshqa buyumlar yasalgani ma`lum. O`zbekiston hududida temirchilik ishi maxsus do`konda amalga oshirilgan. Temirchi temirni otashxonadagi o`tga qo`yib qizdiradi, metall tobiga kelib, oq tusga kirgach, uni sandonga qo`yib zarur shaklga kirguncha bolg`alaydi. Bu ishlar usta, bozg`onchi va damgir tomonidan bajarilgan. Temirchilik hozir ham keng ko`lamda saqlanib qolgan. Temirchilik do`konida - o`choq, qo`ra, supa, o`ra, cho`pkunda, ish qurollaridan: sandon, bosqon, bolg`a, ombur, egov, charx, dam va hokazolar bo`lgan.

Uchqundan qo`rqqan temirchi bo`lmas. Temirchilik o`ziga yarasha mashaqqatli kasb hisoblanadi. Temirchining kundalik mehnati, albatta, otashxona bilan bog`liq bo`ladi. Shu sababli ushbu kasbni tanlashdan oldin mashaqqatlarini hisobga olgan holda qolgan barcha vazifalarni zimmaga olish kerak.

Temirchidan ko`mir so`rama. Temirchilik kasbining asosiy ozuqasi ko`mir hisoblanadi. Cho`g`da erigan temirni temirchilar istagan shaklga solib mehnat qurollari yasashadi. Hozirda zamonaviy texnika va texnologiya taraqqiy etgan sharoitda turli xil asbob-uskunalar ishlab chiqilgan. Ammo qadimda esa asosiy ish faqatgina ko`mir orqali bo`lgan. Ko`mir bo`lmasa ish to`xtab qolgan.

Ignachining ming urgani – temirchining bir urgani. Temirchilik og`ir va mashaqqatli kasb hisoblanadi. Og`ir sharoitda bo`lganligi sababli umri olov jizillab turgan o`choq yonida kechadi. Ignachi va temirchi kasbini taqqoslaganda yoki oddiy bir nina va temirdan tayyorlangan biror ish qurolini taqqoslaganda ikkala kasb o`rtasidagi tafovut bilinadi. Ignachi nozik harakatlar bilan mehnat qurolini yasaydi, temirchi esa zahmat bilan. Ignachining mingta harakat qilgani temirchining bir harakati bilan tengdir.

Xalqimiz qadimdan o`z farzandlarining faqatgina jismoniy jihatdan yetuk va barkamol bo`lishini emas, balki ularning ziyrak, o`tkir xotirali, tez va to`g`ri fikrlovchi inson bo`lishini orzu qilgan. Maqollar xalq donishmandligini ifodalar ekan, insondagi eng axloqiy sifatlar ma`qullanadigan, ma`naviyat tasdiqlanib, har qanday nuqson, illat qoralanadigan o`ziga xos axloq kodeksi sifatida namoyon bo`ladi.

Ko`pchilik maqollar insonni to`g`ri harakatlanishga undaydi: ular insonga nima qilish kerak-u, nima qilmaslik kerakligini ko`rsatib turadi, salbiy xatti-harakatlardan asraydi.

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ILK O'RTA ASRLARNING BUYUK DEVORI - KANPIRAK DEVOR

Bobohusenov Akmal Ahsurovich

Osiyo xalqaro universiteti tarix fani o'qituvchisi

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Annotatsiya. Kanpirak devori bu Buxoro vohasi hududidagi eng qadimiy va xalq uchun ijtimoiy va siyosiy ahamiyatga ega bo'lgan devor sanaladi. Devorni qurishda Buxoro vohosiga xos bo'lgan usul va xom ashyosini ko'rishimiz mumkin. Devor Buxoro vohasi aholisini turli ko'chmanchilar hujmidan saqlagan.

Kalit so'zlar: Qadimgi Sug'd, Kanpirak devori, Narshaxiy, Mas'udiy, Qoratorov, sun'iy ko'tarma hol, to'rtburchak g'isht, arxeologik materillar, madaniy qatlam, burjlar, shinak.

THE GREAT WALL OF THE EARLY MIDDLE AGES - KANPIRAK WALL

Abstract. The wall of Kanpirak is considered to be the most ancient and socially and politically important wall in the territory of the Bukhara oasis. In the construction of the wall, we can see the method and raw materials typical of the Bukhara oasis. The wall protected the inhabitants of the Bukhara oasis from the attacks of various settlers.

Key words: Ancient Sug'd, Kanpirak wall, Narshakhi, Mas'udi, Karatov, artificial elevation, square brick, archaeological materials, cultural layer, constellations, shinak.

ВЕЛИКАЯ СТЕНА РАННЕГО СРЕДНЕВЕКОВЬЯ – СТЕНА КАНПИРАКА.

Аннотация. Стена Канпирака считается древнейшей и социально и политически значимой стеной на территории Бухарского оазиса. В строительстве стены мы видим метод и сырье, типичные для Бухарского оазиса. Стена защищала жителей Бухарского оазиса от нападений различных поселенцев.

Ключевые слова: Древний Сузд, Канпиракская стена, Наршахи, Масуди, Каратов, искусственное возвышение, квадратный кирпич, археологический материал, культурный слой, созвездия, шинак.

Qiziltepa tumanining shimoli-sharqiy, janubi-g'arb tomonidagi mavzelerde yer sathi tepasidan aniq-ravshan ko'rinib turuvchi, uzoq masofalarga cho'zilib ketgan chegarasidagi Qoratorov o'ngirlaridan boshlanib, Zarafshonning chap qirg'og'i bo'ylab, sharq-g'arb tomonga sun'iy tuproq qo'ldiqlari yastanib yotibti. Bu inshoot Karmana tumani markazi yo'nalgan. Abu Muslim kanalining chap qirg'og'i bo'ylab, tuman markazidagi Qiziltepa yodgorligi tomon yo'nalishini davom ettiradi va undan janubi-g'arbgacha, so'ngra janubga yo'nalib, Kogon tumanining janubi-sharq qismida o'z nihoyasiga etadi.

Mahalliy aholi tilida ushbu mahobatli sun'iy qurilish istehkomi "Kampirdevol" deb ataladi. O'rta Osiyo mudofaa istehkomlari me'morchiligining nodir namunasi hisoblangan bu inshoot tarixi Buxoro vohasi xalqlari tarixi bilan chambarchas bog'liq bo'lib, arxeologlar va tarixchilar tomonidan u "voha devori" deb atalgan. Kanpirak devori nafaqat alohida joylashgan bir turkum shahar va qishloqlar mudofaasi uchun, balki ulkan madaniy hudud, butun bir voha mudofaasi maqsadlari yo'lida hizmat qilgan. U o'zining me'moriy-qurilish usullari bilan jahonga mashhur Buyuk Xitoy devorini eslatadi. Samarqand shahri va uning tevarak-atrofini o'rab turgan qiyomat devori (Devori qiyomat) ham unga o'xshashdir.

Hozirgi paytda O'zbekiston tarixi fanida Kanpir devor (Devori kanpirak) atamasi O'rta Osiyoda dehqonchilik vohalarini ko'chmanchilar hujumidan himoya qilish maqsadida barpo

etilgan mudofaa inshootlari tizimini anglatadi. “Kanpir devor” so’zining ma’nosi qazilgan choh demakdir. Talaffuzda “n” bilan “m” almashuvi kuzatiladi. “Pir” bo’g’ini esa qadimgi payrya – aylana, o’rov ma’nosida. Demak, kan(m)pir so’zining o’zi handaqli devor degani. Devor so’zi kanpir so’zining tub ma’nosi unutilganda qo’shilgan. Arxeolog va tarixchi olimlar O’tkir Alimov va Mirsodiq Ishaqovning fikricha, ilk o’rta asrlarda mintaqada Buxoro vohasidan tashqari to’rtta Kanpirak devori mavjud bo’lgan. Birinchi Kanpirak devori yuqorida aytilganidek qadimgi Buxoro vohasidagi shahar-qishloqlarni o’rab olgan mudofaa devori. Narshaxiyning “Buxoro tarixi” asaridagi ma’lumotga ko’ra, Kanpirak devori 782 – 831 yillarda qurilgan. Arab tarixchisi va sayyohi Mas’udiy (956 yil vafot etgan)ning yozishicha, Kanpirak devori qadimgi Sug’d podsholari zamonida (V – VI asrlar) bino qilingan. Shuni ta’kidlab o’tish kerakki, Narshaxiy ma’lumoti bu devorning qayta tiklangan davriga to’g’ri keladi. Kanpirak devori xarobalarini arxeologik jihatdan o’rganish yozma manbalardagi ma’lumotni to’la tasdiqladi. Mas’udiy xabar qilgan dastlabki ko’hna devor Narshaxiy yozgan Kanpirak devoriga qaraganda ancha kichik maydonni egallagan. U sun’iy tarzda saqlangan. Bu devorning uzunligi 336 km bo’lgan.

Buxoro Sug’diga qarashli Karmanadan cho’l hududi bo’ylab hozirgi Kogon tumani markazigacha, shuningdek, shimoli-g’arb, shimol va shimoli-sharq tomondan Buxoro vohasi mudofaa devori bilan o’rab olingan. Devor shimoli-g’arbda Varaxsha (Jondor tumani), undan Subuktepa, Bo’rontepa (Romitan), Ho’jasultepa (Peshko’) sarhadlari bo’ylab o’tib, Shofirkon kanali chap qirg’og’i bo’ylab o’tgan va Abu Muslimtepaga borib tutashgan. Shuningdek, hazora darasi bo’ylab yana bir ko’tarma devor Konimeh vohasini kesib o’tgan va Karmana tumani markazida Qoratovga borib taqalgan.

Qorako’l vohasi tarkibidagi qadimgi Paykent shahri atroflarida mudofaa devori bo’lmagan. Uning o’rnida mudofaa qudrati oshirilgan ko’p sonli karvonsaroylar bunyod etilgan. Chorvador qabilalarning bosqinchilik yurishlari kuchaygan an’anaviy kuzgi-qishki mavsumlarda Buxoro vohasi qishloqlaridan ko’plab yosh jangchilar talonchilarning hujumlariga qarshi turishgan.

Kanpirak devori yo’nalishining har bir farsah (6-8 km) masofasida shahar yoki qishloqlar, shuningdek, rabotlar bunyod etilgan va bu aholi manzillari bir vaqtning o’zida chegara qo’rg’onlari vazifasini ham bajargan. Qiziltepa tumani hududida Qiziltepa shahar yodgorligidan tashqari SHAqri Vayron (Tavois shahrining o’rni), Oqsochtepa, Lavandoq kabi istehkomlar joylashgan. Shuningdek, har bir qo’rg’on va devor bilan o’rab olingan hudud uchun mahsus darvozalar, qo’rg’onlar orasida bir chaqirimdan kamroq masofada harbiy burjlar qurilgan. Demak, Kanpirak devor ko’p tarmoqli, qudratli mudofaa devori sifatida faoliyat ko’rsatgan.

Kanpirak devori harobalarida N.F.Sitnyakovskiy, A.YU.Yakubovskiy, A.V.Shishkin, H.Muhammedov va boshqa arxeologlar tomonidan o’tkazilgan tadqiqotlarda devorning hozirgi Qiziltepa tumanidan o’tuvchi qismida quyidagi natijalarga kelindi:

- inshootning tag zamini shahar aralashgan tuproqdan iborat bo’lib, eni 13 metr ekanligi;
- devor asosan pahasdan, ayrim joylari qisman to’g’ri to’rtburchak shaklidagi yirik hajmli hom g’ishtlardan ko’tarilganligi;

- devor qurilishi haqitatan ikki bosqichda amalga oshirilgani;

So’nggi yillardagi arxeologik tadqiqotlar devor qurilishining ilk bosqichi – V asrning ohiri va VI asrning birinchi yarmi bilan bog’liqligini isbotladi.

Milodiy eraning V asrida O’rta Osiyo, SHarqiy Turkiston, Afg’oniston va Shimoliy Hindistonning katta qismida qudratli Eftaliylar davlati tashkil topadi. Bu davlat manbalarda Oq

xunlar davlati deb ham aytiladi. Ko'pchilik tadqiqotchilarning fikricha, eftaliylar Sirdaryo vodiysida istiqomat qilgan, dastlabki hayoti ko'chmanchi chorvador qabila tarzida bo'lgan, keyinchalik janub tomonga yo'nalishgan. Bu davlatga eftaliylar, eftalitlar, haytallar, abdallar, yeda kabi turli nomlar bilan aytilgan Eftaliylar qabilalari ittifoqi asos solgan. 420-579 yillarda faoliyat ko'rsatgan Eftaliylar turkiy davlatining poytahti avval Buxoro yaqinidagi Poykend va Varahsha shaharlari, so'ngra Hindistondagi SHakala shahri (hozirgi Sialkat) bo'lgan. VI asrning boshlari va o'rtalarida Eftaliylar davlati uchun eng katta havf Eron Sosoniylar davlati va Buyuk Turk xoqonligi tomonidan solinmoqda edi.

Kanpirak devor Buxoroning V-VI asrlardagi chegaralarini aniqlab beruvchi yagona inshoot sifatida qadrlanadi. Bu ulkan hudud o'sha davrda eng an'anaviy, mumtoz davlatchilik kurtaklari mavjud bo'lgan yirik madaniy o'lka sifatida faoliyat ko'rsatgan.

Turk xoqonligi davrida devorning avvalgi mavzei yo'qolgan. Garchand xoqonlikning zodagonlar qismi cho'l-dasht hududlarida yashagan bo'lsa-da, xoqonlik mahalliy suddiy aholi hamda ko'chmanchilar o'rtasida tinchlik, hamjihatlik aloqalarini o'rnatish, savdo-sotiqni rivojlantirishdan manfaatdor bo'lgan. xoqonlik davrida hozirgi O'zbekiston va O'rta Osiyo hududidagi 15ga yaqin katta-kichik davlatlar mustaqilligi cheklangan, ular xoqonlikka rasman bo'ysindirilib, yillik boj-xirojlar to'lattirilgan. Mazkur kichik davlatlar (Buxorhudotlar podsholigi, Vardonxudotlar podsholigi, Samarqand Sug'di va boshqalar) Sug'd konfederatsiyasi bo'lib uyushgan va Buyuk Turk xoqonligi tarkibiga kirgan. Xoqonlik savdo-sotiqdan, ayniqsa, ipak savdosidan katta foyda ko'rgani uchun Sug'd savdogarlariga katta imkoniyatlar yaratgan, ularga dunyoning eng uzoq o'lkalarida ham savdo manzilgohlari qurdirib bergan. Bu holat Kanpirak devor ahamiyatini yanada yo'qotgan va u harobaga aylana boshlagan.

Kanpirak devor o'zbek xalqi ajdodlarining qahramonona tarixi hisoblanadi. Uni bilish, ardoqlash, farzandlarimizga etkazish, saqlanib qolgan qismini yo'qotmaslik biz uchun ham qarz, ham farzdir.

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**BARTOLDNING “СОЧИНЕНИЯ. ТОМ I. ТУРКЕСТАН В ЭПОХУ
МОНГОЛЬСКОГО НАШЕСТВИЯ” ASARINING YARALISH TARIXI**

Muyiddinov Bekali

Buxoro viloyati Osiyo xalqaro universiteti Tarix fani o'qituvchisi

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Annotatsiya. Ushbu maqolada Bartoldning ilmiy izlanishlarini natijasida yaratilgan “СОЧИНЕНИЯ. Том I. ТУРКЕСТАН В ЭПОХУ МОНГОЛЬСКОГО НАШЕСТВИЯ” asarining O'rta asrlar O'rta Osiyo tarixi haqida ma'lumot beruvchi muhim manba ekanligini ilmiy asosda va mahalliy tarixchilarning asarlariga asoslangan holda ilmiy tahlil qilinadi.

Tayanch so'zlar: Sankt-Peterburg, Turkiston, V. V. Bartold, O'rta Osiyo, mo'g'ullar, Movarounnahr, Xuroson, yer egaligi, saroy, qo'zg'olon, shahar, rus tarixchilari.

**BARTHOLD'S “СОЧИНЕНИЯ. ТОМ I. ТУРКЕСТАН В ЭПОХУ
МОНГОЛЬСКОГО НАШЕСТВИЯ” THE HISTORY OF THE CREATION OF THE
WORK**

Abstract. In this article, created as a result of Barthold's scientific research, “СОЧИНЕНИЯ. Том I. ТУРКЕСТАН В ЭПОХУ МОНГОЛЬСКОГО НАШЕСТВИЯ” is an important source of information about the history of the Middle Ages in Central Asia. It is scientifically analyzed based on the works of local historians.

Key words: St. Petersburg, Turkestan, V. V. Barthold, Central Asia, Mongols, Movarounnahr, Khurasan, land ownership, palace, rebellion, city, Russian historians.

**СОЧИНЕНИЯ БАРТОЛЬДА. ТОМ I. ИСТОРИЯ СОЗДАНИЯ
ПРОИЗВЕДЕНИЯ ТУРКЕСТАН В ЭПОХУ МОНГОЛЬСКОГО НАШЕСТВИЯ**

Аннотация. В этой статье представлена статья СОЧИНЕНИЯ, созданные в результате научных исследований Бартольда. Том I. Туркестан V эпоха монгольского нашествия является важным источником сведений по истории средневековой Средней Азии и научно анализируется на основе трудов краеведов.

Ключевые слова: Санкт-Петербург, Туркестан, В. В. Бартольд, Средняя Азия, монголы, Мавераннахр, Хорасан, землевладение, дворец, восстание, город, русские историки.

Buyuk rus va sovet o'rta tarixchisi V.V.Bartoldning mo'g'ullar istilosi davrida Turkiston klassik asari shubhasiz, Sharq tarixshunosligiga eng qimmatli asardir. Ushbu asarning I qismi 1898-yilda nashr etilgan matnlardir. Sankt-Peterburgda o'sha paytda ma'lum bo'lgan fors va Arab manbalarining tanlangan parchalari (ba'zi hollarda keng) mavjud faqat qo'lyozmalar.

Turkistonning II-qismi yoki tadqiqotning o'zi 1900-yilda Sankt-Peterburgda nashrdan chiqdi, o'sha yili Turkiston Sankt-Peterburgning Sharq tillari fakultetiga taqdim etildi universitet magistrlik dissertatsiyasi sifatida. 1928-yilda Turkistonning ingliz nashri nashr etildi, muallif tomonidan qayta ko'rib chiqilgan va to'ldirilgan yangi materiallar asosida, E. Denison Rossa so'zboshisi bilan. Ingliz tilidagi tarjimini V.V.Bartoldning o'zi yordam bergan. 1931-yilda Turkistonning O'zbekcha tarjimasini nashr etildi. 1958-yilda ikkinchi ingliz nashri chiqdi bu birinchisidan faqat V. V. Bartoldning dissertatsiyani himoya qilish uchun tezislari, shuningdek, qo'shimchalar va tuzatishlar prof. V. V. Bartoldning Turkiston asari, 1928-yildagi ingliz nashrining muqaddimasida E. Denison Ross ta'kidlaganidek, o'rta asr tarixini o'rganishda yangi

davr yaratgan asardir⁹⁴. V.V.Bartold O'rta Osiyo tarixi - deyarli faqat siyosiy - taniqli sharqshunoslar tomonidan shug'ullangan: N. V. Xanikov, V. V. Grigoryev, P. I. Jlepx, N. I. Veselovskiy, ammo ularning asarlari alohida xususiy masalalarga bag'ishlangan. V. V. Bartold birinchi marta O'rta Osiyo tarixini o'rganishni zamonaviy darajaga qo'ydi. Turkistonning birinchi rus nashridan beri o'tgan 100 yildan ortiq vaqt O'rta Osiyo tarixiga oid juda oz sonli yangi manbalar ilmiy foydalanishga kiritilgan. Shuning uchun ushbu kitobdagi sharh manbalar bugungi kungacha o'z ahamiyatini saqlab kelmoqda, sovet olimlari tomonidan ishlab chiqilgan ijtimoiy-iqtisodiy tarixni davriylashtirish — A. yu.Yakubovskiy, S. P. Tolstoy va boshqalar - umuman olganda V. V. Bartold sxemasiga juda yaqin. Albatta, O'rta Osiyoning tarixiy rivojlanish jarayonini o'rganishda ularning davriyligi, aniqrog'i uning sxemasi hali ham juda umumiydir. V. V. Bartoldda ish rejasini sezilarli darajada o'zgartirdi va arablar istilosidan boshlab ushbu mamlakatning tarixiy rivojlanishini o'rganishga murojaat qildi⁹⁵. V. V. Bartold VIII asr boshlarida arablar Movarounnahrni bosib olishlarini ishonchli tarzda ko'rsatdi. U yangi ijtimoiy munosabatlarni, nisbatan markazlashgan davlatchilikning yangi shakllarini, xususan, yangi soliq tizimini yangi din — Islom bilan birga olib keldi va Arab yozuvi. Bundan tashqari, V. V. Bartold Tohiriylar, Safforiylar va Somoniylarning (IX—X asrlar) davlat tuzilmalarining o'ziga xos xususiyatlarini juda aniq aniqladi, er egalari sinfining turli guruhleri - mulk yer egaligiga asoslangan va markazdan qochma tendentsiyani (ya'ni feodal) ifodalovchi mahalliy viloyat yer egalari zodagonlari (dehqonlar) o'rtasidagi kurash. IX-X - asrlarda Movarounnahr va Xurosonda katta iqtisodiy yuksalishni baholashga imkon beradi. Bu V. V. Bartoldning eng muhim kashfiyotlaridan biri edi, garchi u undan keyin qilingan xulosalarni chiqarmagan bo'lsa ham uning tadqiqotlari davomchilari, xususan M. E. Masson va Yakubovskiy⁹⁶.

V. V. Bartoldning turk birlashmalarining migratsiya va zabt etish harakatining o'ziga xos xususiyati ham xuddi shunday yorqin. Yer egaligi, o'zbek xalqining etnik rivojlanish jihatlari XI asrda Qoraxoniylar va Saljuqiylar davrida tarqalishi haqida. V. V. Bartold Xorazmshoh davlati haqida juda yorqin tavsif berdi: u o'zining siyosiy qudratining illyuziyasini, ichki kuchini ko'rsatdi ushbu yengillikni tushuntirib beradigan uning parchalanishining qarama-qarshiliklari va shartlari.

Shuni ta'kidlash kerakki, xuddi shu bobda keltirilgan ikkita qimmatli ekskursiya: Buxoro sadrlari - Burxonidlarining ma'naviy knyazligi to'g'risida, Sanjar-Malik boshchiligidagi Buxoroda hunarmandlar qo'zg'oloni haqida. O'rta Osiyo tarixidagi yangi davrni tavsiflovchi mo'g'ullar istilosidan keyin (IV bobda), V. V. Bartold shunday berdi. XIII asr boshlarida mo'g'ul ko'chmanchi jamiyati, mo'g'ul dasht davlatchiligi va mo'g'ul harbiy tashkiloti haqida avvalgi mo'g'ullardan hech kim kabi ko'p narsalar mavjud emasdi. Chingizxon imperiyasining tarixiy roli to'g'risida yangi nuqtai nazar bilan. V. V. Bartold keyinchalik sovet va xorijiy tarixiy adabiyotlarda muhokama mavzusiga aylangan bir qator masalalarni ilgari surdi⁹⁷. VIII asardan to XV asrgacha bo'lib o'tgan qo'zgonlarga tahliliy yondashdigan holatda alohida bobda to'xtaladi, birgina 1441-yilda Musha'sha boshchiligidagi Xuzistonda qo'zg'olonlarning boshlang'ich nuqtasi kommunal erlarni tortib olish edi hokimiyat egalari va bu holda shia harakati qo'zg'atildi

⁹⁴ Фазлуллах Рашид-ад-Дин. Джамии-ат-таварих. Б.: Нагыл Еви, 2011, 247-б

⁹⁵ Василий Владимирович Бартольд. С О Ч И Н Е Н И Я. Т о м I. ТУРКЕСТАН В ЭПОХУ МОНГОЛЬСКОГО НАШЕСТВИЯ. Москва.1963, 384-б

⁹⁶ ИБН АЛ-АСИР. АЛ-КАМИЛ ФИ-Т-ТА'РИХ. Ташкент – Цюрих. 2005, 294-б

⁹⁷ Ozod Masharipov. Xorazmnoma (2-kitob). X.: Xorazm. 2007, 284-б

dehqonlar manfaatlarini buzish. Bayroq ostida dinda kambag'allarning borlarga qarshi qo'zg'oloni bo'lgan.

Shuningdek, sunniy mazhablar - hanifiylar va shofiylar izdoshlarining kurashi - XII - XIII asr boshlarida Reya, Isfaxon, Nishapur, Merva va boshqa shaharlardagi shialar bilan bir-birlari bilan sinfiy kurash deb ta'rifladi: din bayrog'i ostida, aftidan, shahar aholisining turli elementlari va ayniqsa shahar va qishloq o'rtasida iqtisodiy kurash bo'lgan V. V. Bartold ushbu kurashda buni taklif qildi⁹⁸. O'rta Osiyoda V. V. Bartold asosan boshqa tadqiqotlarida o'zini namoyon qildi, Turkiston da bu muammolar uchun juda kam joy mavjud.

Bu erda V.V.Bartold asosan xalqaro munosabatlar va davlatlarning siyosiy tarixini yoritdi. O'rta Osiyo VIII-XIII asr boshlari, shuningdek, ushbu davrdagi O'rta Osiyoning tarixiy va iqtisodiy geografiyasi. V. V. Bartold g'arbiy Yevropa tarixshunosligidagi soxta ilmiy, ammo juda qat'iyatli tendentsiyalarning doimiy raqibi edi - irqchilik va evropotsentrizm, u "Sharq xalqlari Yevropa ma'nosida tarixga ega emas va hech qachon bo'lmagan" degan fikrga qarshi chiqdi.

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⁹⁸ Ibn Havqal. Kitob suratal-ard. Т. 2011, 174-b

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TALABA YOSHLARNI MILLIY QADRIYATLAR VOSITASIDA AXLOQIY TARBIYALASHNING AHAMIYATI

Islomova Nilufar Baxtiyor qizi

Buxoro Innovatsiyalar Universiteti 2-kurs magistranti

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Annotatsiya. Ushbu maqolada axborot kommunikatsiya texnologiyalaridan foydalanilgan holha talaba yoshlarni oilada milliy qadriyatlar vositasida milliy munosabatlar madaniyatini tarbiyalash va amalga oshirish jarayonining pedagogik shart-sharoitlari xususida fikr yuritilgan.

Kalit soʻzlar: Oila, huquq, maʼnaviyat, jamiyat, urf-odat, axloq, folklore, etnografik ansambl, maʼnaviy qadriyatlar, diniy qadriyatlar, gʻoya, vatanparvarlik, estetika, oilaviy tarbiya.

THE SIGNIFICANCE OF MORAL EDUCATION OF STUDENTS THROUGH NATIONAL VALUES

Abstract. In this article, the pedagogical conditions of the process of education and implementation of the culture of national relations in the family with the help of national values of students and young people using information communication technologies are discussed.

Keywords: Family, law, spirituality, society, tradition, morality, folklore, ethnographic ensemble, spiritual values, religious values, idea, patriotism, aesthetics, family education.

ЗНАЧЕНИЕ ПРАВСТВЕННОГО ВОСПИТАНИЯ СТУДЕНТОВ ЧЕРЕЗ НАЦИОНАЛЬНЫЕ ЦЕННОСТИ

Аннотация. В данной статье рассматриваются педагогические условия процесса воспитания и реализации культуры национальных отношений в семье с помощью национальных ценностей студентов и молодежи с использованием информационно-коммуникационных технологий.

Ключевые слова: Семья, право, духовность, общество, традиция, мораль, фольклор, этнографический ансамбль, духовные ценности, религиозные ценности, идея, патриотизм, эстетика, семейное воспитание.

Oila shunday muqaddas makonki, unda hayotning davomiyligini taʼminlovchi shaxs shakllanadi, etnik madaniyat, urf-odatlarimiz, axloqiy va maʼnaviy qadriyatlarimiz saqlanadi, rivojlantiriladi, jamiyat taraqqiyotini belgilovchi iqtisodiy va madaniy hayot paydevori mustahkamlanadi.

Keyingi vaqtlarda Oʻzbekistonda ijtimoiy-iqtisodiy, siyosiy, maʼnaviy-maʼrifiy, madaniy sohalarda mazmunan boy ishlar amalga oshirilmoqda. Bularning barchasi negizida inson, mamlakatimiz fuqarolari va yoshlarning huquq-manfaatlarini har tomonlama muhofaza qilish yotadi. Bugungi kunda mamlakatimizda oila masalasi davlat siyosati darajasiga koʻtarilgani bejiz emas, albatta. Zero, yurt taraqqiyotining tamal toshi jamiyatimizning asosiy boʻgʻini boʻlmish oilada qoʻyiladi. Oilaning asosiy ijtimoiy, maʼnaviy, axloqiy va psixologik vazifalarini qisqacha tahlil qilib koʻradigan boʻlsak, bolada shakllanadigan barcha hissiy, ruhiy tuygʻular: mehribonlik, oqibatlilik, oʻziga va atrof-muhitga nisbatan masʼuliyatlilik kurtaklari oilada namoyon boʻladi. Oila oʻz vazifasini lozim darajada amalga oshirishi uchun uni tegishlicha, maʼrifiy-metodik qurollantirish, ijtimoiy-maʼnaviy tadbirlarni oʻtkazish yoʻli bilan unga yordam berib borish zarur.

Qolaversa, maʼnaviy yetuk oila – maʼnaviy yuksak jamiyat tayanchidir. Oila urf-odatlari, shajarasi, anʼanalari, axloqiy-maʼnaviy qadriyatlarni farzandlar ongiga singdirish, har bir kishini

kasb-hunar malakalari bilan qurollantirish ma'naviy barkamollikni tarbiyalashning asosidir. Shunday ekan, joylardagi xotin-qizlar, yoshlar tashkilotlari, mahallalarda faoliyat yuritayotgan oqsoqollar kengashlari oldida turgan muhim vazifalardan biri oila qadriyatlariga bag'ishlangan suhbatlar, konferensiyalar, munozaralar, uchrashuvlar, oilaviy bayramlar, kitobxonliklar, san'at asarlari ko'rgazmalari, qo'shiq va raqslar ko'rik-tanlovlari o'tkazish, oilaviy folklor, etnografik ansambllarni tashkil etish, tarixiy joylarga sayohatlar uyushtirish maqsadga muvofiqdir.

Milliy, ma'naviy qadriyatlarning, milliy tarbiya usullarining ahamiyatini kamsitmagan holda har qanday ijtimoiy-iqtisodiy sharoitda ham tarbiya sof milliy mezonlar doirasida qolib ketishi mumkin emas. Jamiyat taraqqiyotining barcha davrlarida tarbiyaning mazmuni va yo'nalishi milliy va umuminsoniy qadriyatlar uyg'unligi bilan belgilanadi. Bu nazariy qoida bugungi kunda ijtimoiy tarbiyaga ham, oilaviy tarbiyaga ham bevosita taalluqlidir.

Yangi ijtimoiy-tarixiy sharoit oila, oilaviy munosabatlar va oilaviy tarbiya borasida ham jiddiy o'zgarishlarni keltirib chiqarmoqda. Bolalarni vatanparvarlik ruhida, yangicha fikrlovchi shaxs sifatida tarbiyalash oiladan boshlanishini e'tiborga olib, oilaviy tarbiya mazmunini qayta ko'rib chiqish va uni yanada boyitish, uning asosiy yo'nalishlarini belgilash va shu asnoda maqsad va vazifalarni hamda ularni qanday vositalar bilan amalga oshirish yo'llarini aniqlash muhim ijtimoiy-pedagogik va ijtimoiy-psixologik zaruriyatdir.

Ana shu zaruriyatdan kelib chiqqan holda, talaba yoshlarda ma'naviy-axloqiy tarbiyalashda milliy qadriyatlardan foydalanish masalasi ijtimoiy-siyosiy va madaniy-ma'rifiy ahamiyat kasb etmoqda. Chunki, mazkur masalalarni hal etish ancha murakkab va ziddiyatli bo'lib, unga vorisiylik va tarixiylik nuqtai nazaridan yondashish talab etiladi.

Ma'lumki, mamlakatimiz rivojlanishining hozirgi yangi bosqichi oilaviy tarbiyada milliy qadriyatlardan foydalanishning zamonaviy mezonlarini o'rtaga tashlamoqda. Bu mezonlar vatanparvarlik, milliy g'urur, milliy ong, milliy o'z-o'zini anglash, milliy tafakkur, milliy tarbiya kabi tushunchalarda o'z ifodasini topgan bo'lib, ular tarbiya jarayonining bugungi kunda rivojlanishi uchun muayyan tarzda bir maqsadga qaratilganini ta'minlaydi.

Talaba yoshlarda ma'naviy-axloqiy tarbiyalash mavzusiga to'xtalganda, milliy axloq va tarbiyaning o'ziga xos xususiyatini ochib bermoq zarur. Milliy axloq va tarbiyada ajdodlarimizning tarixiy tajribalari, davrlar sinovidan o'tgan hayot saboqlari va o'git, ko'rsatmalari jamuljamdir. Ana shu ufayli milliy, axloqiy qadriyatlarimiz asrlar osha yashab kelmoqda.

Har qanday axloqiy fazilat u yoki bu yo'sinda insonning xatti-harakati tartibga solinishining ifodasi bo'lib, insonga bo'lgan hurmat-e'tibor, mehr-muhabbatni bildirar ekan, u umumbashariy mazmunni beradi. Zotan, har qanday shaxs odamzotning bir zarrasi ekan, unda butun bashariyatning mohiyati mujassam, shuning uchun ham u butun insoniyatga mansubdir. Shunga ko'ra, har bir ota-ona o'z farzandi tarbiyasida, uning barkamol shaxs bo'lishida umuminsoniy ma'no va mazmunni ko'rmog'i lozim. Bolaning axloqiy fazilatlarini umuminsoniy xarakter kasb etib, umumbashariy qadriyatga aylanishini anglab yetgan ota-ona farzandlari tarbiyasidagi mas'uliyatni chuqur his qilmoqlari maqsadga muvofiqdir.

Oilada shaxsni ma'naviy-axloqiy shakllantirish bolaning tug'ilishi bilan boshlanadi va u oilaviy munosabatlar xarakteri, ota-onalarning namunasi, ulardagi umumta'lim darajasi, umummadaniy saviyasi hamda umumpedagogik madaniyati va oilaviy hayotini qanday tashkil etishdan iborat. Bu omillar oilada bolani ma'naviy-axloqiy tarbiyalashning mazmunini tashkil

etadi va ular bir qator pedagogik-psixologik xususiyatlarni o'z ichiga oladi. Bularni hisobga olish esa bolani ma'naviy-axloqiy tarbiyalashda milliy axloqiy qadriyatlardan foydalanishning o'ziga xosligi va ahamiyatini bilishga yordam beradi.

Inson butun mavjudotlar ichida eng ulug'i, barcha narsalar uning uchun yaratilgan, degan g'oya islomiy ma'naviyatning negizini tashkil qilsa, insonlarni o'zaro ma'naviy, oqibatli bo'lishga undash va ularda oliyjanob fazilatlarni shakllantirish islom pedagogikasi va psixologiyasining asosidir.

Islom dini xalqning ijtimoiy hayotiga, xususan, oilaviy munosabatlariga, madaniyati va milliy an'analariga singib ketgan, ammo bundan o'zbek xalqining qadimiy, takrorlanmas madaniyati, jumladan, oilaviy qadriyatlari islom dinisiz mavjud bo'lmas edi, degan qarash kelib chiqmaydi. Islomiy ma'naviyat manbalarida oila, oilaviy munosabatlar va oilaviy tarbiyaga oid qarashlar tizimi mavjud bo'lib, u oilaning shakllanishi, rivojlanishi va mustahkamlanishiga qaratilgan barcha jihatlarni o'z ichiga oladi.

Bu qarashlar ilohiyot nuqtai nazaridan o'rta tashlansa-da, ular kishilarning hayotiy faoliyatlari, turmush tarzlari, ijtimoiy ehtiyojlari, nihoyat oilaviy munosabatlari talabidan kelib chiqqanligi uchun ham aqlga va kundalik turmushga muvofiq edi. Islomda oilaviy tarbiyaning o'ziga xos xususiyatlar ko'rsatib o'tiladi. Bu xususiyatlar musulmonchilik talabidan kelib chiqqan, bolani axloqiy tarbiyalash haqidagi umumiy g'oyalar bilan bog'liq bo'lib, ular bolani insoniylikka va ezgulikka da'vat etganligi uchun umuminsoniy mazmunga egadir. Bugungi kunda ota-onalar islomiy ma'naviyatning ana shu umuminsoniy mazmunini bolalar shuuriga singdirib borishlari zarur.

Diniy qadriyatlarning yangi tarixiy sharoitda oiladagi ma'naviy-axloqiy tarbiyadagi muhim omil bo'lib xizmat qilishi shu bilan izohlanadiki, diniy tasavvurlar, rasm-rusumlarning millat turmush tarziga, xalqning hayotiy faoliyatiga singib ketishiga sabab diniy ongning inson ruhiyatiga bo'lgan kuchli ta'siri oqibatidir. Ayni vaqtda, oilaviy tarbiya jarayonida diniy qadriyatlar bilan diniy bid'atni farqlash va bola ongini diniy xurofotlar bilan zaharlanishining oldini olish ota-onalarning burchi hisoblanadi.

Ma'lumki, Sharq mutafakkirlari merosida ta'lim-tarbiya, xususan, oilaviy tarbiya masalalariga keng o'rin berilgan. Ular bolalarni tarbiyalashni jamiyat taqdirini, millatning kelajagini belgilaydigan asosiy mezon deb hisoblaganlar. Ularning pedagogik qarashlari zahirida ijtimoiy ideal sifatida komil inson g'oyasi yotadi. Ular tarbiyada ijtimoiy va biologik tomonlarning o'zaro munosabati haqida to'xtalib, tarbiyada irsiyat va muhit ta'siri birdek ekanligi, tan va ruh sog'lomligining birligi kabi masalalarni o'rta tashlaydilar.

Ularning aqliy, mehnat, axloqiy, estetik va jismoniy tarbiyaning birligi hamda ularni amalga oshirish yo'llari haqidagi va oilada bolalar tarbiyasi haqidagi fikrlari mazkur muammolarning ko'pgina jihatlarni qamrab oladi va ular muayyan tarbiyashunoslik bo'yicha qarashlar tizimini tashkil etadi. Bu qarashlar o'z davrlaridan anchagina ilgarilab ketib, bir necha asrdan beri ajdodlarimiz tafakkurini boyitib, ma'naviy qadriyat sifatida bugungi kunda o'z qiymatini yo'qotmay kelmoqda. Ular ijtimoiy va oilaviy tarbiya birligi haqidagi masalani ijobiy hal qilishga uringanlar, buni hozirgi zamon pedagogikasi va psixologiyasi ham to'la e'tirof etadi.

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MAKTABGACHA TA'LIM YOSHIDAGI NUQSONLI BOLALARDA MATEMATIKA MASHG'ULOTLARINI O'TKAZISH YO'LLARI

N.O. Saidova

FarDU, o'qituvchisi.

D.M. Ahmadjonova

FarDU, magistr.

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Annotatsiya. Ushbu maqolada maktabgacha ta'lim tashkilotlarida tarbiyalanayotgan nuqsonli bolalarni rivojlantirishda matematikaning ahamiyati, pedagoglarning tajribalari va tarbiyalanuvchilarga aqliy jarayonlarni rivojlantirishda neyropsixologik kinesiologik yondashuvlar haqida yoritilgan.

Kalit so'zlar: pedagog, neyropsixologik, kinesiologik, sensorika.

WAYS OF CONDUCTING MATHEMATICS LESSONS IN PRESCHOOL CHILDREN WITH DEFECTS

Abstract. This article describes the importance of mathematics in the development of children with disabilities in preschool educational institutions, the experiences of pedagogues and neuropsychological kinesiological approaches to the development of mental processes in children.

Key words: pedagogical, neuropsychological, kinesiological, sensory.

СПОСОБЫ ПРОВЕДЕНИЯ УРОКОВ МАТЕМАТИКИ У ДЕТЕЙ ДОШКОЛЬНИКОВ С ДЕФЕКТАМИ

Аннотация. В данной статье описано значение математики в развитии детей с ограниченными возможностями в дошкольных образовательных учреждениях, опыт педагогов и нейropsихологические кинезиологические подходы к развитию психических процессов у детей.

Ключевые слова: педагогический, нейropsихологический, кинезиологический, сенсорный.

Maktabgacha ta'lim tizimida maktabgacha yoshdagi bolalarni o'qitish va tarbiyalashning ilmiy, moddiy va uslubiy bazasidagi o'zgarishlar tufayli jiddiy o'zgarishlar kuzatilmoqda.

Yangilanishning muhim shartlaridan biri innovatsion texnologiyalardan foydalanish hisoblanadi. Bu bir tomondan, tuzatish-tarbiya jarayoning samaradorligini oshirishga, ikkinchi tomondan, o'quv jarayonida individual yondashuvni ko'proq qo'llashga imkon beradi.

Har bir alohida bola bilan ishlash samaradorligi har doim boshqacha. Bir bolada tuzatish jarayoni juda oson va samarali bo'ladi, boshqa bolada esa nutq terapeyasining turli bosqichlarida "tiqilib qolish" sodir bo'ladi. Nutq terapevtining ishi miya tuzilmalarning rivojlanish mantig'ini hisobga olgan holda differensial tarzda tuzilgan bo'lsa samarali bo'ladi. Nutq patologiyasi bo'lgan bolalar bilan tuzatish nutq terapeyasi ishining muvaffaqiyati ko'p jixatdan nutq buzilishlarini tuzatishga kompleks yondashuvga bog'liq.

So'ngi paytlarda logopediya amaliyotida neyropsixologiya kabi sohaga alohida e'tibor qaratilmoqda. Neyropsixologik tekshirish usullari maktabgacha yoshdagi nogiron bolalarda, shu jumladan og'ir nutqida nuqsonli bo'lgan (umumiy nutqning kam rivojlangan) bolalarda yuqori aqliy funksiyalarni tashxislash va tuzatish uchun muvaffaqiyatli qo'llaniladi.

Neyrogimnastika-bu vosita neyropsikologik tuzatish (yoki sensorimotor tuzatish) nomi.

Kinesiologiya-bu harakat orqali miya rivojlanishi haqidagi fan. Fiziologlarning tadqiqotlariga ko'ra, miyaning o'ng yarim shari- insonparvarlik, hayoliy, ijodiy –tana, harakatlarni muvofiqlashtirish, fazoviy vizual va kinestetik idrok uchun javobgardir. Miyaning chap yarim shari-matematik, ramziy, nutq, mantiqiy, analitik-eshitish ma'lumotlarni idrok etish, maqsadlarni belgilash va dasturlarini tuzish uchun javobgardir.

Neyrogimnastika mashqlarining har biri miyaning ma'lum bir qismini rag'batlantirishga yordam beradi va harakatni birlashtirish mexanizmini o'z ichiga oladi, shuningdek, harakatlar va psixofizik funksiyalarni muvofiqlashtirishni rivojlantirishga yordam beradi. Kinesiologik trening ta'sirida organizmda ijobiy tarkibiy o'zgarishlar yuz beradi. Nerv jarayonlarining kuchi, muvozanati, harakatchanligi, plastikligi yuqori darajada amalga oshiriladi. Asab tizimining tartibga soluvchi va muvofiqlashtiruvchi roli yaxshilanadi. Miya gimnastikasi insonning yashirin qobiliyatlarni aniqlash va uning miyasi imkoniyatlari chegaralarini kengaytirish imkonini beradi. Neyrogimnastika universal mashqlar tizimi bo'lib, u har qanday yoshdagi bolalar va kattalar uchun samarali.

Neyrogimnastika va kinesiologik o'yinlar va mashqlar yarim sharlar ishini sinxronlashtiradi, yodlashni yaxshilashga yordam beradi, suhbotdoshning (ota-onalar, o'qituvchi va boshqa bolalar) nutqini idrok etishni yaxshilaydi, bolaga doimiy qiziqish uyg'otadi, diqqatini faol ravishda jamlaydi, unga tezda harakat qilishga imkon beradi. Bir faoliyatdan boshqasiga o'tish, bu esa bolani darsga tez qo'shishga yordam beradi. Kinesiologik o'yinlar va vazifalar aqliy jarayonlarining rivojlanishiga foydali ta'sir ko'rsatadi: xotira, diqqat, fikrlash, idrok etish jarayonlari, fazoviy tasavvurlar va o'z-o'zini boshqarish jarayonlari. Muntazam mashg'ulotlar davomida hissiy fon barqarorlashadi, bolaning ichki salohiyati ochiladi va o'zini o'zi qadrlash darajasi oshadi.

Xulosa qilib aytganda bolalar o'ynash, bir-biri bilan muloqot qilishdan zavqlanish, g'alaba qozonishga intilish, raqobatlash, kelajak uchun xatolarini hisobga olish orqali rivojlanadi.

Tarbiyachi ko'pincha mashg'ulotda diqqatni jamlash, ma'lumotni tartibga solish va eslab qolish, bir vazifadan ikkinchisiga tezda o'tishni qiyinlashtiradigan o'rganishda qiyinchiliklar va xulq-atvorda muammolar bo'lgan bolalarning e'tiboriga tushganligi aniq bo'ladi. Bunday bolalar doirasi ancha keng. Bular, shuningdek, diqqat yetishmasligi, giperaktivlik, impulsivlik kuchayishi, aqliy rivojlanishda turli kechikishlar va nuqsonlar bo'lgan bolalardir.

O'yin texnologiyalari qiziqish va motivatsiyani oshiradi, xatolardan qo'rqmaslikka va muloqotni rivojlantirishga yordam beradi. O'yin har qanday bolaning tabiiy holati va ehtiyojidir.

Mutlaqo har qanday o'yin rivojlanish salohiyatiga ega. Agar o'yin neyropsixologik ekanligi ta'kidlangan bo'lsa, unda qoidalar kim uchun foydali bo'lishi va qaysi yoshdagi bolalar uchun tavsiya etilishini tavsiflashi kerak. Ko'pincha bu besh yosh va undan katta yoshdagilar. Shunday qilib ota-onalar bunday o'yinlarni mutaxassis maslahatisiz sotib olishlari mumkin-har qanday holatda ular foydali va qiziqarli.

Shunday qilib maktabgacha yoshdagi bolalar uchun o'yinlar juda katta ahamiyatga ega: ular uchun o'yin-bu o'qish, ular uchun o'yin- bu mehnat, ular uchun o'yin bu jiddiy tarbiya shaklidir. O'yinlarning barcha turlari orasida bolani rivojlantirish uchun eng yaxshi ta'sir etadigani syujetli va rolli o'yinlardir. Bolalar uchun eng sevimli, eng kerakli o'yinlar bu shunday o'yinlarki, unda bolalar o'zlari o'yin maqsadini belgilaydi. O'yin jarayoni ushbu maqsadga erishishdan iboratdir: bola reja tuzadi, amalga oshirish usullarini tanlaydi.

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YUQORI MALAKALI PARA PAUERLIFTINGCHILARNING PSIXOLOGIK TAYYORGARLIGINI ANIQLASH USLUBIYOTI.

Uzoqov Abdulxay Xoshimovich

uzoqovabdulxayxoshimovich@gmail.com

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Annotatsiya. Ushbu maqolada Yuqori malakali para pauerliftingchilarning psixologik tayyorgarligini aniqlash uslubiyoti haqida ma'lumotlar keltirilgan.

Kalit so'zlar: Yuqori malakali, psixologik tayyorgarlik, Para pauerliftingchilar, raqobatbardoshlik.

METHODOLOGY FOR DETERMINING THE PSYCHOLOGICAL READINESS OF HIGHLY QUALIFIED PARA POWERLIFTERS.

Abstract. This article provides information on the methodology of determining the psychological readiness of highly qualified para powerlifters.

Key words: Highly skilled, psychological preparation, Para powerlifters, competitiveness.

МЕТОДИКА ОПРЕДЕЛЕНИЯ ПСИХОЛОГИЧЕСКОЙ ГОТОВНОСТИ ПАРАПАУЭРЛИФТЕРОВ ВЫСОКОЙ КВАЛИФИКАЦИИ.

Аннотация. В статье представлена информация о методике определения психологической подготовленности парапауэрлифтеров высокой квалификации.

Ключевые слова: Высокая квалификация, психологическая подготовка, парапауэрлифтеры, конкурентоспособность.

Kirish. Sportchilar respublika miqyosidagi musobaqalarida qatnashganda, ular milliy terma jamoadan joy olish va xalqaro musobaqalarda qatnashishni maqsad qilishadi, shuning uchun ularning vazifasi eng yaxshi natijani namoyish etishdan iboratdir. Bu ular uchun yuqori ruhiy stress bo'lib, hamma sportchilar ham buni engishga qodir emas. Yuqori darajadagi sport musobaqalari sportchilarning psixologik tayyorgarligiga yuqori talablar qo'yadi, bu musobaqalarda ishtirok etish vaqtida etarli darajada rivojlanmagan bo'lishi mumkin. Shu munosabat bilan, har bir sportchi musobaqalar davomida o'z mahoratini (jismoniy, texnik, taktik) amalga oshira olmaydi, chunki amalga oshirish darajasi ko'p jihatdan bir qator tarkibiy qismlarni o'z ichiga olgan sportchining psixologik tayyorgarligiga bog'liq.

Sportchilarning raqobatbardosh faoliyatini o'rganishda bir nechta psixologik yo'nalishlar mavjud: asab tizimining xususiyatlarini tahlil qilish va hisobga olish va boshqalar; his-tuyg'ularni modulyatsiya qilish; o'quv jarayonini intellektuallashtirish; sport motivatsiyasini shakllantirish, sport mashg'ulotlarini psixologik kuzatish va ruhiy zo'riqish va sportchilarning unga tolerantligini o'rganish; sportchilarning musobaqalarga psixologik tayyorgarligi va boshqa tayyorgarlik turlariga xam bog'liq. Sportchilarning musobaqalarda muvaffaqiyatli ishtirok etishiga asosan ularning psixologik tayyorgarligi bilan belgilanadi. Ushbu sohadagi topilmalar shuni ko'rsatadiki, psixologik moslikning qo'shimcha komponentlari musobaqadan oldingi aqliy faoliyat va hissiy intellektning mazmuni bo'lishi mumkin. Turli sport turlari bilan shug'ullanuvchi sportchilarning raqobatbardoshligini belgilovchi omillarni o'rganish sport psixologiyasining dolzarb masalasidir.

Tadqiqot maqsadi Yuqori malakali para pauerliftingchilarning musobaqa davridagi natija va ko'rsatkichlarini o'rganish, ularning psixologik tayyorgarligining yuqori natijalarga erishishga ta'sirini aniqlash edi.

Tadqiqot usullari va tuzilishi. Birinchi muammoni hal qilish uchun biz 2023 yildagi para pauerlifting bo'yicha quyidagi musobaqalar jadvallarini tahlil qildik: O'zbekiston chempionati va O'zbekiston kubogi.

Tadqiqotda O'zbekiston terma jamoasining asosiy tarkibi va zaxira tarkibidagi para pauerliftingchilari, jami 12 kishi ishtirok etdi. Sportchilarning musobaqalarda ko'rsatgan natijalarini tahlil qilar ekanmiz, shtangani siqib ko'tarish mashqlarida e'lon qilingan natijalar hamda sportchilarning musobaqalarda ko'rsatgan natijalarini hisobga oldik. Ishlash koeffitsienti erishilgan natijani da'vo qilingan natijaga bo'lish yo'li bilan aniqlanadi. Sportchilarning psixologik tayyorgarligi va ularning musobaqadan oldingi aqliy faoliyatining mazmuni G.D. Babushkin metodologiyasi bo'yicha aniqlandi. Ularning hissiy intellekt darajasi Xoll metodi yordamida baholandi.

Natijalar va muhokama. O'rganishning birinchi bosqichida para pauerliftingchilarning musobaqalar oldidan psixologik tayyorgarligini baholashda quyidagilar aniqlandi. Psixologik tayyorgarlikning maksimal qiymati 33 ball bo'lsa, guruhning o'rtacha ko'rsatkichi 30 ballni tashkil etdi. Motivatsion-ehtiyoj, refleksiv va sensor xarakati kabi komponentlarda psixologik moslikning eng yuqori darajasi kuzatildi. Eng past ko'rsatkichlar psixologik moslikning hissiy komponentida aniqlandi, bu psixoregulyatsiya qobiliyati, sportchi tashvishi va hissiy holatni o'z ichiga oladi. Maksimal 3 ballda guruhdagi hissiy komponentning tarkibiy qismlari o'rtacha 2,3-2,5 ballni tashkil etdi va individual sportchilardagi ko'rsatkichlar 1 ballni tashkil etdi. Bu tendentsiya har ikkala musobaqa davomida kuzatildi.

Emotsional komponentning past ko'rsatkichlarini namoyish etgan sportchilar musobaqalarda kutilgan natijalarga erisha olmadilar. Ularning raqobatbardoshlik 0,83 - 0,98 oralig'idagi koeffitsientini tashkil qildi. Emotsional komponentni yuqori baholagan sportchilar musobaqalarda kutilgan natijalarga ortig'i bilan erishdilar. Ularning raqobatbardoshlik koeffitsienti 1,0 - 1,02 oralig'ida bo'lgan.

Ikkalla musobaqada (O'zbekiston chempionati, O'zbekiston kubogi,) ishtirok etgan para pauerliftingchilar 28 mashqlar to'plamidan atigi 11 ta mashqlar to'plamida talab qilingan natijalarga erishdilar, bu atigi 37 foizni tashkil etdi. Barcha musobaqalarda shtangani siqib ko'tarishda bellashuv ko'rsatkichi faqat ikkita para pauerliftingchilarda 1 dan yuqori bo'lgan bo'lsa, qolgan sportchilarda bu ko'rsatkich 0,97 – 0,99 oralig'ida bo'ldi.

Tadqiqotning ikkinchi bosqichi musobaqadan oldingi aqliy faoliyat mazmunini va hissiy intellektning rivojlanish darajasini va ularning para pauerliftingchilarning musobaqa faoliyati natijalariga ta'sirini aniqlashni o'z ichiga oldi. Tadqiqotning ushbu qismida 11 nafar yuqori malakali para pauerliftingchilar ishtirok etdi. Ushbu sportchilar O'zbekiston chempionati ishtirok etishdi.

Professional sport turlarida ko'rsatkich ko'p jihatdan sportchining g'alaba qozonish istagiga emas, balki uning ruhiy holatiga, fikrlash tarziga bog'liq. Bu holat yuqori malakali para pauerliftingchilarni tekshirishda ham isbotlangan (1-jadval).

1-jadval. Para pauerliftingchilarning respublika kubogi natijalari (2023)

No	Sportchi	Reja	Olingan joy	Aqliy faoliyat	Hissiy ekt

1	A.ov D	205/210+	2	56 baland	73 baland
2	Q. ov B	225/226+	3	53 o'rtacha	o'rtacha 65
3	A.ov S	150/130 -	4	34 past	63 o'rtacha
4	R. ov A	180/190+	2	o'rtacha 45	o'rtacha 60
5	T. ov Q	170/170+	2	58 baland	71 baland
6	A ov. G	180/180+	1	60 baland	73 baland
7	F ov. B	180/175 -	1	o'rtacha 54	71 baland
8	A ov. S	220/205 -	3	o'rtacha 44	58 o'rtacha
9	E ov. T	170/170+	1	58 baland	o'rtacha 68
10	M ov. F	230/230+	1	60 baland	75 baland
11	D ov. G	220/215 -	1	60 baland	73 baland
12	A ov. B	180/175 -	1	58 baland	o'rtacha 68

Eslatma: “+” reja bajarildi; “ – “ reja bajarilmadi

Sportchilarning musobaqadan oldingi aqliy faoliyati mazmunini o'rganish uning ijobiy tarkibiy qismini aniqladi, bu esa sportchilarning bo'lajak musobaqadagi natijalari haqida ijobiy fikrlashlarida namoyon bo'ldi. Ijobiy komponentning yuqori darajasi 6 kishida aniqlandi, ulardan ikkitasi xizmat ko'rsatgan sport ustasi, ikkitasi - xalqaro toifadagi sport ustasi. Aqliy faolligi o'rtacha va past bo'lgan sportchilar o'z vazn toifasida 3-4 o'rinlarni egalladi. Shu munosabat bilan sportchilar bilan ishlashda “Sportda intellektual-psixologik tayyorgarlik” kitobida bayon etilgan ijobiy fikrlashni shakllantirish texnikasidan foydalanishni taklif qilamiz .

Para pauerliftingchilarni ko'rikdan o'tkazishda biz tahlil qilgan navbatdagi psixologik omil ularning hissiy intellekti edi. Maksimal 18 ballda eng yuqori ko'rsatkichlar hissiy intellektning quyidagi tarkibiy qismlarida qayd etilgan: hissiy xabardorlik (14 ball); hissiyotlarni modulyatsiya qilish (14,6 ball); o'z-o'zini rag'batlantirish (14,8 ball). Musobaqada hissiy intellekt darajasi yuqori bo'lgan para pauerliftingchilar 1-2-o'rinlarni egallagan bo'lsa, hissiy intellekt darajasi o'rtacha bo'lgan sportchilar 3-4-o'rinlarni egalladi.

Biz aqliy faoliyat va hissiy intellektning o'zaro bog'liqligini tahlil qildik va isbotladik. Korrelyatsiya koeffitsientini hisoblash hissiy intellekt va aqliy faoliyat mazmuni o'rtasidagi yuqori korrelyatsiya munosabatini ko'rsatdi - $r=0,815$.

Xulosa. Para pauerliftingchilarning psixologik tayyorgarligining motivatsion, reflektiv va sensorli tarkibiy qismlarining yuqori ko'rsatkichlari tufayli raqobat sharoitida to'plangan salohiyatni ro'yobga chiqarish har doim ham mumkin emas. Yomon ishlash hissiy komponentning etarli darajada rivojlanmaganligi natijasidir, bu eng dinamik va turli omillarga bog'liq. O'zlarining hissiy tarkibiy qismlarining past qiymatlariga ega bo'lgan sportchilar odatda musobaqalarda

kutilgan natijalarga erisha olmaydilar. Ularning raqobatbardoshlik koeffitsienti 0,83 - 0,98 oralig'ida bo'lgan.

Musobaqalarda ko'rsatilgan natijalarga erishgan va ortig'ini qo'lga kiritgan Para pauerliftingchilar yuqori hissiy intellekt va musobaqadan oldingi ijobiy aqliy faollik bilan ajralib turadi. 15-20 kg da'vo qilingan natijalarga erisha olmagan sportchilar hissiy intellektning o'rtacha darajasiga va musobaqadan oldingi aqliy faoliyatga ega. Yuqori malakali Para pauerliftingchilarning raqobatbardoshligini oshirish imkoniyatlari aniqlandi, bu psixologik tayyorgarlikning hissiy komponenti, hissiy intellekt va musobaqadan oldingi aqliy faoliyatning ijobiy komponenti ko'rsatkichlarini yaxshilashdan iborat.

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TURIZMDA TADBIRKORLIK FAOLIYATINI RIVOJLANTIRISH ORQALI IQTISODIY INQIROZ TA`SIRINI YUMSHATISH

Eshpo'latov Abdulaziz Ulug'bek o'g'li

Osiyo Xalqaro Universiteti magistranti

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Annotatsiya. Ushbu maqolada turizm sohasini rivojlantirish natijasida keladigan foydalar haqida, bundan tashqari turizm sohasida tadbirkorlikni rivojlantirish orqali O'zbekiston iqtisodiyotini yanada yaxshilash, bo'lishi mumkin bo'lgan iqtisodiy inqirozlarning oldini olish yoki ta'sirini kamaytirish haqida yoritishga harakat qildim.

Kalit so'zlar: Turizm, tadbirkorlik, iqtisodiy inqirozlar, Yangi O'zbekiston, turizmni rivojlantirish to'g'risidagi farmon.

MITIGATING THE IMPACT OF THE ECONOMIC CRISIS THROUGH THE DEVELOPMENT OF BUSINESS ACTIVITY IN TOURISM

Abstract. In this article, I tried to explain the benefits of developing the tourism sector, and also to improve the economy of Uzbekistan through the development of entrepreneurship in the tourism sector, to prevent or reduce the impact of possible economic crises.

Key words: Decree on tourism, entrepreneurship, economic crises, New Uzbekistan, tourism development.

СМЯГЧЕНИЕ ПОСЛЕДСТВИЙ ЭКОНОМИЧЕСКОГО КРИЗИСА ЧЕРЕЗ РАЗВИТИЕ ДЕЛОВОЙ ДЕЯТЕЛЬНОСТИ В СФЕРЕ ТУРИЗМА

Аннотация. В этой статье я попытался объяснить преимущества развития туристического сектора, а также улучшить экономику Узбекистана за счет развития предпринимательства в сфере туризма, чтобы предотвратить или уменьшить влияние возможных экономических кризисов.

Ключевые слова: Туризм, предпринимательство, экономический кризис, Новый Узбекистан, указ о развитии туризма.

KIRISH.

Bugungi kunda mamlakatimizda tub islohotlar amalga oshirilmoqda. Mamlakatimiz Prezidenti tomonidan yurtimizning iqtisodiy-siyosiy va madaniy qiyofasini tubdan yaxshilash va rivojlantirish maqsadida "Yangi O'zbekiston" tashabbusi ishlab chiqildi. Yangi O'zbekistonni rivojlantirish va butun dunyoga tanitish maqsadida ko'plab islohotlar va yangiliklar qilinmoqda.

Ularning ichida turizm sohasini yaxshilash va yanada rivojlantirish yuqori o'rinni egallaydi.

Oxirgi besh yil ichida mamlakatimiz Prezidenti tomonidan turizmni rivojlantirish maqsadida ko'plab farmon va qarorlar qabul qilindi.

2018-yil 3-fevralda "O'zbekiston Respublikasi turizm salohiyatini rivojlantirish uchun qulay sharoit yaratish bo'yicha qo'shimcha tashkiliy chora-tadbirlar to'g'risida"gi farmoni, 6-fevral kuni esa "Kirish turizmni rivojlantirish chora-tadbirlari to'g'risida"gi farmoni, 2018-yil 7-fevral kuni "Ichki turizmni jadal rivojlantirishni ta'minlash chora-tadbirlari to'g'risida"gi navbatdagi qaroridan kelib chiqib, mamlakatimizning barcha turistik hududlarida, shuningdek, sayyohlarni jalb qilish salohiyatiga ega bo'lgan boshqa hududlarda ichki turizmni rivojlantirish, infratuzilmasini yaxshilash, yangi yo'nalishlar tashkil qilish bo'yicha turli vazifalar belgilab qo'yildi.

2021-yilning aprel oyida O'zbekiston Respublikasi Prezidentining PF-6199- sonli «Turizm, sport va tarixiy meros sohalarida davlat boshqaruv tizimini yanada takomillashtirish chora-tadbirlari to'g'risida»gi farmonida ko'rsatib o'tilgan vazifalarni ijrosini ta'minlash maqsadida jismoniy tarbiya va sport vazirligi hamda turizmni rivojlantirish Davlat qo'mitasi negizida Turizm va sport vazirligi tashkil qilindi, hamda uning zimmasiga eng muhim vazifalar yuklatildi.

Ushbu vazirlik turizm, jismoniy tarbiya, sport va madaniy meros sohalariga oid yagona davlat siyosatini amalga oshiruvchi davlat boshqaruv organi hamda turizmni rivojlantirish Davlat qo'mitasi huquqlari, majburiyatlari va shartnomalari, shu bilan birgalikda ushbu hujjatlarni xalqaro shartnoma bo'yicha huquqiy vorisi sifatida tan olindi.

Shu va shunga o'xshash qarorlarning qabul qilinishi mamalakatimizga tashrif buyuruvchilar sonining yanada ortishiga sabab bo'ldi. Butun dunyo siyosatida turizm strategiya va taktikaga asoslanadi, shu sababli turizm strategiyasi davlatni qayta qurish va rivojlantirish sohasidagi harakatlarni belgilab beradi.

Turizm rivojlanish konsepsiyasini amalga oshirish uchun vaqt hamda katta moliyaviy mablag'lar talab qilinadi va maqsadli dasturlarni ishlab chiqishga qaratiladi. Turistik taktika – bu mavjud sharoitlarda maqsadga erishishning aniq choralari va usullarini amalga oshirish bilan birga fuqarolarning turistik xizmatlarga bo'lgan ehtiyojlarini qondirish niyatida yaratiladigan imkoniyatlar hisoblanadi.

Shu bilan birga yangi ish o'rinlari sonini ko'paytirish, byudjet tizimiga soliq tushumlari, xorijiy valyutalarning kirib kelishi va saqlanishi uchun zarur zamonaviy imkoniyatlarga ega yuqori samarali va raqobatbardosh turistik kompleksni yaratish, madaniy va tabiiy merosdan oqilona foydalanishni ham o'z ichiga oladi.

Yurtimizda bir qancha turistik shaharlar mavjud. Ulardan eng qadimiylari Buxoro, Samarqand, Xorazmdir. Bu shaharlarga keladigan turislar soni ham nisbatan ko'p. Masalan Buxoroda joriy yilning o'tgan olti oyi davomida 43 ta 1 ming 183 o'rinli yangi katta-kichik mehmonxonalar ishga tushdi. Mehmonxonalar umumiy soni 445 taga (4974 ta xona, 11412 ta o'rin) yetdi.

Bunda, yangi tashkil qilingan mehmonxonalar – 9 ta, oilaviy mehmon uylari – 19 ta, xostellar – 15 tani tashkil etadi. Olib borilgan targ'ibot ishlari natijasida hisobot davrida viloyatga tashrif buyurgan sayyohlar soni 1 million 824 ming nafardan oshdi. Sayyohlardan viloyat iqtisodiyotiga 2021-yilda 478,9 milliard so'm tushum tushgan bo'lsa, 2022 yilning olti oyida bu ko'rsatkich 763 milliard so'mdan oshdi.

Xorijiy sayyohlar oqimini oshirish, sayyohlar uchun qulay sharoit yaratish maqsadida 2022-yilning iyun oyida ilk bor Istanbul-Buxoro-Istanbul yo'nalishida to'g'ridan-to'g'ri muntazam aviaqatnov yo'lga qo'yildi. Shuningdek, turizm yo'nalishida bir qator madaniy-ko'ngilochar tadbir, forum, festival va yarmarkalar tashkil etildi.

Jumladan, 2022-yilning fevral oyida "Ichki va ziyorat turizmi" yarmarkasi va uning doirasida "Usmon mushafi" nomli maxsus suvenirler kolleksiyasi namoyishi o'tkazildi. 19-may kuni "Deklaratsiyalar muloqoti" xalqaro forumining Buxoro shahrida bo'lib o'tgan yakuniy bosqichida 11 ta davlatdan 100 ga yaqin ishtirokchilar qatnashdi.

O'zbekiston hamda jahon hamjamiyatining e'tiqod erkinligini targ'ib qilish borasidagi "Diniy bag'rikenglik va millatlararo totuvlik" yo'nalishi bo'yicha "Buxoro deklaratsiyasi" qabul

qilindi. 21-25 may kunlari Buxoro shahrida 58 ta davlatdan tashrif buyurgan 220 nafar xorijiy mehmon ishtirokida “Xalqaro zardo‘zlik va zargarlik” festivali o‘tkazildi.

Festival doirasida Butunjahon Hunarmandchilik Kengashi tomonidan Buxoro shahriga “Butun jahon hunarmandlar shahri” maqomi berildi. 3-4 iyun kunlari Buxoro shahrida o‘tkazilgan Turkiy davlatlar tashkilotining “IV Yosh liderlar” forumi doirasida Buxoro shahri 2022-yilda “Turkiy dunyoning yoshlar poytaxti” deb e‘lon qilindi. Hududiy investitsiya dasturlari doirasida 2022-2023-yillarda turizm sohasida mehmonxona, hotel, umumiy ovqatlanish shoxobchalari, ekoturizm, turistik transport vositalaridan iborat umumiy loyiha qiymati 483,9 milliard so‘mni tashkil etuvchi 52 ta loyiha amalga oshirilmoqda. bugungi kunda mazkur loyihalardan 9 tasi ishga tushirildi.

Bu kabi turizm sohasidagi tadbirkorlikning rivojlanishi nafaqat davlatimiz iqtisodiyoti balki aholi ijtimoiy hayotining yaxshilanishiga ham yordam bermoqda. Bundan tashqari Abu Ali ibn Sino tug‘ilib o‘sgan “Afshona” qishlog‘ini turizm shaharchasiga aylantirish yuzasidan muzeyga tutash hududdan 2,7 gektar yer uchastkasini qishloq xo‘jaligida foydalanilmaydigan yer maydonlari hisobiga o‘tkazish hamda belgilangan tartibda investor va tashabbuskorlarni jalb qilgan holda tasdiqlangan loyiha-smeta hujjatlari asosida qurilish ishlari boshlanadi.

Buxoro shahar I.Karimov ko‘chasida “Gastro Bazar” va “Street Food” gastronomik ko‘cha tashkil etiladi. G‘ijduvon tumanida “Qo‘rg‘on” “Turizm mahallasi”, Vobkent tumanida “Shirin etnoturizm qishlog‘i” va Ahmad Donish ko‘chasida “Turizm ko‘chasi” tashkil etish rejalashtirilgan. Bu kabi islohotlarning tobora ko‘payishi faqat va faqat davlat iqtisodiyoti va aholi iqtisodiy holatiga ijobiy ta‘sir ko‘rsatadi.

XULOSA

Turizmning yuqori daromad keltiruvchi soha bo‘lganligi tufayli ko‘pgina davlatlar va tadbirkorlar uning rivojlanishi uchun katta e‘tibor bermoqdalar. Ular yangi-yangi mehmonxonalarni qurmoqda, eskilarini rekonstruksiya qilib ta‘mirlamoqda va jahon standartlari talablariga moslashtirmoqda. Bunga birgina Samarqand shahrida qurilgan o‘nlab shaxsiy mehmonxonalarni misol keltirish mumkin. Ular hech kimning ta‘ziqi yoki ko‘rsatmasiz o‘z tashabbuslari bilan qurilgan obyektlardir. Maqsad shu sohani rivojlantirib katta foyda olishdir.

Bu esa o‘z navbatida, turizmni rivojlantirish uchun eng muhim omillardan biridir.

Turistlarni ko‘proq jalb qilish maqsadida dunyo tamadduni va tarixiy obidalar namunalarini qayta tiklash va asl holiga keltirish uchun ham katta e‘tibor berilmoqda. Masalan, Samarqandda “Bibixonim” majmuasining qayta tiklanishi, Imom Al-Buxoriy, Motrudiy kabi allomalarimiz majmualarining qaytadan barpo qilinishi kabilar bularga misol bo‘la oladi.

Turizmning rivojlanishiga nafaqat daromad keltiruvchi iqtisodiy, balki katta ijtimoiy soha deb ham qarash lozim. Agar xalqaro turizm o‘z rivojini topsa xalqlar o‘rtasidagi madaniy va ma‘rifiy aloqalarning mustahkamlanishiga, turli millatlarning do‘stlashishiga, davlatlar o‘rtasidagi munosabatlarning yaxshilanishiga, oxir-oqibatda dunyoda tinchlikning qaror topishiga ham muhim omil bo‘ladi.

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ARAB TILIDAGI O'XSHATISHLARDA LINGVO-MADANIY ASPEKTLARNING AKS ETISHI

Mamasoliyeva Dilbarxon O'ktamjonovna

Oriental Universiteti magistraturasi lingvistika(arab) yo'nalishi.

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Annotatsiya. Ushbu maqola arab va o'zbek tillaridagi o'xshatishning lingvo-madaniy aspektlarini o'rganishga qaratilgan. U shuningdek, arab tiliga xos o'xshatishlar o'zbek tiliga o'girilganda yuzaga kelishi mumkin bo'lgan ayrim lingvistik muammolarni hal qilishda o'ziga xos yechimlar tadqiqi hamdir. Maqolada tarjimonlar madaniy soha bilan chambarchas bog'liq ushbu fenomenni boshqa tillarga o'girishda qanday lingvistik strategiyalar asosida saqlab qolishlari va mazkur ritorik omilni o'z ornida qo'llamaslik tarjimada qanday xato va kamchiliklarga olib kelishi tahliliy yoritilgan. Bu yerda markaziy o'rin tutuvchi asosiy fikr arabcha o'xshatishlarning o'zbek tiliga ifodali va aniq tarjima qilinishi o'zbek madaniyati va milliy til xususiyatlari yuzasidan chuqur bilimga asoslanishini taqozo qiladi, zero ana shunda tillararo almashinayotgan fikrlar va g'oyalar jarayonida mutanosiblik va muvofiqlik shakllanadi. Maqolada yana ba'zi muallif va tarjimonlar tomonidan arab tilidagi matnlar boshqa tillarga o'girilayotganda arab xalqlariga xos madaniy unsurlar ishtirokidagi muayyan tasviriy ifodalarni shaklan aynan saqlab qolishga intilishlari mazmunni yetarlicha qamrab ololmasliklariga olib kelishi ham atroflicha tahlil qilinadi.

Kalit so'zlar: tashbeh, badiiy san'atlar, o'xshatish, majoz, tasviriy ifoda, ko'chma ma'no.

REFLECTION OF LINGUISTIC AND CULTURAL ASPECTS IN SIMILES IN THE ARABIC LANGUAGE

Abstract. This article is aimed at studying the linguistic and cultural aspects of simile in Arabic and Uzbek languages. It is also a study of unique solutions in solving some linguistic problems that may arise when Arabic similes are translated into Uzbek. The article analyzes how translators preserve this phenomenon, which is closely related to the cultural sphere, on the basis of linguistic strategies when translating into other languages, and how failure to use this rhetorical factor in its place leads to errors and shortcomings in translation. The central idea here is that the expressive and accurate translation of Arabic similes into Uzbek requires a deep knowledge of the Uzbek culture and national language characteristics, because only then in the process of cross-linguistic exchange of thoughts and ideas, proportionality and compatibility is formed. The article also analyzes in detail the fact that some authors and translators, when translating Arabic texts into other languages, strive to preserve certain visual expressions with the participation of cultural elements characteristic of the Arab peoples in their form, which leads to insufficient coverage of the content.

Key words: allegory, artistic arts, simile, metaphor, pictorial expression, figurative meaning.

ОТРАЖЕНИЕ ЛИНГВОКУЛЬТУРНЫХ АСПЕКТОВ В СРАВНЕНИЯХ АРАБСКОГО ЯЗЫКА.

Аннотация. Данная статья направлена на изучение лингвокультурологических аспектов сравнения в арабском и узбекском языках. Это также исследование уникальных решений некоторых лингвистических проблем, которые могут возникнуть при переводе арабских сравнений на узбекский язык. В статье анализируется, как переводчики

сохраняют это явление, тесно связанное со сферой культуры, на основе лингвистических стратегий при переводе на другие языки и как неиспользование этого риторического фактора вместо него приводит к ошибкам и недостаткам перевода. Центральная идея здесь заключается в том, что выразительный и точный перевод арабских сравнений на узбекский язык требует глубокого знания узбекской культуры и особенностей национального языка, поскольку только тогда в процессе межъязыкового обмена мыслями и идеями формируется соразмерность и совместимость. В статье также подробно анализируется тот факт, что некоторые авторы и переводчики при переводе арабских текстов на другие языки стремятся сохранить в их форме определенные изобразительные выражения с участием элементов культуры, характерных для арабских народов, что приводит к недостаточному освещению содержания.

Ключевые слова: аллегория, художественное искусство, сравнение, метафора, изобразительная выразительность, переносный смысл.

KIRISH

O'xshatish ritorikaning xos aspektlaridan biri bo'lib, u yozma va og'zaki nutqning birdek yorqin, jozibador va ifodali tarzda shakllanishida katta ahamiyatga ega. Badiiy ifoda vositasi sifatida u mutlaqo biri ikkinchisiga o'xshamaydigan ikki obyektning muqoyasasi ustiga quriladi. Bunday lingvistik ustqurmada o'xshatiluvchi arab tilida *mushabbih* (مشبه), o'xshatilayotgan narsa *mushabbih bihi* (مشبه به) deb ataladi. Tilshunoslikda o'xshatish munosabati sodda va qo'shma gap doirasida tadqiq etib kelinadi. O'xshatish sodda gaplarni falsafiy va nazariy nuqtai nazardan tadqiq etib chiqqan Nizomiddin Mahmudov: «... o'xshatish sodda gaplarda hamisha murakkab semantik struktura, kamida ikkita semantik propozitsiya ifodalangan bo'ladi», - deb qayd etadi.⁹⁹ O'xshatishning sintaktik qurilishi haqida gap ketganda, eng avvalo uning to'rt komponentli qurilma ekanligini unutmash kerak. M.Cheremisina tasnificha ular quyidagilardan tashkil topgan: 1) o'xshatish subyekti; 2) o'xshatish etaloni; 3) o'xshatish asosi; 4) o'xshatish shakli.¹⁰⁰

M.Cheremisina tasnifiga qo'shilgan holda N.Mahmudov o'xshatishning to'rt komponentini quyidagi formula asosida $\{A[(B)P]C\}$ aks ettiradi. Uning A belgisi subyekt uchun, B belgisi etalon uchun, S belgisi o'xshatish asosi uchun keltirilgan. p belgisi o'xshatish shaklini ifoda etadi. Bu modelga ko'ra subyekt ega vazifasiga, etalon hol vazifasiga va o'xshatish asosi kesim vazifasiga xoslangan bo'ladi. O'xshatish shakli hamma vaqt o'xshatish etalonining morfologik shakli sifatida qayd etiladi. O'xshatish komponentlarini ko'rsatishda D.Xudoyberganova mazkur tasnifga qo'shilgan holda N.Mahmudovning maqolasiga¹⁰¹ havola beradi¹⁰².

Aksariyat hollarda o'xshatish turli grammatik vositalar: *-dek/-day qo'shimchasi yoki "go'yo", "kabi", "xuddi", "misli", "misoli", "yanglig'", "bamisoli"* kabi ko'makchilar vositasida amalga oshadi. Shu bilan birga o'xshatish grammatik vositalarsiz amalga oshgan hollar ham tez-tez

⁹⁹ Махмудов Н. Ухшатиш содда гапларда семантик-синтактик асимметрия // Ж. Узбек тили ва адабиёти. -1986. -№ 6. -Б. 30

¹⁰⁰ Черемисина М. Сравнительные конструкции русского языка. Новосибирск, 1976. -С.17-18.

¹⁰¹ Махмудов Н. Ойбек шеъриятидаги ухшатишларнинг лингвопоэтикаси // Ж. Узбек тили ва адабиёти. 1983, №4. Б.48.

¹⁰² Худойберганова Д.С. Семантический и стилистический анализ конструкции подобиения в узбекском языке: АКД. Тошкент, 1999.

kuzatiladi. O'xshatiluvchi va o'xshatilmishni bir-biriga o'zaro bog'lovchi eng umumiy grammatik vosita bu “-day, -dek” qo'shimchalaridir. Ba'zi o'xshatishlar tarjima qilinayotgan tilda ham mos ekvivalenti borligi uchun tarjimon quyidagi misoldagi kabi ma'noni erkin uzatib berishi mumkin: شجاع كالاسد arslondek shijoatli.

Arab tilidagi o'xshatishlarni o'zbek tiliga tarjima qilish madaniy tavofutlardan chuqur xabardor bo'lmagan mutaxassislar ko'pgina anglanmagan qiyinchiliklar tug'dirishi mumkin. Ana shunday muammolarni chetlab o'tish uchun arab tilidagi xos o'xshatish hodisasini so'zma so'z saqlab qolishdan voz kechib, o'zbek lingua-madaniy muhitiga muqobil variantlarni tadbiiq etish lozim. Masalan Aziz¹⁰³ tomonidan qilingan tahlilga nazar solsak: جنتاها كالانتفاح asl ma'no yonoqlari olmadek, o'zbek madaniy muhitida ham olma, ham atirgul muvofiq o'xshatishlar sanaladi.

Adabiy-badiiy ijod jarayonida estetik mohiyatga urg'u berilganda so'zning leksik va semantik ma'nosi bir qadar o'zgarishga uchraydi, zero badiiy ifoda talabi bilan yuzaga kelgan bu tasviriy vosita yuqorida nazarda tutilgan ma'noning estetik uzatmasi o'zgarishidan turib o'z funksiyasini bajara olmaydi. Ritorik o'xshatishlarni bir tildan ikkinchi tilga tarjima qilish lingvistik va madaniy tafovutlar tufayli murakkab jarayon sanaladi. Mazkur murakkablik madaniyatlar o'rtasidagi mafkuraviy farqlar aniq yuzaga kelganda tarjima mas'uliyatini yanada oshiradi.

METAFORA VA O'XSHATISH

Metafora va o'xshatish tasviriy ifoda vositalari bo'lib, narsa-buyum va holatlarni ifodalash uchun qo'llaniladi. Metod o'laroq qiyoslash va taqqoslashdan foydalaniladi. O'zbek tilida o'xshatish qiyoslash metodidan foydalanilganda *kabi*, *-dek* singari ko'makchilarning ishtiroki yordamida yuzaga keladi. U odatda bir-biriga o'xshamaydigan ikki narsani qiyoslaydi. O'zbek lingvistikasida o'xshatish haqida dastlabki tadqiqot olib borgan M. Mukarramov o'xshatishning uch komponentdan tashkil topishi: o'xshatiluvchi, obyekt va o'xshovchi obraz o'xshatishning asosi ekanligiga urg'u beradi. O'xshatish vositasi asos sifatida hisobga olinmaydi. O'xshatishlar borasida maxsus ilmiy tadqiqot yuritgan D. Xudoyberganova o'xshatishlar to'rt asosdan iborat ekanligini, ayrim o'xshatish tizimlarida bu asoslarning biri uslub talabi bilan ifodalanmay qolishini ko'rsatadi. Olima o'xshatish asoslarining bu tarzda birining ifodalanmasligini uning ma'nosini boshqa qismlar orqali anglanishi bilan izohlab beradi.

Metafora narsa, belgi, harakat o'rtasidagi nisbiy o'xshashlikka asoslanadi:

-*ko'ylakning yoqasi (o'z ma'nosi), soyning yoqasi (ko'chma ma'no);*

- *qattiq bodom (o'z ma'nosi), qattiq sovuq (ko'chma ma'no), qattiq muomala (ko'chma ma'no);*

- *xona toza (o'z ma'nosi), uning qalbi toza (ko'chma ma'no).*

O'xshatish ham ko'chma ma'no ustiga qurilishi bilan metaforalarga o'xshash bo'lib, ular yordamida shaxs va predmetlar bir-biriga o'xshatiladi. Masalan:

Adashgan it kabi,

Furqat qayon borgum bilolmasman.

Lekin o'xshatishlarda metaforalardan farqli o'laroq *-dek, -day, -simon, -vash, -namo, kabi, singari, yanglig', misoli, o'xshash* kabi vositalar qo'llaniladi. Masalan: Sardorbek – maktabimiz quyoshi. (metafora) Sardorbek bamisoli quyosh. (o'xshatish) Agar adabiyotshunoslikda ham

¹⁰³ Aziz, Y. Y., Principles of Translation. Benghazi: University of Qar Younis.

metafora va o'xshatishni bir-biridan farqlaydigan bo'lsak, metafora istiora san'atini hosil qiladi, o'xshatish esa, tashbeh san'atini hosil qiladi.

ARAB TILIDA O'XSHATISH

Arab tilshunosligida o'xshatish التشبيه deb ataladi. Badiiy va adabiy nutqda ifodani estetik va ritorik jihatdan muayyan fikr yoki tuyg'uni pragmatik tasvirlab berishda, ikki qiyoslanuvchini bir-biriga bog'lashda, o'xshatiluvchini o'xshatilayotgan bilan ijobiy yoki salbiy ma'noda taqqoslanishi uchun ishlatiladi. Binobarin, o'xshatish lingvistik va estetik tasviriy ifoda vositasi sifatida qanchalik muvofiqligi, samaradorligi, ma'nodorligi va ayniqsa, o'quvchida nechog'lik taassurot qoldirayotgani bilan muallifdan muallifga farq qiladi.¹⁰⁴ Bag'dodlik olim Vajida al Atrajiy o'xshatishga inson nutqning qadimiy shakli sifatida ta'riflaydi. Unga ko'ra o'xshatish ta'riflab berish, bayon qilish va oydinlashtirishning eng yaxshi yo'lidir. U ayni paytda ma'noning chuqur qatlamlariga yetish uchun ham yaxshi vosita hisoblanadi. Tavsiya o'laroq hatto karlar uchun ham ma'no-mazmunga ega til hodisasi sifatida qayd etadi.¹⁰⁵

Al Jurjoniyning nuqtai nazariga ko'ra¹⁰⁶ o'xshatish ifoda vositasi sifatida har turli narsalarni jamlay oluvchi, turli makonlar o'rtasidagi masofani u hatto sharq va g'arb qadar katta bo'lsa ham qisqartira oluvchi, mavhum tushunchalarga ham xuddi jonli mavjudotlardek mazmun kirita oladigan, soqovni ham tilga kiritib, ajamdan arabdek so'zga chechanlik yasay oladigan lingvistik san'at turidir. U minerallar olamidagi hayotni tasvirlay oladi, qarama qarshilikni ko'rsatib beradi: *hayot va o'lim, suv va olov*.

Mashhur fors adibi Abu Hilol al Askariyga ko'ra¹⁰⁷, o'xshatish ma'noni to'laroq ifodalab uni tasdiqlovchi, arabu ajam birdek e'tirof etgan ritorik hodisadir. Ulardan hech biri bu borada e'tiroz bildirmagan.

Abbosiyilar davrining yirik filolog olimi al Mubarrid -المبرد- arablar nutqida keng qo'llanilishini isbotlab bergan¹⁰⁸. U yana arablarning nutqlari asosan o'xshatishlardan iboratligini e'tirof etish aslo mubolag'a bo'lmasligini ta'kidlaydi¹⁰⁹. Kishilar o'z nutqlarida o'xshatishdan ixtiyorsiz yoki maqsadli tarzda, qachonki unga zarurat tug'ilsa ham foydalanadilar. Undan kishilik jamiyatining barcha qatlamlari - arabu ajam, oliy va quyi tabaqa vakillari, qishloqliklaru shaharliklar, sivilizatsiya egalariyu badaviylar, bilimli va bilimsiz, oqilu nodon - tomonidan birdek istifoda qilinadi. U shunday adabiy tasvir vositasiki, u muayyan bir til yoki irqqa xos bo'lmay, balki butun insoniyat uchun tabiiy xususiyat bo'lgan lingvistik komponentdir (Sheeba, 1985:2).

O'XSHATISHNING TARKIBIY QISMLARI

Ali al Jundiya ko'ra¹¹⁰, arab tilida o'xshatish lingvistik hodisa sifatida quyidagi to'rt unsur orqali yuzaga chiqadi:

1. Mavzu (o'xshatiluvchi) - المشبه;
2. Tasvir (o'xshatilayotgan narsa) - المشبه به;

¹⁰⁴ الاطرقجي, واجدة مجيد, 1978. التشبيهات القرآنية و بالعربية. بغداد

¹⁰⁵ O'sha asar

¹⁰⁶ الجرجاني, عبدالقاهر, 1978. اسرار البلاغة. دار المعارف, بيروت

¹⁰⁷ أبو هلال الحسن بن عبد الله بن سهل العسكري, الصناعتين, القاهرة, 1952, النشرة الاولى

¹⁰⁸ ابو العباس محمد بن يزيد بن عبد الاكبر المعروف بالمبرد, 1998, طبعة بتحقيق عبد الحميد هنداي. طبعتها وزارة الاوقاف السعودية. صحيفة - 108.

¹⁰⁹ O'sha manba. 108-bet.

¹¹⁰ علي الجندي, فن التشبيه, (1952), نضحة المصرية, مصر, صحيفة 133

3. O'xshatish jihati - وجه الشبه;

4. Bog'lovchi vosita yoki ko'makchi - أدوات التشبيه (محاك, يُشَبِّهُ, يُضَاهِي, كَانَ, مِثْل, كَا, كَ)

O'xshatishning mazkur to'rt komponenti quyidagi misolda to'la namoyon bo'ladi:

Laylo onasidek go'zal. ليلي كوالدتها جمالاً

Ushbu misolda ot (Laylo ليلي) mavzu - o'xshatiluvchini ifodalasa, boshqa bir ot (onasi والدتها) tasvir - o'xshatlayot narsani bildiradi. bog'lovchi vositasini bajarayotgan ko'makchi bo'lib kelgan bo'lsa, جمال o'xshatish jihatini anglatuvchi nuqtadir.

O'xshatiluvchi va o'xshatlayotgan narsa (مشبه و مشبه اليه) muhim ikki unsur sanaladi. Al Jundiyning (1952 yilgi nashr,94-bet) fikriga ko'ra, ayrim komponentlarni tushirib qoldirish mumkin bo'lsa ham boshqa shunday qismlari borki (مشبه و مشبه اليه), ularsiz o'xshatish yuzaga chiqmaydi. Quyidagi misollarni tahlil qilamiz:

Ali sherdek shijoatlidir. علي شجاع كالاسد

Ali bamisoli sherdir. علي كالاسد

Ali sherdir. علي أسد

Birinchi misolda o'xshatishning barcha komponentlari ishtirok etgan. Ikkinchi misolda esa o'xshatish jihati - الشجاعة bahodirlik - tushirib qoldirilgan bo'lsada, ma'nosi aniq tushuniladi. Uchinchi misolda esa o'xshatish jihati ham (الشجاعة bahodirlik), bog'lovchi vosita (ك bamisoli) ham tushirib qoldirilib, ma'no to'g'ridan-to'g'ri ifodalangan.

O'XSHATISH TURLARI

Doktor Abdurauf (2006 yilgi nashri, 207-8 betlar) o'xshatishning mushabbah va mushabbah ilayhiga ko'ra, ko'makchilar ishtiroki va o'xshatish jihatiga muvofiq o'n to'rt turini keltiradi. Bular:

1. Bir turli yagona o'xshatish:

نصيحتك كالذواء - *Maslahatingiz misoli dori-darmon;*

2. Ko'p o'xshatishli struktura:

هذا الرئيس الشركة كسابقه في الكذب و الفساد و الجهل و الرياء

Kompaniyaning bu boshlig'i ham yolg'onchilikda, korrupsiyada, kaltabinlikda va ikkiyuzlamachilikda avvalgisi kabidir.

3. Ikki turli o'xshatish yoki qo'shma o'xshatish:

الشمس مثل الكرة الذهبية - *Quyosh bamisli oltin to'p;*

4. Ta'rif o'rnidagi o'xshatish (izohlovchi o'xshatish):

كلامك كالعسل - *So'zlarinigiz asal kabidir;*

5. Tafsilotli o'xshatish:

كلامك كالعسل حلوة - *So'zlarinigiz shirinlikda asal kabidir;*

6. Cheklanmagan o'xshatish:

نصيحتك كالذهب - *Maslahatingiz oltin kabidir;*

7. Tasdiqlangan, qayd qilingan o'xshatish:

نصيحتك ذهب - *Maslahatingiz oltindir;*

8. Sezgi a'zolari bilan his qilishga asoslangan o'xshatish(hissiy+hissiy):

هذا العصير كماء البحر - *Bu sharbat baayni dengiz suvi;*

9. Intellektual hodisaga suyanuvchi o'xshatish(ongli+ongli):

الجوع كاليأس - *Ochlik nochorlikdir;*

10. Aqliy va hissiy hodisaga asoslangan o'xshatish(ongli+hissiy):

حظي كدقيق في يوم عاصف - *Mening toleim bamisli bo'ronli kundagi unga o'xshaydi;*

11. Hissiy va ongli o'xshatish (hissiy+ongli):

هذا العطر كالسعادة - *Bu atir saodatdekdir;*

12. Tasavvurga qurilgan o'xshatish:

جسمه كجسم الديناصور - *Uning jismi dinozavr jismidek;*

13. Teskari o'xshatish:

النار كالنفق - *Olov munofqlik singaridir;*

14. Ta'sir faktoriga qurilgan o'xshatish:

زيد أسد - *Zayd sherdir.*

O'XSHATISHDAN KO'ZLANGAN MAQSADLAR

O'xshatishdan turli maqsadlarda foydalaniladi. Al Jundiyya ko'ra (1952:200-2023) quyidagi maqsadlar farqlanadi:

1. Mavzu bayon qilingan vaziyat yoki kontekstni oydinlashtirish uchun:

كأنك شمس و الملوك كواكب إذا طلعت لم يبدومنهن كواكب

Sen bamisli quyoshdirsan, o'zga shohlar esa yulduzlardir. Qachonki quyosh chiqar ekan, yulduzlar deyarli g'oyib bo'lgusidir¹¹¹;

2. Mavzu doirasida berilgan kuchning qanchalik cheklanganligini yoki muayyan zaiflikni to'laroq ta'riflash uchun:

فيها إثنان و أربعون حلوية سوداء كخافية الغراب الاسخم

Qirq ikki urg'ochi tuya borki,

Misoli qora qarg'aning poyafzalidek qora¹¹².

3. Kontekstdan anglashilgan holatning barqarorligini tasdiqlash uchun:

إن القلوب إذا تناثر ودها مثل الزجاج كسرها لا يجب

Bordiyu qalbd muhabbat yuz o'girgudek bo'lsa,

Baayni singan shishadek uni butlamoq amri maholdir¹¹³

4. Bir-biriga zid ikki narsaning o'rtasidagi ma'lum bir o'xshashlikni ochib berish uchun:

انت كالشمس تبعد إن تسامى ويدنو منها النور و الشعاع

Sen misli quyoshdirsan, u ko'p yiroqdir,

Va lek insonlarga uning nuri va yorug'ligi yaqindir;¹¹⁴

5. Go'zallashtirish uchun:

جسمك كالحرير - *Jisming bamisli ipak¹¹⁵*

6. Ma'lum bir kamchilik yoki aybni tanqid qilish uchun:

يأكل زيد كالبهيمة - *Zayd hayvondek ovqatlanadi¹¹⁶*

TARJIMA VA MADANIY OMIL

Nyumark tarjima jarayonida madaniy omil qiymati haqida fikr bildirar ekan, boshqa hech bir jihat tilning va muayyan tekstlarning yaxlit bir kompleks tabiatini tarjima amaliyotidek ko'rsata

¹¹¹ Shittu,S.A(2012). A Course in Arabic Rhetoric. Nigeria: National Open University of Nigeria Press, Page-22.

¹¹² O'sha asar

¹¹³ O'sha asar

¹¹⁴ O'sha asar

¹¹⁵ Hussein Abdul-Raof,Arabic Rhetoric:A Pragmatic Analysis,Page-206

¹¹⁶ Hussein Abdul-Raof,Arabic Rhetoric:A Pragmatic Analysis,Page-209

bera olmasligini ta'kidlaydi¹¹⁷. Bundan tashqari yozma nutqning qanchalik ifodaliligi tarjimada yaqqol ko'rinadi. Tarjima yangi bilimlarning keng yoyilishida ham katta ahamiyatga ega. Boshqa tamaddunlardagi madaniyat rivojining har bir aspektini anglashga urinish bir paytning o'zida kishilarni o'z madaniyatlarini chuqurroq tushunishlariga, uni boyitishiga ham olib keladi.

Azizning mulohazalariga ko'ra madaniyatga aniq qilib jamiyat a'zolari tomonidan umum e'tirof etilgan e'tiqodga asoslangan tamoyillar majmui deb ta'rif berish mumkin. U bilan jamiyat a'zolari xulq-atvori, turmush tarzi tartibga solinadi. Bu esa o'z navbatida din, iqtisodiyot, siyosat, til va adabiyotni ham o'z ichiga oladi¹¹⁸. Binobarin, til madaniyatning ajralmas tarkibiy qismi sifatida o'xshatish berilgan til va mana shu o'xshatish tarjima qilinayotgan til mansub bo'lgan lingvo-madaniy xususiyatlarni aks ettiradi. Shunnaqning fikricha¹¹⁹, tarjimon o'xshatishlar aks etgan iboralarni o'girish jarayonida so'zma-so'z tarjimaga emas, g'oyalar ifodasiga e'tibor qaratish kerak. Tili o'girilayotgan xalq madaniyati bilan yaqindan tanishish bu jarayonning muhim qismidir. Ilyos Osim¹²⁰ muayyan madaniyatga xos bo'lgan o'xshatish muqobili topilmagan taqdirda, aynan ekvivalenti bo'lmasa ham bir xil funksiyani bajaruvchi boshqa o'xshatishni qo'llash mumkinligiga oid mulohaza bildiradi. Bu o'rinda u qorni misol sifatida keltiradi. Qor bilan bevosita tanish bo'lmagan madaniyat tiliga qor markaziy o'rin tutuvchi o'xshatishni o'girish uchun qorga funksional o'xshash bo'lgan boshqa ramzdan foydalanish mumkin, masalan, paxta ana shunday vosita bo'la oladi.

Demak, bir tildagi *qordek oq* jumlasini boshqa tilga *paxtadek oq* deya o'girish mumkin. Kruznung nuqtai nazariga ko'ra¹²¹, tarjima nafaqat lingvistik jarayon, balki madaniy jarayon ham bo'lib, ikki madaniyat o'rtasidagi muloqotni amalga oshiradi, zero o'z xususiyatlariga ko'ra tarjima jarayoni ikki tomonlama bog'lovchi aspektga ega bo'lib, asliy til mansub bo'lgan madaniy muhit bilan xorijiy til muhiti o'rtasida o'ziga xos ko'prik vazifasini o'taydi. U yana bir muhim omilni ta'kidlar ekan, ikki til o'rtasidagi fundamental madaniy asos bir-biridan qanchalik tafovutli bo'lib borsa, tarjimonlar ayni jihat ustida ko'proq ishlashlari lozim bo'lib boradi¹²².

O'xshatishlarda aks etgan lingvo-madaniy xususiyatlar tarjima tufayli boshqa bir tilda ifodalanganda o'ziga xos fenomenlar - mahalliy madaniyatni ifodalovchi so'z va iboralar, tasviriy ifodalar, ularning kelib chiqishi va nutqda qo'llanilishi - saqlanib qolishi zarurdir.

TADQIQOT UCHUN TANLAB OLINGAN AYRIM O'XSHATISHLAR TAHLILI

Tadqiqot uchun arab adabiy tilida ko'p uchraydigan o'xshatishlarning yettitasi tanlab olindi va ularning leksik va semantik tahlili modellashtirildi.

1. ابي حكيم كلقمان (Al Maydaniy, Vol.1.Page-222);
2. انت حقوق كالجمل (Al Maydaniy, Vol.1.Page-222);
3. ليلي جميلة كالبدر (Al Maydaniy, Vol.1.Page-223);
4. انت هنا امن من حمام مكة (Almaydaniy, Vol.1.Page-87);

¹¹⁷ Newmark, P. (1981). **Approaches to translation**. Language and teaching series. Pergamon. UK.

¹¹⁸ Aziz, Y. Y., Principles of Translation. Benghazi : University of Qar Younis, Page-85.

¹¹⁹ Shunnaq, A., Dollerup, C., Saraireh, M., (1998). Issues in Translation.

Amman: Irbid National University and Jordan Translators' Association

¹²⁰ Ilyas, Asim, I., (1988). **Theories of Translation**. Mosul: Mosul University Press

¹²¹ Cruise, Alan, (2006). **A Glossary of Semantics and Pragmatics**. Edinburgh: Edinburgh University Press Ltd, Page-11

¹²² Cruise, Alan, (2006). **A Glossary of Semantics and Pragmatics**. Edinburgh: Edinburgh University Press Ltd, Page-12

5. فلان اعمر من نسر (Al Maydaniy, Vol.2. Page-50);
6. هذا الرجل احمق كجحا (Al Maydaniy, Vol.1. Page-223);
7. هو كريم كالبحر (Abdul-Raof, 2006, Page-199).

Ushbu o'xshatishlarning leksik va semantik tahlilida Pierini tomonidan taklif etilgan lingvo-strategiyadan foydalanildi¹²³:

1. So'zma-so'z tarjima - bunda ayni o'xshatish vositasining o'zi saqlanib qoladi (inglizcha: retention of the same vehicle - LT);
2. O'xshatish vositasining tarjima jarayonida boshqa vositaga almashtirilishi (inglizcha: replacement of the vehicle with a different vehicle - RVDV);
3. Agarda ibora tarzda ifodalangan bo'lsa o'xshatishning tub mazmuniga qadar qisqarishi (inglizcha: reduction of the simile, if idiomatic, to its sense - RSIS);
4. O'xshatishdagi ayni vositaning o'zini o'xshash xususiyatlarni to'laroq ifodalagan holatda saqlab qolish (inglizcha: retention of the same vehicle plus explication of similarity features - RSV+ESF);
5. O'xshatishda foydalanilgan vositani kuchaytirilgan boshqa ma'no beruvchi bilan almashtirish (inglizcha: replacement of the vehicle with a gloss - RVG);
6. O'xshatishning tushirib qoldirilishi (inglizcha: omission of the simile - OS).

Ushbu modul bo'yicha maxsus tanlab olingan arabcha o'xshatishlarning o'zbekcha ekvivalenti qanday tanlanilishi bo'yicha jadval tuzib, batafsil tahliliy ma'lumot berildi.

Birinchi jadval:

O'xshatish(qiyoslash)1	ابي حكيم كلقمان	Lingvo-strategiya
1 - Modul asosi	Otam xuddi Luqmon dono bo'lganidek donodir	O'xshatishdagi ayni vositaning o'zini o'xshash xususiyatlarni to'laroq ifodalagan holatda saqlab qolish
2 - Modul asosi	Otam Luqmondekdir	So'zma-so'z tarjima
3 - Modul asosi	Otam bamisli boyqush	O'xshatish vositasining tarjima jarayonida boshqa vositaga almashtirilishi
4 - Modul asosi	Otam Sulaymondek donishmanddir	O'xshatish vositasining tarjima jarayonida boshqa vositaga almashtirilishi
5 - Modul asosi	Otam misoli Sulaymondur	O'xshatish vositasining tarjima jarayonida boshqa vositaga almashtirilishi
6 - Modul asosi	Otam shu qadar dono	Agarda ibora tarzda ifodalangan bo'lsa o'xshatishning tub

¹²³ Pierini, P., (2007): **Simile in English**: From description to translation. CÍRCULO de Lingüística Aplicada a la Comunicación (clac) 29, 21-43

		mazmuniga qadar qisqarishi
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Ikkinchi jadval

O'xshatish(qiyoslash) ²	هو كريم كالبجر	Lingvo-strategiya
1 - Modul asosi	U juda saxiy	Agarda ibora tarzda ifodalangan bo'lsa o'xshatishning tub mazmuniga qadar qisqarishi
2- Modul asosi	Uning qo'li ochiq	Agarda ibora tarzda ifodalangan bo'lsa o'xshatishning tub mazmuniga qadar qisqarishi
3 - Modul asosi	U saxovatda bamisli dengiz kabidir	O'xshatishdagi ayni vositaning o'zini o'xshash xususiyatlarni to'laroq ifodalagan holatda saqlab qolish
4 - Modul asosi	U dengizdek saxiydir	O'xshatishdagi ayni vositaning o'zini o'xshash xususiyatlarni to'laroq ifodalagan holatda saqlab qolish
5 - Modul asosi	U pulga xasis emas	Agarda ibora tarzda ifodalangan bo'lsa o'xshatishning tub mazmuniga qadar qisqarishi
6 - Modul asosi	U Xotami Toydek saxiydir	O'xshatish vositasining tarjima jarayonida boshqa vositaga almashtirilishi

Uchinchi jadval

O'xshatish(qiyoslash) ³	انت حقوق كالجمل	Lingvo-strategiya
1 - Modul asosi	Sen tuyadek baxilsan	O'xshatishdagi ayni vositaning o'zini o'xshash xususiyatlarni to'laroq ifodalagan holatda saqlab qolish

2 - Modul asosi	Sen yovuzsan	Agarda ibora tarzda ifodalangan bo'lsa o'xshatishning tub mazmuniga qadar qisqarishi
3 - Modul asosi	Sen tuyadek badjahlsan	O'xshatishdagi ayni vositaning o'zini o'xshash xususiyatlarni to'laroq ifodalagan holatda saqlab qolish
4 - Modul asosi	Sen tuyadeksan	So'zma-so'z tarjima
5 - Modul asosi	Sen juda badjahlsan	Agarda ibora tarzda ifodalangan bo'lsa o'xshatishning tub mazmuniga qadar qisqarishi
6 - Modul asosi	Sen tuyasan	So'zma-so'z tarjima

To'rtinchi jadval

O'xshatish(qiyoslash)4	ليلى جميلة كالبدر	Lingvo-strategiya
1 - Modul asosi	Laylo to'lin oydan ham go'zalroqdir	O'xshatishdagi ayni vositaning o'zini o'xshash xususiyatlarni to'laroq ifodalagan holatda saqlab qolish
2 - Modul asosi	Laylo oydek go'zaldir	O'xshatishdagi ayni vositaning o'zini o'xshash xususiyatlarni to'laroq ifodalagan holatda saqlab qolish
3 - Modul asosi	Laylo bamisoli to'lin oydir	So'zma-so'z tarjima
4 - Modul asosi	Laylo go'zallikda oydekdir	O'xshatishdagi ayni vositaning o'zini o'xshash xususiyatlarni to'laroq ifodalagan holatda saqlab qolish
5 - Modul asosi	Laylo shu qadar go'zal	Agarda ibora tarzda ifodalangan bo'lsa o'xshatishning tub mazmuniga qadar qisqarishi

6 - Modul asosi	Laylo sen tasavvur qilgandan ham ko'ra go'zalroqdir	O'xshatishda foydalanilgan vositani kuchaytirilgan boshqa ma'no beruvchi bilan almashtirish
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Beshinchi jadval

O'xshatish(qiyoslash)5	انت هنا امن من حمام مكة	Lingvo-strategiya
1 - Modul asosi	Sen bu yerda sog' va omonsan	Agarda ibora tarzda ifodalangan bo'lsa o'xshatishning tub mazmuniga qadar qisqarishi
2 - Modul asosi	Sen bu yerda shu qadar omonsan	Agarda ibora tarzda ifodalangan bo'lsa o'xshatishning tub mazmuniga qadar qisqarishi
3 - Modul asosi	Sen bu yerda juda omonsan	Agarda ibora tarzda ifodalangan bo'lsa o'xshatishning tub mazmuniga qadar qisqarishi
4 - Modul asosi	Sen bu yerda juda omondirsan	Agarda ibora tarzda ifodalangan bo'lsa o'xshatishning tub mazmuniga qadar qisqarishi
5 - Modul asosi	Sen bu yerda ishonchli qo'llardasan	Agarda ibora tarzda ifodalangan bo'lsa o'xshatishning tub mazmuniga qadar qisqarishi
6 - Modul asosi	Bu yerda sen Ka'baning kabutarlaridek omonsan	O'xshatish vositasining tarjima jarayonida boshqa vositaga almashtirilishi

Oltinchi jadval

O'xshatish(qiyoslash)6	فلان اعمر من نسر	Lingvo-strategiya
1 - Modul asosi	Kishi burgutdek barhayot(yoshini bilib bo'lmaydi)	O'xshatishdagi ayni vositaning o'zini o'xshash xususiyatlarni to'laroq

		ifodalagan holatda saqlab qolish
2 - Modul asosi	Kishi osmondagi oydek uzoq yashagan	O'xshatish vositasining tarjima jarayonida boshqa vositaga almashtirilishi
3 - Modul asosi	Kishi burgut singari sanoqsiz yillarni yashagan	O'xshatishdagi ayni vositaning o'zini o'xshash xususiyatlarni to'laroq ifodalagan holatda saqlab qolish
4 - Modul asosi	Kishi bamisoli burgut	So'zma-so'z tarjima
5 - Modul asosi	Kishining yoshini bilib bo'lmaydi	O'xshatishning olib tashlanishi
6 - Modul asosi	Kishi qarg'aning yoshiga kirgan	O'xshatish vositasining tarjima jarayonida boshqa vositaga almashtirilishi

Arab madaniyatida burgut bardavomlik timsoli sanalib, tashbehlarda uzoq umr ko'rganlarga nisbatan qo'llaniladi. Albatta ushbu qush timsol o'laroq arab lingvo-madaniy platformasida tasodifan paydo bo'lib qolmagan, zero u sahro kengliklarida umr o'tkazuvchi badaviylar hayotining ajralmas bir qismi bo'lib qolgan. Shu sabab ushbu aks etgan o'xshatishlar va maqollarni arab madaniyatida ko'plab uchratishimiz mumkin. O'zbek tilida esa uzoq umr ramzi sifatida burgutga o'xshab ketuvchi qarg'adan keng foydalaniladi.

Yettinchi jadval

O'xshatish(qiyoslash) ⁷	هذا الرجل احمق كجحا	Lingvo-strategiya
1 - Modul asosi	Bu kishi chinakam ahmoq	Agarda ibora tarzda ifodalangan bo'lsa o'xshatishning tub mazmuniga qadar qisqarishi
2 - Modul asosi	Bu kishi rostakam esipast	Agarda ibora tarzda ifodalangan bo'lsa o'xshatishning tub mazmuniga qadar qisqarishi
3 - Modul asosi	Bu kishi shu qadar ahmoq	Agarda ibora tarzda ifodalangan bo'lsa o'xshatishning tub mazmuniga qadar qisqarishi

4 - Modul asosi	Bu odam Juhodek tentak	O'xshatishda foydalanilgan vositani kuchaytirilgan boshqa ma'no beruvchi bilan almashtirish
5 - Modul asosi	Bu kishi haqiqiy tentakdan boshqa narsa emas	Agarda ibora tarzda ifodalangan bo'lsa o'xshatishning tub mazmuniga qadar qisqarishi
6 - Modul asosi	Bu kishi bamisoli Juho	So'zma-so'z tarjima

Juho Sharq o'lkalari og'zaki adabiyotida mashhur obraz. Uning aynan qaysi paytdan boshlab, ilk marotaba arab qissalariga kirib kelgani noma'lum bo'lsada, milodiy 9-asr taxminiy dastlabki davr sifatida tilga olinadi. Juho ertaklari barcha arab diyollarida keng tarqalgan. Juho Eron, Turkiya va Markaziy Osiyo mintaqalarida ko'proq Nasriddin Afandi nomi bilan mashhur. Juho ertaklari nodonlik va donolik o'rtasidagi juda nozik chegarani ifodalash uchun aytiladi. Juho adabiy obraz sifatida hech qachon o'lmaydi - yoshu qari tomonidan uning qissalari so'zlanaveradi. An'anaviy hikoyalarda esa u ko'proq podshohning yoki sultonning nodon xizmatchisi sifatida namoyon bo'ladi. Binobarin, arab madaniyatida Juho ahmoqlik ramzi sifatida qo'llaniluvchi timsol vazifasini bajaradi. O'xshatishlarda ko'p qo'llaniluvchi mazkur leksik hodisa faqatgina musulmon Sharqiga xosligi bilan ajralib turadi.

XULOSA

Tadqiqot so'ngida bir qator umumlashtirishlardan so'ng quyidagilarni xulosa qilamiz:

1. O'xshatish adabiy-badiiy lingvistik xususiyat sifatida barcha dunyo tillariga xos bo'lib bundan arab va o'zbek tillari ham mustasno emas. O'xshatish xoh adabiy bo'lsin, xoh badiiy bo'lsin nutqdagi mazmun va maqsadni to'laroq anglashga xizmat qiladi, o'quvchini o'ziga jalb qiladi, ma'nosiga chuqurroq kirishga undaydi;
2. O'zining lingvo-madaniy xususiyatlariga ko'ra muayyan tildagi o'xshatishlarni boshqa tillarga bevosita o'girish murakkab masala hisoblanadi;
3. O'xshatishlarni tarjima qilish jarayonida eng muhim omil bu eng munosib strategiyani tanlashdir (so'zma-so'z tarjima, o'xshatish vositasi sifatida ishlatilgan so'zning boshqa ko'chma ma'noda emas, o'z ma'nosida kelgan so'z bilan almashtirish va hokazo);
4. Ba'zan tadqiqotchilar arab tilidagi muayyan o'xshatishni boshqa tilda ifodalashda asosan shaklni saqlab qolishga intilib, mazmunni anglashda katta mavhumlik paydo bo'lishiga sabab bo'lishadi;
5. Muayyan hollarda biz ba'zi tadqiqotlarda مشبهه dagi tasvir vositasini o'zgartirmasdan turib boshqa tilda lingvo-madaniy xususiyatlarni aks ettira olmaslik ikki til mansub bo'lgan madaniy muhit bilan yaxshi tanish bo'lmaslikdan kelib chiqadi;
6. Ba'zan arab tilidagi o'xshatishlar ibora tarkibida keltirilgan bo'lsa, bu iborani o'zbek tilida mazmunini aynan beruvchi ekvivalenti bilan almashtirish bilan tarjima qilish hamisha ham o'zini

oqlamaydi. Bunday hollarda o'xshatish tasviriy vosita sifatida olib tashlansa ham ma'nosi to'g'ridan-to'g'ri o'girilishi samarali metod hisoblanadi;

7. Garchand o'xshatish oson fahmlab olinuvchi adabiy hodisa bo'lsa ham muayyan tildagi o'xshatishni boshqa tilga aynan o'girish pragmatik va semantik masalalar tufayli murakkab jarayon hisoblanadi;

8. Lingvo-madaniy xususiyatlar o'xshatishlarda muhim o'rin tutadi. Aytaylik, *Sulaymon metin toshdek* misolida tosh arab madaniyatida kuchlilik timsoli bo'lsa, boshqa madaniyatlarda u gapirmaydigan, gung shaxsni anglatadi;

9. O'xshatishlarda qo'llanilgan timsollar o'zaro anglashuv zarurati tufayli almashishi mumkin: *حقود كالجمل tuyadek badjahl = ilondek jahldor* va hokazo;

10. O'xshatishda ko'p ishlatiluvchi yuklamalar boshqa tilda to'g'ridan-to'g'ri ma'no anglatuvchi xususiyati tufayli olib tashlanishi mumkin, bunda o'xshatish hodisasi saqlanib qoladi.

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ADABIYOT DARSLARINI TASHKIL ETISHDA O'YIN TEXNOLOGIYASI VA UNING AHAMIYATI

Ro'ziyeva Qunduz Mahmudovna

Buxoro viloyati, Olot tumani 17-IDUMning
ona tili va adabiyot fani o'qituvchisi

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Annotatsiya. Mazkur maqolada adabiy ta'limda o'yin texnologiyalarining o'rni va ahamiyati hamda o'yin turlari, ulardan foydalanish texnologiyasi haqida so'z boradi. Maqola davomida o'yin texnologiyalari asosida adabiyot darslarini tashkil etish masalalari alohida yoriyib berilgan.

Kalit so'zlar: adabiy ta'limda o'yin texnologiyalarining o'rni, o'yin turlari, adabiyot, ona tili ta'limi.

GAME TECHNOLOGY AND ITS IMPORTANCE IN THE ORGANIZATION OF LITERATURE CLASSES

Abstract. This article talks about the role and importance of game technologies in literary education, the types of games, and the technology of their use. In the course of the article, the issues of organizing literature classes based on game technologies are highlighted separately.

Key words: role of game technologies in literary education, types of games, literature, mother tongue education.

ИГРОВАЯ ТЕХНОЛОГИЯ И ЕЕ ЗНАЧЕНИЕ В ОРГАНИЗАЦИИ ЗАНЯТИЙ ПО ЛИТЕРАТУРЕ

Аннотация. В данной статье говорится о роли и значении игровых технологий в литературном образовании, а также о видах игр и технологии их использования. В ходе статьи отдельно освещаются вопросы организации занятий литературой на основе игровых технологий.

Ключевые слова: роль игровых технологий в литературном образовании, виды игр, литература, обучение родному языку.

Hozirgi kunda dars jarayonini jonli tarzda o'tkazish, undagi yangi mazmuni o'quvchilarga to'larok etkazish uchun pedagogik texnologiyalardan foydalanish zamonaviy texnologiyaning dolzarb talabi bo'lib xizmat kiladi.

O'qituvchilardan ham dars samaradorligi oshiradigan, o'quvchilar faolligini kuchaytiradigan texnologiyalarni qo'llash talab etilmokda. Bunday talablarga asosan o'quvchilarda o'zaro rakobatni o'rnatish uchun adabiyot darslarida **o'yin mashg'ulotlaridan** foydalanish maksadga muvofikdir.

Chunki o'yin texnologiyasi o'quvchilar orasida faollikni yanada kuchaytiradi va mavzuga oid bo'lgan qiziqishni yanada oshiradi. Adabiy ta'limda asosiy faollik o'qituvchining o'zida mujassam bo'lishi kerak. Shundagina o'quvchilar orasidagi faollikni ta'minlay oladi.

Zamonaviy ta'limni tashkil etishda turli xil o'yinlardan samarali foydalanishga alohida e'tibor berilmokda. Bugungi kunda adabiy ta'lim jarayonida qo'llash nihoyatda kulay bo'lgan bir kator o'yinli texnologiyalar yaratilmokda. O'yinli texnologiyalar nafaqat nazariy bilimlarni mustahkamlash, ularning amaliy malaka va ko'nikmalariga aylanishini ta'minlabgina qolmay, balki ta'lim oluvchilarda muayyan axloqiy irodaviy sifatlarni ham tarbiyalashga o'z ulushini qo'shadi.

D.B.El`koninning fikriga ko`ra, “Xuddi shu oddiygina o`yin orqali o` sib kelayotgan bolaning tasavvuri ilk marotaba qaror topa boshlaydi”¹. Bir qancha izlanishlar shu fikrga olib keladiki, o`yin - bu tarakkiyotning rolidir, uning kelajakka, rivojlanishga qaratilgan, undan kelib chikadigan konunkoidalar, iroda hamda matonat maktabidir.

Zakovat o`yini

Bu o`yinni o`tkazishda dastlab auditoriyani o`yinga moslashtirish lozim bo`ladi. O`yin ishtirokchilari test yordamida saralab olinadi. Yuqori ball olgan o`quvchilar o`yinda ishtirok etish huquqiga ega bo`ladi. O`yin qatnashchilari 6-8 kishidan iborat bo`ladi. Qolgan o`quvchilar esa o`yinni tamoshabin sifatida kuzatib turishadi. O`yin uchun mo`ljallangan savollar konvertga joylashtirib ko`yiladi. Guruh sardori savolni olib o`qituvchiga beradi. O`qituvchi savolni o`qib eshittiradi. Javobni aniklash uchun bir dakika vakt ajratiladi. Bu vakt orasida o`yin ishtirokchilari javobni maslahatlashib topishga harakat kilishadi. Bu o`yinni asosan, yukori sinfda o`tkazish tavsiya etiladi.

Zakovot o`yinlarida asosan, o`rtaga muammoli savollar tashlanib, shu muammoni hal etishga diqqat qaratiladi.

9 cinfda Ogahiy hayoti va ijodini o`rganishda bu o`yinni qo`llash va kuyidagi savollardan foydalanish mumkin:

Savol: Shoir she`rlarida mumtoz adabiyotning kaysi san`at turlaridan foydalangan. Misollar keltiring.

Javob: Ogahiy o`z baytlarida ma`no jihatidan bir-biriga yakin tushunchalarni ko`llab **tanosub** san`tini yaratgan. Masalan:

Ne tong ko`nglum kushi gar etsa maksad oshyonig`a,
Ki, sa`yu shavkdin uhmokda bolu par kilur paydo.

Ogahiy **iyhom** san`ati xususiyatlaridan ham mohirona foydalangan:

Meni bemor o`lar holatga etganda ikki la`lin,
So`rub bildim alarning biri shakar, biri kavsardur.

Savol: Ogahiyning kuyga solingan mashhur g`azali kaysi va uning matla`si kanday?

Javob: “Ustina” radifli g`azali Ogahiyning mashhur g`azallaridan biridir. U ishk mavzusida, vasf va izhor uslubida bitilgan yakpora g`azaldir. Bu g`azal tanikli xonandalar (Komiljon Otaniyozov, Otajon Xudoshukurov va b.) tomonidan ko`shik kilib ijro etilgan. Fazal to`kkiz band, o`n sakkiz misradan iborat. Fazalning matla`si:

Mushkin koshining hay`ati ul chashmi jallod ustina,
Qatlam uchun “nas” keltirur “nun” e`tibor “sod” ustina.

O`yin shu tarzda davom etadi. Savollarga to`g`ri javob bergan guruh g`olib sanaladi.

6X6X6

Mazkur metodlarning adabiy ta`lim jarayonida foydalanish mumkin bo`lganlaridan yana biri 6X6x6 metodidir. Bu metoddan adabiy asarlar ustida ishlashda foydalanishda adabiyot o`qituvchisidan pedagogik mahorat va ziyraklik, guruhlarni okilona shakllantira bilish talab kilinadi.

Bu metodda sinfdagi o`quvchilar oltita-oltitadan guruhlarga bo`linadi. Guruhlarga muayyan nomlar beriladi. Dars mavzusi e`lon kilinadi, o`qituvchi guruhning a`zolarini almashtiradi. Yangi guruhda avvalgi guruhdan bitta vakil koladi va o`z guruhining mavzu yuzasidan chikargan

¹ Эльконин Д.Б. Психология игр. Москва. Педагогика. 1978.

xulosalarini yangi guruhga bayon etadi. Yangi guruh a`zolari avvalgi guruhning fikr va xulosalarini o`rganadilar, unga o`z munosabatini bildiradilar. Shu tarika kiska vakt ichida o`quvchilar tomonidan ham mavzu yuzasidan fikr bildiriladi, ham bu fikrlar ularning o`zlari tomonidan tahlil kilinadi va baholanadi.

“**To`g`ri top` o`yini** uchun ikkita plakat kerak bo`ladi. O`qituvchi birinchi navbatda biror makolning boshlanishini yozib ko`yadi, ikkinchisi esa tartabni o`zgartirgan holda makolning davomini yozib ko`yadi. O`yinni 5 sinflarda “Makollar” mavzusini o`rganishda qo`llash mumkin.

1. Qari bilganini...
2. Avval o`yla...
3. Otdan tushsa ham...
4. Yaxshi topib gapirar...
5. O`z uying...

1. egardan tushmaydi
2. yomon kopib
3. pari bilmas
4. o`lan to`shaging
5. keyin so`yla

“**Kim biladi?**” o`yinida o`quvchilar ikki guruhga bo`linadi. Birinchi guruh a`zolari biror she`rdan parcha o`qishadi. Ikkinchi guruh a`zolari esa she`rning muallifini aniklashadi. Keyingi navbatda ikkinchi guruh a`zolari she`r o`qishadi. Birinchi guruhdagilar esa she`r muallifini topishadi. Har bir to`g`ri javob uchun yutukli kartochkalar berishadi. Bu o`yinni xohlagan shoirning lirikasini o`rganishda yoki dars jaryonida o`quvchilarni zeriktirishga yo`l ko`ymaslik, kiziktirish maksadida ham o`tkazish mumkin. Masalan, 9-sinfda Navoiy lirikasini o`rganishda kuyidagicha foydalanish mumkin:

1-guruh:

Ul sanamkim, suv yakosinda paritek o`ltirur,
Foyati nozuklikindin suv bila yutsa bo`lur.

2-guruh . Atoiy

Bu gulshan ichra yo`ktur bako guliga sabot,
Ajab saodat erur chiksa yaxshilik bila ot.

1-guruh. Navoiy

O`yin shu tarzda davom etadi. Ushbu o`yin o`quvchilarda she`riyatga nisbatan qiziqish uyg`otadi. She`riyatga bo`lgan ijodiy yondashuvni o`stiradi, ifodali o`qishga malakalarini oshiradi.

Adabiyot darslarida bunday o`yin texnologiyalarini ko`llash, ulardan foydalanish juda katta samara beradi. O`kuvchilarning bunday darslarda ko`llaniladigan o`yin texnologiyalari orqali dunyoqarashi kengayadi, faolligi kuchayadi, bilim va ko`nikmalari mustahkamlanadi. eng muhimi, adabiyot darsiga, badiiy adabiyotlarni o`qishga qiziqish kuchayadi.

“**ertaklar olamiga sayohat**” o`yini kuyi sinflarda o`tkaziladi. O`kuvchilar guruhlariga bo`linadi. Mustakil va sinfdan tashkari o`qish soatlarida kandy ertaklar o`qilgan bo`lsa(o`quvchilar tomonidan) ertaklar nomi, kahramonlar ismi yoziladi. Qaysi kator yoki o`quvchi ko`p yozsa engadi.

5-sinfda ”ertaklar olamida» ruknida «To`maris» rivoyati, Nazariy ma`lumot: Rivoyat va afsona tushunchalari. «Uch og`a-ini botirlar» ertagi, «Susambil» ertagi. Nazariy ma`lumot:

ertaklar va ularning turlari. Sinfidan tashkari o`qish darslarida bu o`yindan foydalanish mumkin.

ertaklar nomi	Qahramonlar nomi
“Sehrli uch so`z” o`zbek adabiy ertagi	Maksudxo`ja, xotini, besh kizi, to`rt o`g`li
Pirimkul Qodirovning “Najot” adabiy ertagi ertagi	Shahzoda Abusaid, podsho Kamolxon, vazir Zuhurbek, Sanobar, Ashur, uch og`ayni botirlar: To`lan botir, O`ktam botir, Kenja botir va boshkalar

O`yin darslari vositasida o`quvchilarni mustakil fikrlashga, ijodkorlikka yo`naltiriladi. O`kuvchi o`zlashtirgan bilim va malakalariga tayanib o`yin darsi vositasida mustakil harakat kiladi, o`kuv topshiriklarini bajaradi. Ko`yilgan muammolarni echadi. Yukori sinflarda sahna asarlarini rollarga bo`lib o`qish ijro etish vositasida bahri bayt musobakalarini o`tkazish kabi dars shakllardan foydalanish mumkin.

9-sinfda Zahridin Muhammad Bobirning lirikasini o`rganishda kuyidagicha bahri-bayt shaklidan foydalanish mumkin.

1-o`quvchi:

Yod etmas emish kishini g`urbatda kishi,
Shod etmas emish ko`ngilni mehnatda kishi,
Ko`nglim bu g`ariblikda shod o`lmadi, oh,
Furbatda sevinmas emish, albatta, kishi.

2-o`quvchi:

Ishkingda ko`ngil xarobdur, men ne kilay?
Hajringda ko`zum purobdur men ne kilay?
Jismim aro pechutobdur, men ne kilay?
Jonimda ko`p iztirobdur, men ne kilay?

Yukori sinflarda, ayniksa, xilma xil asar kahramonlariga xos portret kiyofalarini o`quvchi ko`z o`ngida jonlantirish vositasida u kaysi asar kahramoni ekanini topish o`yinini olib borish mumkin.

Masalan, 8-sinfda Yusuf Xos Hojibning “Qutadg`u bilig” dostonida kuyidagicha o`yin turidan foydalanish mumkin:

1. U benukson akl timsoli, vazirning o`g`li bo`lib. Davlat ishlarida emas, dunyo ishlarida akl, idrok bilan ish ko`radi. (O`g`durmish)

2. U takvodor, zohid, davlatning karindoshi kanoat timsoli bo`lib. Foni dunyoni o`tkinchi deb biladi. U dunyoviy ishlarning barchasi kerak, u hayotiy zarurat, lekin bu dunyo tuzilishiyo`lida umrini kurbon berish donolik belgisi emas deb biladi. (O`zg`urmish)

O`qituvchi yukoridagi fikrni bayon etib, kim ta`riflanganini so`raydi. O`kuvchilar esa o`qigan asari yuzasidan kimligini eslab topib aytadi.

Ma`lumki akademik licey talabalariga ikkinchi boskichda Boburning hayoti va ijodini o`rganishga alohida e`tibor qaratilgan. Bunday darslarda “Shoh va Shoir” nomi bilan ham o`yin mashg`ulotini uyushtirish mumkin.

Bunda birinchi guruh nomi “Shoh”, ikkinchi guruh nomi “Shoir” deb nomlanadi. Har bir guruhga berilgan nomidan kelib chikib savollar beriladi. “Shoh” guruhiga beriladigan savollar:

1. Boburning avlodlar shajarasini tuzing.
2. Boburning o`z yurtidan bosh olib ketish sabablarini ko`rsating.
3. Boburning Hindistonda amalga oshirgan obodonchilik ishlari.
4. Bobur va Shayboniyxonga kiyosiy tavsif bering.

“Shoir” guruhiga savollar:

1. Bobur kanday devonlar tuzgan?
2. Xazon yafrog`i yanglig` gul yuzing hajrida sarg`ardim,
Ko`rub rahm aylagil, ey lolaruh, bu chehrai zardim

matla`li g`azal tahlili va undagi sarik rangni ifodalash uchun ko`llangan so`z va so`z birikmalarini ifodalab bering.

3. Shoirning takdiri bilan bog`lik bo`lgan ruboiylaridan misollar keltiring va sharhlang.
4. Boburning ijodiy salohiyati va iste`dodiga baho bering.

Cavollar yozilgan kartochkalar o`quvchilarga tarkatiladi. Dars jarayonida o`quvchilar guruhlarining faolligiga qarab baholanadi.

O`yin darslari mustakil fikrlashga, ijodkorlikka, faollikka undaydi. Bunday darslarning fanlararo alokasi hakida to`xtaladigan bo`lsak, u tarix (Qodiriyning “O`tgan kunlar” ida XIX asrdagi Buxoro, Qo`kon xonliklari; tarixiy vokealar, sanalar), geografiya (Boburning “Boburnoma” sidagi geografik joy nomlari), psixologiya (ruhiyat tasviri), mantik, matematika, tilshunoslik kabi fanlarga chambarchas bog`lik.

Biror bir adabiy asarni o`rganishda, davrlarga sharh berishda, ma`lum asarda kamrab olingan tarixiy vokealarni o`quvchilarga eslatishda, obrazlarni tahlil kilishda tarix faniga murojaat kilinadi. Asardagi ruhiyat tasvirini o`rganishda psixologiyaga, klassik adabiyot namunalarini o`rganishda falsafaga, mantikka, badiiy asar matnini tahlil kilishda tilshunoslik faniga murojaat kilinadi. Demak, o`qituvchi fanlararo alokadan foydalanib yozuvchi yashagan davr, kalamga olingan hayotiy hodisalar va inson shaxsi to`g`risida asosli, dalillangan ilmiy hakikatlarga tayanib ish yuritadi.

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ZAMONAVIY VA ENG QADIMIY KIIYIMLARNING FARQLARI VA ULARNING UMUMIY XUSUSIYATLARI

Omonova Maftuna Soatmurodovna

Termiz iqtisodiyot va servis universiteti magistranti

maftunaomonova@gmail.com

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Annotatsiya. Bu maqolada ingliz va o'zbek tillaridagi kiyimlarning nomlari, tarixi, uning xususiyatlari haqida ma'lumotlar mavjud.

Kalit so'zlar: Kiyim bichimlari, fransuz modalari, kiyim taraqqiyotiga, uyg'onish davri, kiyim, to'r, burma, bantiklar, yubka va bluzka.

DIFFERENCES BETWEEN MODERN AND ANCIENT CLOTHES AND THEIR GENERAL FEATURES

Abstract. This article contains information about the names, history, and characteristics of clothes in English and Uzbek languages.

Keywords: Fashion, French Fashion, Fashion, Renaissance, Dress, Lace, Ruffles, Bows, Skirt and Blouse.

РАЗЛИЧИЯ МЕЖДУ СОВРЕМЕННОЙ И СТАРИННОЙ ОДЕЖДОЙ И ИХ ОБЩИЕ ХАРАКТЕРИСТИКИ

Аннотация. В данной статье содержится информация о названиях, истории и характеристиках одежды на английском и узбекском языках.

Ключевые слова: Стили одежды, французская мода, развитие одежды, Возрождение, одежда, кружево, складки, банты, юбка и блузка.

14—15-asrlarda G'arbiy Yevropada chizmachilik ilmining taraqqiyoti hozirga qadar mavjud bo'lgan andazalarning barcha turlarini yaratilishini ta'minladi, matolarning nafisligi, iplarining joylashishi bichishni mukam-mallashtirdi. Bu yutuqlar Kiyimni aniq loyihalash va qomatga mos nafis Kiyimning paydo bo'lishida muhim ahamiyatga ega bo'ldi.

Xalqlar o'rtasida iqtisodiy aloqalarning kengayishi natijasida Kiyim bichimlari bir mamlakatdan ikkinchisiga tarqalgan. Masalan, 11 — 14-asrlarda G'arbiy Yevropaga fransuz, 14—16-asrlarda Flandriya va Burgundiya, 16-asr 2-yarmidan ispan, 17-asr 2-yarmidan yana fransuz modalari tarqalgan. Rus zodagonlari Sharqda tayyorlangan zarboft, kimxob to'nlar, zardo'zi telpak va b. buyumlarni juda qadrlashgan (mas, Monomax telpagi). 14-asrda Kiyim taraqqiyotiga ma'lum darajada me'morlik va tasviriy san'atdagi uslublar ta'sir etgan.

Masalan, 10—12-asrlarda G'arbiy Yevropada Kiyim bichimida roman uslubi aks etgan, ya'ni uzun ko'ylak va yelkaga tashlab yuriladigan yopinchiq urf bo'lgan; 12-15-asrlarda gotika uslubida tikilgan kalta va tor Kiyim kiyishgan. Uyg'onish davri (15-16-asrlar) da kalta, lekin keng bichimdagi Kiyim rasm bo'lgan, 16-18-asrlarda barokko, 18-asrda rokoko uslubidagi, ya'ni murakkab bichimli Kiyimlar kiyila boshlangan. Kiyim to'r, burma, bantiklar bilan bezatilgan. 18-asr fransuz inqilobi davrida yuzaga kelgan erkaklar libosi Yevropa erkaklar Kiyimini shakllanishida muhim rol o'ynadi. 19-asrda yagona Yevropa Kiyimi shakllanishi yakunlandi, 19-asr 2-yarmidan Kiyimlarni ommaviy i.ch. natijasida quyi qatlamlar orasida ham yangi modali Kiyimlar keng tarqaldi. Angliya erkak Kiyimi yaratishda yetakchi bo'lib qoldi.

20-asrda texnika taraqqiyoti va o'nga bog'liq holda o'zgargan hayot tarzi, tikuvchilik sanoatining o'sishi Kiyim tarixida yangi davrni ochib berdi, avtomobil va mototsiklda yurishning keng tarqalishi tufayli erkaklar Kiyimida o'zgarishlar ro'y berdi: kalta shim, kurtka, rangli ko'ylak, bosh Kiyim — keplar paydo bo'ldi. 20-yillardan erkaklar yagona bichimdagi Kiyim kiya boshladi. 50-yil lardan erkin harakatga qulay bo'lgan Kiyim yuzaga keldi, ancha yengil va shaklan nafis Kiyim yaratildi, yenglari yaxlit bichimli ko'ylaklar, pochasi tor shimlar paydo bo'ldi, sport Kiyimlari keng tarqaldi.

Ayollar Kiyimida 20-asr 10-yillar Kiyim shaklidagi bejamdorlik, chiziklar va bezakdagi asimmetriya yo'qoldi, ko'ylaklarda elastik matolarning erkin bur-malari bilan hosil qilinadigan chiziqlarning oquvchanligi paydo bo'ldi.

Urush yillarida kundalik Kiyim — yubka va bluza bo'lib, ko'ylaklar kaltalashdi. Bu Kiyimda paypoq muhim o'rin tutdi. 30—40-yillarda nozik shaklda (egri ip yo'nalishida bichilgan mato qomatga mos yotadi) qarbiy Kiyim xususiyatlari (yelkaning keng va balandligi bo'rtirilgan va b.) ko'zga tashlanadi, poyabzal qalin taglikka (platformaga) ega bo'ldi; 50-yillarda ayollar Kiyimida uslubiy o'zgarishlar ro'y berdi: qat'iy shakldan mayin oquvchan chiziqlarga ega bo'lgan yangi bichim yaratildi; yangi bilan yaxlit bichimli qomatga mos Kiyim turi (beli va yubkasi tor ko'ylak) va uchli, nafis va ingichka poshnali poyabzal yuzaga keldi. 60-yillar boshida yubkalar o'rnini eg'allay boshlagan shimlar keng tarqaldi.

60-yillarda oyoq Kiyimda o'zgarishlar ro'y berdi: sport uslubidagi keng va o'rtacha baland poshnali poyabzal paydo bo'ldi. Qishki poyabzallardan etiklar keng tarqaldi. 60-yillardan erkak va ayollar Kiyimidan yoshlar libosi ajralib turadi: o'smir yigit va qizlar Kiyim bi-chimining o'xshashligi deyarli bir xil bo'lgan buyumlar yaratishga olib keldi.

70-yillardan Kiyim turi va uning shakllari juda rang-baranglikka ega. Modelyerlar ana shu xilma-xillikda ayrim qismlarni uyg'unlashtiruvchi o'ziga xoslikni ko'radilar.

Kiyim modelini yaratishda zamonaviy Kiyimlarni loyihalash markazi shakllangan Fransiya yetakchi o'rin eg'allaydi (G. Shanel, K. Dior, P. Karden va b.). 20-asr 2-yarmidan Angliya (M. Kuant), Italiya (opa-singil Fontanalar, Valentino), shuningdek, AQSH, Yaponiya va b. firmalar ular bilan erkin raqobatlashadi. MDH hududida matodan tikilgan Kiyim neolit davridan ma'lum. Mil. av. 1-ming yillikda skif-sarmat qabilalarining erkaklari ko'ylak va kaftan, uchli qalpoq, etik, ayollar keng ko'ylak, ustki (yopinchiq) Kiyim kiyishgan. Rus, ukrain va beloruslar to'g'ri bichimli uzun ko'ylak, kamzul, po'stin, mo'ynali qal-poq, etik, piyama, boshmoq, lapta (chipta kavush) kiyishgan. Kavkazliklar (arman, gruzin, ozarbayjon) uzun ko'ylak, cherkaska (kamzul), burka, papaxa, ayollar beligacha tor, etagi keng ko'ylak, ixcham qalpoqcha kiyib, yupqa ro'mol o'rab yurishgan. O'rta Osiyo xalqlari to'g'ri bichimli uzun ko'ylak, yaktak, chopon, do'ppi, salla, ro'mol, mo'ynali qalpoq, mahsi, kavush, etik vab. Kiyim kiyishgan.

O'zbek milliy Kiyimi. O'zbekiston hududida mahalliy Kiyim qadimdan iqlim, turmush sharoitlari va urug'-qabila an'analari asosida shakllangan. Respublika hududidan topilgan arxeologik yodgorliklar, devoriy rasmlar, yozma manbalar, qo'lyozma kitoblarga ishlangan mo'jiz tasvir (miniatyura)larda o'zbek milliy Kiyimining boy tarixi namoyon bo'ladi.

Sharq Uyg'onish davrida barcha sohalarda bo'lgani kabi liboslarga tus berishda ham g'oyat ilgari lab ketilgan. Kishi qomatining go'zalligini aniq ko'rsatadigan beli qisma liboslar tarqalgan.

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KICHIK BIZNES SUB'EKTLARINING MOLIVAVIY MEXANIZMINI TAKOMILLASHTIRISH MASALALARI

Xalilov Bahromjon Bahodirovich

Osiyo Xalqaro Universiteti, Buxoro.

“Iqtisodiyot” kafedrasida o'qituvchisi.

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Annotatsiya. Mazkur maqolada mamlakatimizda kichik biznes sub'ektlarini moliyaviy jihatdan qo'llab-quvvatlash hamda ular faoliyatini rivojlantirish borasida amalga oshirilayotgan chora-tadbirlar yoritilgan. Shuningdek, kichik biznes va xususiy tadbirkorlik faoliyatini rivojlantirishga qaratilgan ilmiy takliflar ishlab chiqilgan.

Kalit so'zlar: kredit, investitsiya, kichik biznes, moliyaviy barqarorlik, mikromuhit.

ISSUES OF IMPROVING THE FINANCIAL MECHANISM OF SMALL BUSINESS ENTITIES

Abstract. This article describes the measures implemented in our country to financially support small business entities and develop their activities. Scientific proposals aimed at the development of small business and private entrepreneurship have also been developed.

Key words: credit, investment, small business, financial stability, microenvironment.

ВОПРОСЫ СОВЕРШЕНСТВОВАНИЯ ФИНАНСОВОГО МЕХАНИЗМА СУБЪЕКТОВ МАЛОГО ПРЕДПРИНИМАТЕЛЬСТВА

Аннотация. В данной статье описаны меры, реализуемые в нашей стране по финансовой поддержке субъектов малого предпринимательства и развитию их деятельности. Также разработаны научные предложения, направленные на развитие малого бизнеса и частного предпринимательства.

Ключевые слова: кредит, инвестиции, малый бизнес, финансовая устойчивость, микросреда.

Milliy iqtisodiyotda muhim o'rin egallab borayotgan kichik biznes va xususiy tadbirkorlik sohasini yanada rivojlantirish hamda bu orqali ichki bozorni raqobatbardosh, sifatli va eksportbop mahsulotlar bilan to'ldirish, yangi ish o'rinlari yaratish hamda buning asosida aholi daromadlarini ko'paytirish va barqaror iqtisodiy o'sishni ta'minlash borasida ahamiyatga molik ishlar amalga oshirilmoqda. Shu bilan bir qatorda, bu soha davlat byudjetiga soliq to'lov tushumlari hajmining ko'payishi va iqtisodiy rivojlanishning asosiy ko'rsatkichi hisoblangan yalpi ichki mahsulot salmog'ining oshishiga asosiy turtki bo'lmoqda. Kichik biznes va xususiy tadbirkorlik faoliyati jamiyatimizdagi ijtimoiy, iqtisodiy va siyosiy barqarorlikning tayanchiga hamda asosiy kuchiga aylanib bormoqda.

Mamlakatimizda barqaror va samarali iqtisodiyotni shakllantirish borasida amalga oshirib kelinayotgan islohatlar bugungi kunda o'zining natijalarini namoyon etmoqda. Jumladan, qisqa vaqt ichida iqtisodiyotda chuqur tarkibiy o'zgarishlarni amalga oshirish, aholi daromadlarining o'sishini ta'minlash, samarali tashqi savdo hamda investitsiya jarayonlarini kuchaytirish, kichik biznes va xususiy tadbirkorlik sohasini barqaror rivojlantirish, bank - moliya tizimi faoliyatini mustahkamlashda ahamiyatli yutuqlar qo'lga kiritilmoqda. Mamlakatimizning iqtisodiy islohotlarini bosqichlarida iqtisodiyotimizning tarkibiy tuzilmasida tub o'zgarishlarga asos

solishdan iborat g'oyat muhim masala bu tadbirkorlik va xususiy biznesni tashkil etish va rivojlantirishdir.

O'zbekiston Respublikasini 2017-2021 yillarda rivojlantirish bo'yicha Harakatlar strategiyasida «milliy iqtisodiyotning mutanosibli va barqarorligini ta'minlash, uning tarkibida sanoat, xizmat ko'rsatish sohasi, kichik biznes va xususiy tadbirkorlik ulushini ko'paytirish hamda kichik biznes va xususiy tadbirkorlikni keng rivojlantirish uchun qulay ishbilarmonlik muhitini yaratish, tadbirkorlik tuzilmalarining faoliyatiga davlat, huquqni muhofaza qiluvchi va nazorat idoralari tomonidan noqonuniy aralashuvlarning qat'iy oldini olish»¹²⁴ muhim yo'nalishlardan biri sifatida belgilab berildi.

Mazkur vazifalarning samarali bajarilishi, xususan, milliy iqtisodiyotning mutanosibli va barqarorligini ta'minlash unda faoliyat yuritayotgan sub'ektlar moliyaviy barqarorligini oshirishni talab qiladi. Yuqoridagi vazifalarning ijrosi kichik biznes va xususiy tadbirkorlik sub'ektlari moliyaviy barqarorligini oshirish masalalarini ilmiy jihatdan tadqiq etishni taqozo etadi.

Kichik biznes va xususiy tadbirkorlikning roli va o'rnini tobora mustahkamlanib borayotganining o'zi iqtisodiyotimizning tarkibida bo'layotgan ijobiy o'zgarishlardan dalolat beradi. Kichik biznes va xususiy tadbirkorlikni rivojlantirish borasidagi islohotlar natijasida yalpi ichki mahsulotda kichik biznes va xususiy tadbirkorlikning ulushi 2010 yildagi 31 foizdan bugungi kunda 59,4 foizga etdi yoki qariyb 2 barobar oshdi. Ushbu sohada jami sanoat mahsulotlarining uchdan bir qismi, qishloq xo'jaligi mahsulotlarining 98,1 foizi ishlab chiqarilmoqda. Ish bilan band jami aholimizning 78 foizdan ortig'i mazkur tarmoqda mehnat qilmoqda.

2022 yilning yanvar-dekabrda iqtisodiyot tarmoqlarida kichik tadbirkorlik (biznes)ning sanoatdagi ulushi 34,7 %, qishloq, o'rmon va baliq xo'jaligi - 98,1 %, qurilishda - 66,6 %, investitsiyada - 34,9 %, savdoda - 86,3 %, eksportda - 26,5 %, importda - 55,8 % va xizmatlar sohasidagi - 55,2 % ulushi aniq ko'rsatilgan.

Ana shu raqamlardan ko'rinib turibdiki, kichik biznes shaklan kichik bo'lishiga qaramasdan, iqtisodiyotimizni barqaror rivojlantirish, aholini ish bilan ta'minlash muammosini hal etish va xalqimiz farovonligini yuksaltirishda tobora katta rol o'ynamoqda.

Xususiy mulkni, tadbirkorlik sub'ektlarini ishonchli himoya qilishni yanada kuchaytirishga, ularni jadal rivojlantirish yo'lidagi to'siqlarni bartaraf etishga qaratilgan tizimli islohotlarni davom ettirilishi tufayli 2022 yilda iqtisodiyotning ushbu sektorida barqaror rivojlanishi qayd etildi.

Qulay ishbilarmonlik muhitining yaratilishi, faol investitsiya siyosatining yuritilishi, shuningdek eksport salohiyatini kengaytirishni rag'batlantirish bo'yicha chora-tadbirlar 2022 yil mobaynida kichik biznesning asosiy makroiqtisodiy ko'rsatkichlari ijobiy dinamikasini ta'minladi.

Hududlar bo'yicha kichik tadbirkorlikning YaHMdagi ulushi eng ko'p Jizzax (84,3 %), Samarqand (80,0 %), Buxoro (79,8 %), Surxondaryo (79,4 %), va Namangan (79,0 %) viloyatlarida tashkil etdi. Navoiy viloyatida ushbu ko'rsatkich past bo'lib qolmoqda va 42,4 % ga teng, Qoraqalpog'iston Respublikasida esa 54,3 %ni tashkil etadi.

¹²⁴ O'zbekiston Respublikasi Prezidentining «O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risida»gi Farmoni. PF-4947-son, 2017 yil 7 fevral. – O'zbekiston Respublikasi qonun hujjatlari to'plami. 2017 y., 6-son, 70-modda.

Bozor iqtisodiyoti islohotlarini chuqurlashtirish, iqtisodiyotni erkinlashtirish va mulk huquqini himoya qilishni mustahkamlashga qaratilgan chora-tadbirlarning amalga oshirilishi mamlakatimizda investitsiya muhitini yaxshilash hamda hajmi tobora ortib borayotgan xorijiy investitsiyalarni jalb qilishda ijobiy ta'sir ko'rsatadi.

Kichik biznes va xususiy tadbirkorlikni rivojlantirishda investitsiya loyihalarini amalga oshirishning ahamiyati benihoya katta bo'lib, u quyidagilar bilan izohlanadi:

birinchidan, xorijiy investitsiyalar ishlab chiqarishga zamonaviy texnika va texnologiyalarni joriy etib, eksportga mo'ljallangan mahsulotlarni ishlab chiqarishni rivojlantiradi; ikkinchidan, o'rnini bosuvchi tovar ishlab chiqarishni yo'lga qo'yish va buning uchun xorijiy investitsiyalarni iqtisodiyotning ustuvor sohalariga yo'naltirish va pirovardida aholining me'yordagi turmush darajasini ta'minlash imkonini yaratadi; uchinchidan, kichik biznesni rivojlantirish va qishloq xo'jaligi ishlab chiqarishini jadallashtirish orqali o'sib borayotgan aholini ish joylari bilan ta'minlaydi; to'rtinchidan, korxonalarining eskirgan ishlab chiqarish quvvatlarini, moddiy-texnika bazasini yangilaydi va texnik qayta kurollantiradi; beshinchidan, tabiiy resurslarni qayta ishlovchi korxonalarni barpo etishga ko'maklashadi va h. k.

2022 yil davomida kichik biznes va xususiy tadbirkorlik sub'ektlari kreditmoliyaviy jihatdan faol qo'llab-quvvatlandi. 2022 yilda iqtisodiyotning ushbu sektoriga yo'naltirilgan investitsiyalar 37504,7 mlrd. so'mni respublikadagi barcha investitsiyalardagi ulushi 34,9%ni tashkil etdi. Jami jalb etilgan investitsiyalar hajmi 2021 yilga nisbatan 20,4 foizga oshgan. Birinchi navbatda, iqtisodiyotning bazaviy tarmoqlaridagi kichik korxonalarni rivojlantirish bo'yicha yangi investitsiya loyihalarini kreditlash hajmi kengaytirildi.

Tahlil natijasiga asosan O'zbekiston hududlarida 2022 yilda faoliyat yuritayotgan xorijiy investitsiyalar ishtirokidagi korxonalar soni jami 6960 tani tashkil etgan. Shu jumladan, ularni asosiy qismi Toshkent shahriga to'g'ri kelib, ularning soni 4394 tani tashkil etadi. Lekin, hozir O'zbekistonda investitsiyalash uchun barqaror salohiyatga ega bo'lgan mintaqalarning aksariyat qismida ularning ulushi kam hisoblanib Xorazm viloyatida 66 ta, Qashqadaryo viloyatida 72 ta, Navoiy viloyatida 90 ta, Sirdaryo viloyatida 103 tani tashkil etgan. Bu esa bir tomondan mahalliy hukumatning qulay investitsion mikromuhit yaratish bo'yicha sa'y-harakatlarining sustligi bilan baholansa ikkinchi tomondan loyihalarni amalga oshirishdagi mavjud muammolar bartaraf etilmasligi, mazkur hududlarda xorijiy sarmoyalar ishtirokidagi korxonalarni tashkil etishdagi asosiy to'siqlardan bo'lib qolishligi bilan baholanadi.

Kichik biznes va xususiy tadbirkorlikni moliyaviy qo'llab-quvvatlash borasida tijorat banklari tomonidan amalga oshirilgan chora-tadbirlar, jumladan, ushbu sektor sub'ektlarini kreditlash hajmlarining o'sishi ichki bozorni iste'mol tovarlari bilan to'ldirish va aholi bandligini oshirishga sezilarli hissa qo'shmoqda.

Kichik biznes va xususiy tadbirkorlikni moliyaviy qo'llab-quvvatlash borasida tijorat banklari tomonidan amalga oshirilgan chora-tadbirlar, jumladan, ushbu sektor sub'ektlarini kreditlash hajmlarining o'sishi ichki bozorni iste'mol tovarlari bilan to'ldirish va aholi bandligini oshirishga sezilarli hissa qo'shmoqda.

Banklarning investitsiya jarayonlaridagi ishtiroki yanada faollashib bormoqda. Banklar tomonidan ajratilayotgan investitsion kreditlar ustuvor ravishda iqtisodiyotning sanoat tarmoqlarini modernizatsiya qilish, zamonaviy infratuzilmani shakllantirish va rivojlantirish,

hududlarni ijtimoiy-iqtisodiy jihatdan yuksaltirish hamda yangi ish o'rinlari tashkil etishga qaratilgan dasturlar doirasidagi investitsion loyihalarni moliyalashtirishga yo'naltirilmoqda.

2022 yilda korxonalarni modernizatsiya qilish, texnik va texnologik jihatdan qayta jihozlash maqsadlariga tijorat banklari tomonidan jami 38,8 trln. so'm yoki 2014 yildagiga nisbatan 4,5 barobar ko'p investitsion kreditlar ajratildi.

Kichik biznes va xususiy tadbirkorlikni moliyaviy qo'llab-quvvatlashni kengaytirishga qaratilgan chora-tadbirlarning amalga oshirilishi ko'rsatilayotgan moliyaviy xizmatlar, jumladan, ajratilayotgan kreditlar hajmining jadal sur'atlarda oshishida o'z aksini topmoqda.

Mamlakatimizda barqaror ijtimoiy-iqtisodiy o'sishni ta'minlashda kichik biznes va xususiy tadbirkorlik sub'ektlarining o'rni beqiyosdir. Xususan, ularning yalpi ichki mahsulotdagi ulushi barqaror ko'rsatkichni tashkil etmoqda.

Bunda ko'rsatilayotgan moliyaviy xizmatlar, jumladan, ajratilayotgan kreditlar hajmining jadal sur'atlarda oshishi ham muhim omil bo'lmoqda.

2022 yilda kichik biznes va xususiy tadbirkorlik sub'ektlariga ajratilgan kreditlar miqdori 2021 yilga nisbatan 1,6 barobardan ziyodga oshib, qariyb 30,6 trln. so'mni, shundan mikrokreditlar hajmi 1,5 barobarga ortib, 6,2 trln. so'mdan ortiqni tashkil etdi.

Xususan, oilaviy tadbirkorlik va hunarmandchilikni rivojlantirish uchun 668,4 mlrd. so'm, xotin-qizlar tadbirkorligini rivojlantirish uchun 3561,7 mlrd. so'm, xizmat ko'rsatish va servis sohasini rivojlantirishga 6 547,8 mlrd.so'm, aholiga tadbirkorlik faoliyatini amalga oshirish uchun 1748,5 mlrd. so'm, xorijiy kredit liniyalari hisobidan 1 039,3 mln. AQSh dollari miqdorida kredit mablag'lari ajratildi. Shu bilan birga, «Mikrokreditbank» ATB tomonidan kichik biznes va xususiy tadbirkorlik sub'ektlariga 437,6 mlrd. so'm miqdorida yoki 2021 yilning mos davriga nisbatan 1,2 barobarga ko'p mikromoliyaviy xizmatlar ko'rsatildi.

Mamlakatimizda kichik tadbirkorlik sub'ektlarini rivojlantirishga qaratilgan moliya-kredit tizimining boshqa mexanizmlari bilan bir vaqtda qo'llanilgan, soddalashtirilgan soliqqa tortish tizimi kichik tadbirkorlik sub'ektlarining soliq majburiyatlari bo'yicha hisob-kitoblarni kamaytirishga xizmat qilishi bilan birga, soliq idoralarida soliq ishini yuritishni ham yengillashtirdi. Keyingi yillarda kichik biznes sub'ektlari uchun yaratilgan sharoit natijasida mazkur tarmoqning mamlakat

YaIMdagi salmog'ining ortishiga qulay zamin yaratmoqda. Bunday natija birinchi navbatda kichik biznes va xususiy tadbirkorlik davlat tomonidan doimiy qo'llabquvvatlanayotgani samarasidir. Bundan tashqari, soliqqa tortish amaliyotida mazkur sub'ektlar zimmasidan soliq yukining optimal darajasini aniqlash masalasi dolzarb bo'lib, davlat soliqlar orqali ular faoliyatini cheklashi yoki maqsadli tarzda rag'batlantirishi mumkin. Bu esa amalda kichik biznes sub'ektlarini soliqqa tortishda davlat tomonidan rag'batlantirishni anglatadi.

Mamlakatimizda kichik biznes va xususiy tadbirkorlik sohasida ulkan yutuqlar qo'lga kiritilayotganiga qaramay, uning imkoniyatlaridan hali to'liq foydalanilmagan jihatlar ham mavjud. Jumladan, mamlakatimizda kichik biznes subektlari sonining jadal sur'atlar bilan o'sishiga qaramay, hali ularning etarli darajaga erishmaganligi, ayniqsa, iqtisodiyotning etakchi tarmoqlarida u qadar katta salmoqqa ega emasligi mazkur soha imkoniyatlaridan to'liq foydalanmayotganligini ko'rsatadi. Iqtisodiyotda kichik biznes subektlari salmog'ini oshirish ma'lum chegaralarga ega.

Kichik biznes va xususiy tadbirkorlik faoliyatini rivojlantirish maqsadida qo'yidagi chora tadbirlarni amalga oshirish maqsadga muvofiqdir.

- mamlakatimiz va uning hududlarida yanada qulay biznes muhiti yaratish, xususiy mulkchilikning ustuvorligini mustahkamlashga yo'naltirilgan qonun xujjatlarini takomillashtirish;
- xususiy tadbirkorlikka ko'proq erkinlik berish, davlatning boshqaruv funksiyalari va belgilangan me'yorlarni qisqartirish;
- kichik biznes sub'ektlarining moliya-kredit va xomashyo resurslaridan, ular ishlab chiqargan mahsulotlarga davlat buyurtmalari berilishidan keng foydalanishni ta'minlaydigan bozor vositalari va mexanizmlarini tatbiq etish;
- kichik korxonalarini tashkil qilish hamda kichik korxonalar va tadbirkorlarni ro'yxatdan o'tkazish tartib-qoidalarini yanada soddalashtirish;
- kichik biznes sub'ektlarini qurish va ularni muxandislik kommunikatsiya tarmoqlari – energiya va gaz ta'minoti, suv va issiqlik ta'minoti hamda boshqa tarmoqlarga ulanishi bo'yicha shart-sharoitlarni yaxshilash va muddatlarini qisqartirish.

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**KOBB-DUGLAS ISHLAB CHIQRISH FUNKSIYASI VA UNING BIZNES
MATEMATIKA HAMDA IQTISODIY TAHLILDAGI AHAMIYATI.**

Xalilov Bahromjon Bahodirovich

Osiyo Xalqaro Universiteti, Buxoro

“Iqtisodiyot” kafedrası o’qituvchisi.

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Annotatsiya. Mazkur maqolada Kobb-duglas ishlab chiqarish funksiyasi va uning biznes matematika hamda iqtisodiy tahlildagi ahamiyati haqida malumotlar keltirilgan.

Kalit so’zlar: Kobb-duglas, iqtisodiy tahlil, biznes matematika, investitsiya, kapital.

**COBB-DOUGLAS PRODUCTION FUNCTION AND ITS IMPORTANCE IN BUSINESS
MATHEMATICS AND ECONOMIC ANALYSIS.**

Abstract. This article provides information about the Cobb-Douglas production function and its importance in business mathematics and economic analysis.

Key words: Cobb-Douglas, economic analysis, business mathematics, investment, capital.

**ПРОИЗВОДСТВЕННАЯ ФУНКЦИЯ КОББА-ДУГЛАСА И ЕЕ ЗНАЧЕНИЕ В
БИЗНЕС-МАТЕМАТИКЕ И ЭКОНОМИЧЕСКОМ АНАЛИЗЕ.**

Аннотация. В данной статье представлена информация о производственной функции Кобба-Дугласа и ее значении в бизнес-математике и экономическом анализе.

Ключевые слова: Кобб-Дуглас, экономический анализ, бизнес-математика, инвестиции, капитал.

Iqtisodiy tahlilda va biznes matematikada ishlab chiqarish omillari va ishlab chiqarilgan mahsulot o`rtasidagi bog`liqlikni tahlil qilishda Kobb-Duglas ishlab chiqarish funksiyasidan juda keng miqyosda qo`llaniladi. Ushbu funksiya ilk bor Knut Uiksell tomonidan taklif qilingan va 1928-yildan Charlz Kobb va Pol Duglaslar tomonidan empirik ma`lumotlar bilan tekshirib ko`rilgan. 1928-yilda Kobb va Duglaslar 1899-1922 yillardagi Amerikadagi iqtisodiy o`shish model haqidagi tadqiqotni chop etishdi. Ular bu tadqiqotda iqtisodiyotning sodda modelini taklif qilishgan edi. Bunda, iqtisodiy faoliyatga juda ko`plab omillar ta`sir qilishiga qaramay, ishlab chiqarilgan mahsulot hajmi faqatgina ishlab chiqarishda qatnashgan ishchi kuchi hamda investitsiya qilingan kapital tomonidan aniqlanishi aks etgan edi. Lekin shunga qaramay, ularning bu modellari iqtisodiy voqelikni ancha aniqlikda aks ettirargan.

Ular ishlatgan model quyidagicha belgilangan:

$$Q(K, L) = AK^{\alpha}L^{\beta} \quad (1)$$

Bu yerda:

Q = Umumiy ishlab chiqarish hajmi (bir yilda ishlab chiqarilgan jami mahsulotning monetar qiymati)

L = Sarflangan ishchi kuchi;

K = Sarflangan kapital;

A = Omillarning umumiy samaradorligi;

α va β lar kapital va ishchi kuchining mos ravishdagi mahsulot elastiklaridir.

Mahsulot elastikligi bu ishlab chiqarilgan mahsulotning ishlab chiqarishga sarflangan kapital yoki ishchi kuchidagi o`zgarishlarga ta`sirchanligidir. Masalan, $\alpha = 0.15$ bo`lsa, unda kapital hajmining 1 % ga oshishi umumiy shlab chiqarish hajmining 0.15 % ga oshishini bildiradi.

Bundan tashqari agar $\alpha + \beta = 1$ bo'lsa, unda ishlab chiqarish funksiyasi doimiy nisbiy qaytarilishga ega deb aytiladi. Ya'ni, agar kapital ham ishchi kuchi ham bir xil 1 % ga ortsa, unda ishlab chiqarish ham 1 % ga ortadi.

Agar ishlab chiqarish funksiyasi $Q = (K, L)$ kabi belgilansa, unda xususiy hosila $\frac{\partial P}{\partial L}$ ishchi kuchi hajmidagi o'zgarishiga mos ravishda, ishlab chiqarilgan mahsulotning o'zgarish darajasini bildiradi. Iqtisodchilar buni ishchi kuchining marjinal samaradorligi deb atashadi. Xuddi shunday tarzda, $\frac{\partial Q}{\partial K}$ kapitalning o'zgarishiga mos ravishda mahsulot hajmi qanchalik darajada o'zgarishini bildiradi va kapitalning marjinal samaradorligi deb ataladi.

Kapitalning va ishchining samaradorligi tushunchalarini hisobga olib, KobbDuglas ishlab chiqarish funksiyasida quyidagi farazlar qilinadi.

1. Agar kapital yoki ishchi kuchi kamaysa, ishlab chiqarish ham kamayadi.
2. Ishchi kuchining marjinal samaradorligi ishchi kuchining bir birligiga to'g'ri keluvchi mahsulotga proporsionaldir.
3. Kapitalning marjinal samaradorligi kapitalning bir birligiga to'g'ri keluvchi mahsulotga proporsionaldir.

Ikkinchi farazga ko'ra:

$$\frac{\partial Q}{\partial L} = \alpha \frac{Q}{L}$$

α bu yerda o'zgarmas son. Agar K ni o'zgarmas deb faraz qilsak, ushbu xususiy differensial tenglik oddiy differensial tenglikka aylanadi.:

$$\frac{dQ}{dL} = \alpha \frac{Q}{L}$$

Ushbu tenglamani yechish uchun bir nechta orin almashtirishlarni amalga oshirishlarni amalga oshirib, hamda tenglikning ikki tomonini integrallab, quyidagi tenglikka ega bo'lamiz.

$$\int \frac{1}{Q} dQ = \alpha \int \frac{1}{L} dL$$

$$\ln(Q) = \alpha \ln(cL)$$

$$\ln(Q) = \ln(cL^\alpha)$$

Va nihoyat,

$$Q(L, K_0) = C_1(K_0)L^\alpha \quad (2)$$

Bu yerda, $C_1(K_0)$ bu integral koeffitsiyenti bo'lib, biz uni K_0 ning funksiyasi deb ataymiz, chunki uning qiymati K_0 ga bog'liq. Xuddi shunday tarzda, 3-farazga ko'ra:

$$\frac{\partial Q}{\partial K} = \beta \frac{Q}{K}$$

$$Q(K, L_0) = C_2(L_0)K^\beta \quad (3)$$

Agar (2) va (3) tenglamalarni birlashtirsak, quyidagi tenglikka ega bo'lamiz.

$$Q = AL^\alpha K^\beta \quad (4)$$

Kobb-Duglas ishlab chiqarish funksiyasi empirik ma'lumotlar asosida tekshirib ko'rishimiz mumkin. Buning uchun Kobb-Duglas funksiyasining ikki tomonini natural logarifmlash orali chiziqli ko'rinishga o'tkazamiz.

$$\ln(Q) = \ln(AL^\alpha K^\beta)$$

$$\ln(Q) = \ln(A) + \alpha \ln L + \beta \ln K \quad (5)$$

Keyin AQSh shtatlarida ishlab chiqarish sektoridagi 2019-yil ma'lumotlar asosida eng kichik kvadratlar usuli asosida regressiya tenglamasini topamiz¹.

AQSh Sanoat sektori bo'yicha regressiya tenglamasi (R-Studio dasturidagi natijalar)

1-rasm²

Dependent variable:	
lnQ	
lnL	0.468*** (0.099)
lnK	0.521*** (0.097)
Constant	3.888*** (0.396)
Observations	51
R2	0.964
Adjusted R2	0.963
Residual Std. Error	0.267 (df = 48)
F Statistic	645.931*** (df = 2; 48)
Note:	*p<0.1; **p<0.05; ***p<0.01

Demak, regressiya tenglamasi quyidagi ko'rinishga ega bo'ladi.

$$\widehat{\ln Q}_i = 3.888 + 0.468 \ln(L_i) + 0.521 \ln(K_i) \quad (6)$$

Bu yerda tenglama umuman olganda statistik jihatdan muhim, chunki F – statistikasi qiymati 645.931 va p -qiymat 0.01 dan kichik. 0.468 va 0.521 koeffitsiyentlar (mahsulot elastikligi ko'rsatkichlari) ham statistik jihatdan muhim, chunki t -statistikasi bo'yicha ikkala p -qiymatlar ham 0.01 dan kichik. Shuning uchun, ushbu qiymatlarni quyidagicha sharhlashimiz mumkin: kapital hajmi o'zgarmagan sharoitda, agar ishchi kuchi 1 % ga ohsa, yalpi qo'shilgan qiymat 0.468 % ga ortadi. Ishchi kuchi hajmi o'zgarmagan sharoitda, agar kapital 1 % ga ortsa, yalpi qo'shilgan qiymat 0.521 % ga ortadi. Mahsulot elastikligi ko'rsatkichlarining yig'indisi ham bu yerda 0.99 (0.468+0.521) ga teng, ya'ni funksiya domiy nisbiy qaytarilishga ega.

¹ Manba: 2005 Annual Survey of Manufacturers, section 31:

Supplemental Statistics for US

² Manba: R-Studio dasturidagi hisob-kitoblar natijasi.

Agar Kobb-Duglas funksiyasining A -faktorlarning umumiy samaradorligini aniqlasak $A = 48.813$ ga teng bo'ladi. Ko'rinib turibdiki, bu ko'rsatkich ancha yuqori, ya'ni AQSh sanoatining samaradorligi yuqori ekanligini ko'rishimiz mumkin.

Xulosa qilib aytganda, Kobb-Duglas ishlab chiqarish funksiyasi yalpi qo'shilgan qiymatning iqtisodiy-matematik modeli hisoblanadi. Ushbu funksiyaning α va β parametrlarini

topish orqali, ishlab chiqarishga ishchi kuchi va kapitalning nisbiy ta'sirini baholash hamda omillarning umumiy samaradorligini aniqlash mumkin.

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МОБИЛЬНЫЙ МАРКЕТИНГ - СОВРЕМЕННЫЙ ЭФФЕКТИВНЫЙ ИНСТРУМЕНТ ПРОДВИЖЕНИЯ

Казимова Мишгона Шарифовна

Азиатский международный университет

<https://doi.org/10.5281/zenodo.10557141>

Аннотация. В статье рассматривается экономическое содержание мобильного маркетинга как нового эффективного инструмента продвижения товаров и услуг предприятий, особенностью которого является установление интерактивного контакта с целевой аудиторией вне пространственных ограничений. Раскрываются преимущества мобильного маркетинга, выгодно отличающие его от других видов маркетинговой деятельности, указываются недостатки. Особое внимание авторы уделяют потенциалу мобильного маркетинга в отношении стимулирования сбыта товаров и услуг, повышения узнаваемости брендов и лояльности к ним потребителей.

Ключевые слова: мобильный маркетинг, беспроводные технологии и средства связи, продвижение.

MOBILE MARKETING IS A MODERN, EFFECTIVE PROMOTION TOOL

Abstract. The article examines the economic content of mobile marketing as a new effective tool for promoting goods and services of enterprises, the peculiarity of which is the establishment of interactive contact with the target audience beyond spatial restrictions. The advantages of mobile marketing are revealed, distinguishing it favorably from other types of marketing activities, and the disadvantages are indicated. The authors pay special attention to the potential of mobile marketing in terms of stimulating the sale of goods and services, increasing brand awareness and consumer loyalty to them.

Key words: mobile marketing, wireless technologies and communications, promotion.

Информационные технологии и мобильные устройства, использование которых обеспечивает абонентам возможность дистанционного установления прямых контактов, составляют неотъемлемую часть повседневной жизни современных людей. При этом повсеместное применение микрокомпьютеров и мобильных телефонов, а также нивелирование средствами беспроводной связи временных и пространственных границ обусловило стремительное развитие сферы информационных технологий, а они сами стали способны существенно влиять на эффективность маркетинга, позволяя субъектам предпринимательства формировать более тесные (и более прибыльные) отношения с потребителями, лучше изучать их потребности и быстрее реагировать на ожидания и запросы.

В то же время беспроводные технологии следует рассматривать как дополнение к уже существующей проводной структуре передачи данных. Использование единой, открытой, способной к интеграции инфраструктуры значительно сокращает сложности управления и согласует направления развития предприятий с их будущими потребностями. Реализуя беспроводное решение посредством уже существующих, а не новых инфраструктур, субъекты предпринимательства получают в результате гораздо более гибкие и адаптивные сети с меньшими затратами.

Широкое распространение технологий беспроводной связи, активная работа по их совершенствованию и доступность большинству потребителей создали благоприятные условия для возникновения нового инструмента стимулирования сбыта — мобильного маркетинга — единственного канала личного влияния, обеспечивающего спонтанное, непосредственное, интерактивное и/или адресное взаимодействие в любом месте и в любое время.

Для осуществления взаимодействия с аудиторией этот инструмент маркетинга задействует различные технические средства, включая телефоны, КПК и ноутбуки. Исходя из того, что специализированная информация может передаваться в различных формах, способы коммуникации в данном случае представляют звуковые средства (голосовая почта, рингтоны, уведомления о пропущенных звонках), короткие текстовые (SMS) и мультимедийные (MMS) сообщения, способные объединять текст с несложной графикой и звуками, мобильные игры и интернет по протоколу беспроводного доступа (WAP), услуги «WAP Push» и полноценные мультимедийные услуги в сетях третьего поколения (3G), передача данных через Bluetooth и ИК-порт, включение рекламы в системы навигации (GPS) и др. Обращения такого рода в высшей степени персонифицированы, интерактивны и, что немаловажно, воздействуют на получателя информации немедленно. Есть также основания считать, что использование мобильного маркетинга в комплексе с другими формами стимулирования сбыта значительно повышает уровень продаж.

Потенциально мобильная реклама, обладающая уникальными возможностями для таргетирования сообщения, в два раза превышает охват телевидения и в три раза — охват интернета, а средняя эффективность отдельных кампаний мобильного маркетинга значительно выше аналогичных баннерных кампаний в интернете. Главную причину указанных тенденций составляет то, что потребители в настоящее время пресыщены традиционной рекламой и уже успели выработать у себя так называемую «баннерную слепоту», поэтому новым интерактивным средствам информации пока уделяют значительно больше внимания. Одним из наиболее распространенных современных средств мобильного маркетинга являются SMS-рассылки, направленные на информирование потенциальных клиентов о проводимых акциях, разовых скидках и специальных предложениях. Во многом это связано с тем, что за сравнительно короткий период они успели зарекомендовать себя как эффективный и «бюджетный» канал коммуникации при стимулировании продаж или повышении лояльности к бренду.

Следует особо отметить, что в рамках SMS-маркетинга потребитель выступает в качестве инициатора и первым отправляет запрос на получение рекламных материалов посредством SMS-рассылок. Заинтересованность потребителя в получении информации превращает его в полноценного партнера рекламодателя, что позволяет предприятию рекламировать именно то, что нужно потенциальному клиенту. Однако предварительно не одобренная получателем SMS-рассылка является спамом, а значит, отношения к мобильному маркетингу не имеет.

Мобильный маркетинг обладает целым рядом достоинств, выгодно отличающих его от других видов маркетинговой деятельности, в числе которых:

- ✓ способность легко интегрироваться в традиционную, ранее разработанную и уже осуществляемую рекламную кампанию, что позволяет смоделировать наиболее

результативный комплекс маркетинга, сделать рекламную кампанию наиболее эффективной и адресной, активно использовать информацию, получаемую от контактов с конечными потребителями, проявляющими реальный или потенциальный интерес к бренду;

✓ обеспечение значительного расширения рекламных и медийных возможностей традиционных средств продвижения. Немаловажным является факт, что использование приемов мобильного маркетинга и его интерактивность предоставляют хозяйствующим субъектам уникальную возможность для составления и анализа объективных рейтингов рекламоносителей и информационных каналов;

✓ технические особенности самих мобильных устройств как средств коммуникации предприятий со своими клиентами. Телефоны, КПК, коммуникаторы и другие подобные устройства обладают такими характеристиками, как повсеместная доступность, высокий уровень готовности к эксплуатации в любое время и в любом месте, владение большинством потенциальных клиентов, относительно низкая стоимость и простота в обращении, а также, как правило, непосредственная пространственная близость от своих обладателей;

✓ максимальный охват целевой аудитории, обусловленный сокращением до минимума потерь информации благодаря его характеристикам персонализации и индивидуализации;

✓ возможность для маркетологов сегментировать целевую аудиторию (по сайтам, моделям телефонов, демографии и местоположению) [5], поскольку передаваемая на мобильные устройства реклама создается для каждого пользователя с учетом его пола, возраста и личных интересов. Кроме того, информация, получаемая с помощью инструментов мобильного маркетинга, может помочь в оценке и отборе одного или нескольких сегментов рынка для выхода на них со своими товарами и услугами;

✓ обеспечение более высокого уровня узнаваемости продукта и эффективности его продвижения в силу личного характера эксплуатации средств связи. Учитывая, что сообщения предназначаются только для одного пользователя, тем самым, создаются наиболее благоприятные условия для увеличения покупательского спроса конкретного клиента, и, как следствие, ускоряются процессы товародвижения и реализации продукции. Исследованиями установлено, что в настоящее время абоненты значительно больше внимания уделяют мобильным объявлениям (например, тексту после уведомления), чем объявлениям, полученным посредством персональных компьютеров.

Наконец, мобильный маркетинг позволяет получить быстрый отклик от клиента, определить точные статистические данные об итогах акций, сформулировать максимально персонализированное, адресное обращение к потребителю и дистанционно спровоцировать его на принятие решения о покупке. Все это обеспечивает предприятиям возможность постоянно удерживать потребителя в зоне своего маркетингового воздействия, создавать определенное информационное поле, распространять сведения, необходимые для рыночного взаимодействия.

Помимо очевидных достоинств мобильный маркетинг обладает также и некоторыми недостатками, к которым необходимо отнести ориентацию преимущественно на

молодежную аудиторию, потребителей с доходом выше среднего уровня и негибкость мобильных операторов.

Подводя итоги, можно утверждать, что мобильный маркетинг имеет огромный потенциал развития. Он касается как совершенствования беспроводных сетей, так и самих мобильных устройств. В ближайшей перспективе ожидается увеличение и значительное улучшение качества экранов, внедряются сенсорные технологии, ведутся исследования по увеличению времени работы от аккумуляторных батарей и объема памяти мобильных устройств, активно внедряются сотовые системы связи третьего поколения G3, разрабатываются системы четвертого поколения G4, совершенствуется программное обеспечение мобильных устройств, улучшается качество предоставляемого контента. Активная разработка информационных технологий сделает Интернет более доступным, дешевым и быстрым.

Все эти нововведения позволят более полно использовать возможности мультимедийного контента в целях мобильного маркетинга, расширив комплекс эффективных инструментов мобильного маркетинга за счет рекламной видеoinформации и уже существующего мобильного телевидения. Росту рынка способствует также тот факт, что интерес к мобильному маркетингу наблюдается одновременно как со стороны потребителей, так и со стороны продавцов товаров и услуг.

Меняющиеся условия вынуждают рекламные и маркетинговые агентства переходить к использованию разнообразных современных технологий, работать над привлечением потенциальных потребителей с помощью инструментов мобильного маркетинга, создавать и оптимизировать мобильные или WAP-версии своих информационных ресурсов. Сопряжено это, прежде всего, с тем, что именно удобные и доступные мобильные маркетинговые технологии способствуют осознанию пользователями мобильных устройств идей и проектов рекламодателей.

Таким образом, мобильный рынок начинает постепенно раскрывать свой потенциал, а мобильный маркетинг становится эффективным и востребованным средством стимулирования сбыта, открывая новые возможности для предпринимательской деятельности, внося в маркетинг предприятия элемент интерактивности, переводя его стратегию развития на качественно иной уровень и помогая в развитии и достижении поставленных целей.

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JAMIYATDAGI IJTIMOYIY-SIYOSIY BARQARORLIKNI TA'MINLASHNING METODOLOGIYASI.

Mavlonova Nilufar Oybek qizi

Osiyo Xalqaro Universiteti

Tarix va filologiya kafedrası o'qituvchisi.

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Annotatsiya. Mazkur maqolada jamiyatdagi ijtimoiy va siyosiy barqarorlikni ta'minlashda qanday metodlardan foydalanishimiz, nimalarga alohida ahamiyat berishimiz mumkinligi haqida fikr yuritiladi.

Kalit so'zlar: jamiyat, barqarorlik, milliy model, millat, davlat, ijtimoiy mas'uliyat.

THE METHODOLOGY OF ENSURING SOCIO-POLITICAL STABILITY IN SOCIETY.

Abstract. This article reflects on what methods we can use to ensure social and political stability in society, what we can attach special importance to.

Key words: society, sustainability, national model, nation, state, social responsibility.

МЕТОДИКА ОБЕСПЕЧЕНИЯ СОЦИАЛЬНО-ПОЛИТИЧЕСКОЙ СТАБИЛЬНОСТИ В ОБЩЕСТВЕ.

Аннотация. В данной статье рассматривается, какие методы мы можем использовать для обеспечения социальной и политической стабильности в обществе, чему мы можем придать особое значение.

Ключевые слова: общество, стабильность, национальная модель, нация, государство, социальная ответственность.

Mustaqillik yillarda tinchlik va barqarorlikni ta'minlash jarayonlari xalqimizning ijtimoiy yaratuvchanlik muhiti bilan bog'liq kechgan. Chunki, "O'zbek moduli" da belgilangan tamoyillarning ijtimoiy hayotdagi natijalari bevosita yaratuvchanlik omili bilan bog'liq bo'ldi. O'ttiz yil mobaynida xalqimizning ongida ezgulik tamoyili asosida jamoyatimizda barqarorlik muhiti yuzaga kelmoqda. Jamiyatimiz iqtisodiy negizi yagona kommunistik g'oya ta'siridan xalos etilib, iqtisodiyotning siyosatdan ustuvorligi ta'minlanganligi iqtisodiy hayotdagi o'zgarishlarning muhim omili bo'lib xizmat qilgan. Bu demokratik jamiyat qurish jarayonlari rivojlanishi to'g'risidagi qarashlarning yangicha ilmiy asoslarga qo'yishni taqozo etgan shart-sharoit va omillarni tanlash, davr va zamon o'zgarishlari hamda yangicha talablardan kelib chiqqan holda to'g'ri tushunishga olib keldi desak aslo mubolag'a bo'lmaydi.

"Barqarorlik" tushunchasi o'z ichki tuzilmasi, tarixiy, tabiatiga ko'ra murakkab tuzilmaga ega. Bu tushunchaning tarixiy mazmuni bilan tanishsak;

"O'zbek tilining izohli lug'ati" kitobida "barqaror" so'zi uch xil tahlil qilinadi: "[Bar..+qaror] 1. Qaror topgan, qat'iy, uzil-kesil o'rnashgan; ustuvor. 2. Hech qanday o'zgarish ta'sir etmaydigan, doim birdek turadigan, o'zgarmas. 3. Bir yerda o'rnashib qolgan; muqim. Shuningdek, mazkur lug'atda "turg'unlik", "mustahkamlik", "o'zgamas holat", "barqarorlikka erishmoq", "Davlat siyosatining barqarorligi" tarzida ta'rif berilgan.

Taraqqiy etgan zamonamiz bosqichiga kelib, tinchlik va barqarorlikni ta'minlash insondagi sotsiokreativ hatto nizo va urushlar paytida ham to'xtamasdan haqiqiy ijodkor, chin bunyodkor sifatida o'zligini namoyon qilishga zaruriyatini kuchaytirgan. Natijada insonlar, davlatlar o'rtasida

raqobat muhiti vujudga kelmoqda. Ijtimoiy mas'uliyat borasidagi qarashlar bozor iqtisodiyoti sharoitida rivojlanish, borgan sari buni tushunish, anglash va amal qilishning immanent xususiyatlarida farqlanish sodir bo'ldi.

Shu bilan birga, bugungi tahlikali zamonda davlatlarning, butun insoniyatning tinch va osoyishta yashash tarzini o'rganish, ularning mental xususiyatlarini tadqiq etish dunyo ilmiy jamoatchiligi o'rtasida yagona konsensusga asoslangan "yangi metodologiyani" ishlab chiqish zaruriyati paydo bo'lgan. Bu "Inson manfaatlarini ta'minlash uchun esa, avvalo, odamlar bilan, xalq bilan muloqot qilish, ularning dardu tashvishlari, orzu-niyatlari va hayotiy muammolarini, ehtiyojlarini yaxshi bilishga xizmat etadi".

Shu sababli, tinchlik va barqarorlik holatini tahlil etish ko'pgina xalqaro tashkilotlar tomonidan dunyo davlatlari tinchlik va barqarorligini obyektivlik asosida tahlil etish, ularning o'lchov mezonlarini yaratishda bir qator omillarni e'tiborga olish maqsadimizga muvofiq.

Birinchidan, deprivatsiya (qoniqmaslik) holati. Bunda aholi aksariyat qismining amaldagi islohotlardan qoniqish yoki qoniqmasligi, olib borilayotgan islohotlarda ishonchsizlik kayfiyatining mavjudligi hamda ijobiy istiqbol kabi omillar tinchlik va barqarorlik darajasi uchun muhim hisoblangan.

Ikkinchidan, fuqarolarning boshqaruv tizimida bir-biriga bo'lgan munosabati. Bunda fuqaro va boshqaruv tizimi o'rtasidagi o'zaro qo'llab-quvvatlash, fuqarolar xohish-istaklarining qondirilishi hamda boshqaruvdagi yuksak kompetentlik darajasi kabi mezonlar ham muhim ahamiyat kasb etmoqda.

Uchinchidan, jahon hamjamiyati bilan (ijobiy yoki salbiy) munosabatlar. Birinchi navbatda, yaqin qo'shni davlatlar bilan aloqalarning kesishi, munosabatlarning ko'p o'lchamga egaligi (savdo - iqtisodiy, madaniy), xalqaro tashkilotlar ishtiroki, davlat tashabbuslarining qondirilishi kabilardir.

To'rtinchidan, harbiy salohiyati. Asosan, samarali xavfsizlik strategiyasining ishlab chiqilganligi, shaxsiy tarkibning tayyorgarlik holati, zamonaviy qurol-yarog' (aviatsiya, havo mudofaa tizimlari, zirhli transport vositalari, zamonaviy dvigatellar, raketalarining mavjudligidir).

Beshinchidan, davlat-biznes va fuqarolik jamiyati institutlari o'rtasidagi aloqadorlik. Bunda davlat tomonidan ikkala sektorni rivojlantirish borasidagi imkoniyatlar va ularning faoliyatiga aholi tomonidan ishonchli munosabat, biznesda milliy ma'naviyatning o'rni aholining xarid qobiliyati darajasi kabi omillarning o'rni beqiyosdir.

Mamlakatimiz mustaqilik erishganing dastlabki yillaridayoq tinchlik va barqarorlikni ta'minlashning milliy modelini shakllantirdi, millatlararo totuvlik, birlik va hamkorlikni mustahkamlashni o'zining strategik maqsadiga aylantirgan.

O'zbekistonning ichki va tashqi tinchlikni, barqarorlikni asrash borasidagi siyosati: 1) milliy manfaatlar ustuvorligi; 2) boshqa davlatlarning ichki ishlariga aralashmaslik; 3) o'zaro foydali integratsiya tamoyillariga asoslangan. Milliy manfaatlar negizida yurtimizda demokratik huquqiy davlat, fuqarolik jamiyati barpo etish, tinchlik va barqarorlikka asoslangan sotsiokreativ muhit yaratish, millatlararo munosabatlarni mustahkamlash, xalq bilan bevosita munosabatlarni yo'lga qo'yish yotgan. Bugungi kunda O'zbekiston xalqi davlat hokimiyatining yagona manbai ekanligiga, mamlakatdagi vaziyat ahvol va taraqqiyot jarayonlari uning ijtimoiy faolligi mahsuli ekaniga iqrar bo'lgan. O'zbekiston Respublikasining ichki va tashqi siyosati xalqni, barcha millat va elat vakillarini mamlakatdagi islohotlarning faol subyektlariga aylantirishga, tinchlik va

barqarorlik barcha fuqarolarning ijtimoiy burchi, vazifasi, orzu-istaklarining mahsuli ekanligini anglab yetishga imkon yaratdi. O'zbekiston mustaqil davlat xalqaro munosabatlarning faol muallifi, subyekti sifatida jahon hamjamiyati hayotiga, ayniqsa, dunyoda tinchlik va barqarorlikni ta'minlashga munosib hissa qo'shmoqda.

Darhaqiqat, barqarorlik yaxlit siyosiy, iqtisodiy, iqtisodiy, psixologik, sotsiologik, huquqiy, harbiy, tibbiy, biologik, texnik singari har bir fan o'z sohasi, o'z doirasida, unga ta'rif berishi mumkin. Ammo ularni birlashtiruvchi yagona va muhim halqa, bu tizimning funksional holatini (ishchanligini) saqlab turish, qayta tiklay olish qobiliyatining mavjudligi jihatidan u global falsafiy ma'no kasb etadi".

Jamiyatda barqarorlik beqarorlik bilan, inqiroz gullab-yashnash bilan almashib turishi tabiiy. Buni taraqqiyot mohiyati taqozo etadi. Ammo unga mutlaq o'zgarmas konstant deb qarash noo'rindir. Zero, borliq ulkan muvozanat asosiga shakllangan, buni asrash esa Inson intellekti va ma'naviyatiga havola qilingandir.

Jamiyatning ma'naviy, iqtisodiy, siyosiy, huquqiy sohalarida muayyan yutuqlarga erishilgach ijtimoiy imkoniyatlar ro'yobga chiqarilgach, uning bundan keyingi taraqqiyoti yo'lida yangi muammolar tug'iladi, ularni hal etish vazifasi paydo bo'ladi. Ushbu murakkab tizimni shakllantirish jamiyatning rivojlanishiga sabab bo'libgina qolmasdan, balki shaxs, jamiyat va fuqarolar o'rtasidagi munosabatlarning samarali kechishini ta'minlaydi. Siyosiy tizimning qonuniyligini yanada oshiradi. Bu borada Islom Karimovning "...tinchlik va barqarorlik bo'lmasa, ilm-fan sohasida hech qanday o'sish, taraqqiyot bo'lishi mumkin emas. Qayerda tinchlik va barqarorlik bo'lsagina ilm-fan markazlari, akademiyalar, oliy o'quv yurtlari paydo bo'ladi. Eng asosiysi, ta'lim-tarbiya ravnaq topib, unga qiziqish, e'tibor kuchayadi. Tinchlik-barqarorlik bo'lgan joydagina odamlar o'qib-o'rganishni, har tomonlama rivojlanishni istaydi. Odamlar kechasi xotirjam uxlab, ertalab osoyishta uyg'onadigan, muammo yoki ofatlarga duch kelmasligini bilgan taqdirdagini shunday bo'ladi. Bu haqiqat ko'p asrlar davomida o'z tasdig'ini topgan va ishonchim komilki, bugun bu mavzuda gapirishning o'zi ortiqcha"¹²⁵ degan qarashlari barqarorlikning muhim qirralari va ularning ijtimoiy negizini ochib bermoqda.

Ma'lumki, osoyishtalik, tinchlikni saqlash, tinch-totuv yashash – o'zbek xalqining betakror qadriyati, burchi hisoblangan. Bu burch ota-bobolarimizning tinchlik uchun olib borgan kurashlari evaziga bizgacha meros bo'lib kelayotgan oliy qadriyat hisoblangan. O'zbekiston tinchlik-ijtimoiy maznun kasb etib kelgan. Chunki, tinchlik O'zbek xalqida "Oila – Mahalla – Davlat – Jamiyat" so'ngra "Mintaqaviy – Xalqaro – Global" munosabatlar tiimida o'aro uyg'unlashib "O'zbek xalqining tinchlik falsafasini" tashkil etadi. Albatta, bu jarayonning amalga oshishi "siyosiy yetakchi" bilan o'zaro bog'liq.

O'zbekiston Respublikasi Birinchi Prezidenti Islom Karimov "Sharqda "Rahbar odam – yurtning otasi", degan ibora bor", deya ta'kidlaganida, jamiyatda yetakchining o'rni yuksak ekanligini nazarda tutgan. Bugungi tajovuzlar bilan to'lib-toshgab tahdidli davrda xavfsizlik va barqarorlik shartlarini puxta egallagan rahbar, har qanday tashqi ta'sirning, mafkuraviy tajovuzning mazmun-mihiyatini tezda anglab oladi va jamoani to'g'ri boshlaydi.

Bugungi kunda axborot tizimlarining jadal ishlashi g'oyaviy-mafkuraviy kurashlarning kuchayishiga zamin yaratmoqda. XXI asrga kelib axborotning qudratli qurolga aylanishi

,afsuski,ayrim hollarda g'arazli va buzg'unchi foydalanishga intilish tobora kuchayib bormoqda.Globallashuv sharoitida dunyo miqyosida OAV, matbuot, internetdagi ijtimoiy tarmoqlar orqali jamiyat va davlat ahamiyatiga molik ko'plab axborotlar tarqatilgan.Birinchi prezidentimiz I.A.Karimov "Hozirgi vaqtda dunyoda kim hukmronlik qilyapti, deb so'rasangiz, kim axborot-kommunikatsiya tizimiga egalik qilayotgan bo'lsa, o'sha hukmronlik qilayapti deb javob bergan bo'lardim.Bugun biz juda murakkab sharoitda hayot kechirmoqdamiz. Hozirgi vaqtda dunyoda bo'layotgan turli voqea-hodisalar, tez o'zgarayotgan hayot jarayonlari ertaga qanday oqibatlariga olib kelishi mumkinligini oldindan tasavvur qilish qiyin."

Bugungi kunga kelib, dunyoning ayrim siyosiy markazlari axborot hurujlarini amalga oshirish orqali rivojlanayotgan mamlakatlarning jahon axborot makoniga chiqish jarayonini izdan chiqarishga harakat qilmoqda. Axborot hurujlarini uyushtirish oqibatida millatning azaldan shakllangan qadriyatlarini, milliy madaniyat va ma'naviyatga zarba berish orqali mamlakat miqyosida amaldagi boshqaruv tizimiga nisbatan norozichilik kayfiyatlarini keltirib chiqarish natijasida o'zaro diniy, milliy va etnik ziddiyatlar tufayli barqarorlik izdan chiqishi uchun zamin yaratishini anglash kerak. Mamlakatimizda fuqarolarimiz qalbi va ongida o'zida g'arazli va buzg'unchi g'oyalarni namoyon etuvchi axborot hurujlarini oldini olishda quyidagi omilarga alohida e'tibor qaratishni taqozo etdi:

- Milliy manfaatlarimiz, hayot tarzimizga mutlaqo zid bo'lgan o'zida zararli g'oyalar, mafkuraviy hurujlarni namoyon etuvchi axborot hurujlarining mohiyatini anglash orqali uning asl mohiyatini ochib berish;

-milliylikimizga yot bo'lgan yoshlarimiz ongi, qalbini egallashga qaratilgan axborot hurujlari tahdidiga qarshi jamiyatning barcha qatlamlarini mafkuraviy qurollantirish va ilmiy qilish;

-miliy ma'naviyatimizga rahna solish orqali miliy o'zlikni anglashga putur yetkazuvchi axborot hurujlariga aslo yo'l qo'ymaslik;

-yurtimizga chetdan "o'zgacha"madaniyatni targ'ib etuvchi axborot hurujlarining turli xil tahdidlaridan asrash, unga qarshi kurashda uzluksiz ta'limning barcha bosqichlarini, nodavlat, notijorat tashkilotlarini bir maqsad yo'lida birlashtirish. Xulosa qiladigan bo'lsak, bugungi kunda axborot huruji va uning oldini olish hamda bartaraf etishning eng samarali usuli sifati, avvalo, yoshlar o'rtasida ma'naviy-ma'rifiy tadbirlarni mumtazam ravishda o'tkazish, ularni doimo ogohlikka davat etish orqali yurtimizning istiqbolli reja va maqsadlarini amalga oshirishda muhim ahamiyatga ega. Yurtimizda ommaviy axborot vositalarining o'rni beqiyosdir. Chunki har qanday ijtimoiy-siyosiy jamiyatimizdagi o'zgarishlarning dastlabki darakchisi shular hisoblanadi. Xalqimiz endilikda ommaviy axborot vositalari orqali o'z fikrini emin-erkin bayon etib, bunga ishona boshlashmoqda. Ommaviy axborot vositalarida jonli efirlar, real voqealar, har qanday masalaning ildizgacha bo'lgan jarayonlar o'rganilgan hayotiy haqiqatlar aks etadi. Prezidentimiz Shavkat Mirziyoyevning 2017-yil 3-avgust kuni milliy madaniyatimiz namoyondalari, ijod ahli bilan uchrashuvi ommaviy axborot vositalari sohasida yangi bosqich, davrni boshlab bergan edi. Bugungi shiddatli o'zgarishlar davrida yolg'on xabar berish, muammolarni xaspo'shlash, balandparvoz gaplar bilan muammolarni bezab ko'rsatish, kimgadir yoqish maqsadida ko'rsatuvlar tayyorlash davlatimiz rahbari ko'p bora ta'kidlaganidek, kelajagimizga qilingan eng katta xiyonat bo'ladi. Har qanday jamiyatda OAVga to'rtinchi hokimiyat maqomini bermaslikka intilish mamlakatda illatlarning, ijtimoiy-siyosiy jarayonlardagi barqarorlikning susayib ketishiga

zamin yaratmoqda. OAV bo`g`ilgan, faoliyatida to`siqlar qo`yilgan joyda illatlar avj olmoqda. Biz bugun shu to`siqlarni bartaraf etmasak, kelajak avlodlarimiz shu illatlarning qurboni bo`lishi hech gap emas, aslida. Imsizlik, ma`naviy qashshoqlikning avj olsa yosh avlodga Vatanni ulug`lash, tuprog`ini avaylash, yurt farovonligi yo`lida jon fidolik qilish haqida qarashlarni tushuntira olmaymiz. Shunday ekan, yurtimizdagi ijtimoiy-siyosiy barqarorlikka erishishda, har sohada oshkoralik, adolatlilikni qaror toptirish uchun –Ommaviy axborot vositalarining faoliyati nihoyatda kuchli ahamiyatga ega. Bu soha vakillarining eng sharaflari va kechiktirib bo`lmaydigan vazifalaridan hisoblangan.

Jahon miqyosida voqealar shiddat bilan kechayotgan bir vaqtda zamonaviy axborot-kommunikatsiya texnologiyalaridan, internetning beqiyos imkoniyatlaridan keng foydalanishga tayyor bo`lish matbuot, axborot, media tarmoqlaridan, shuningdek, televideniya va radio sohasida xizmat qilishga o`zini bag`ishlagan yetuk mutaxassis bo`lishga ahd qilgan va bu sohada o`z kelajagini ko`rmoqchi bo`lgan ommaviy axborot vositalari xodimlarining faoliyat mezoniga aylanishi lozim. 2018-yilning 27-iyun kuni "Matbuot va ommaviy axborot vositalari xodimlari kuni" munosabati bilan Prezidentimiz Sh.M.Mirziyoyev o`zining tadbirida quyidagilarni ta`kidladi, "...Eng muhim, soha rivojida yana shunday miqdor o`zgarishlari bilan birga sifat o`zgarishlari ham yuz bergan. Buning tasdig`ini milliy media maydonimizda fuqarolik jamiyatining muhim sharti bo`lgan nodavlat ommaviy axborot vositalari tarmog`i kengayib samarali faoliyat ko`rsatayotgani, internet jurnalistikasi jadal rivojlanib borayotgani misolida yaqqol ko`rimiz lozim. Dunyo olimlari tomonidan hozirgi davrgacha "etnos" va "millat" tushunchalarining metodologik asoslariga oid ko`plab nazariyalar va konsepsiyalar yaratilgan bo`lsa-da, ularni etnik fenomenni anglash nuqtai nazardan uch guruhga – primordialistik, instrumentalistik va konstruktiv yondashuvlarga ajratish mumkin. Millat tushunchasini ta`riflashda uning ma`naviy jihatlatiga ko`proq e`tibor berilgan, vaholanki, millat ijtimoiy borliqning o`ziga xos murakkab tomonlarini aks ettiruvchi fenomen hisoblanadi.¹²⁶ "Millat" "murakkab harakterga ega bo`lgan etnik birlik hisoblanadi. Shuning uchununga ta`rif berishda adabiyotlarimizda aniqlik yo`q. "Millat", Milliylik tushunchalari bizga arablar tomonidan VII asrdan boshlab kirib kelgan. "Millat" tushunchasi keng ma`noda qo`llanilib, bir necha ma`noni beradi: 1) din, diniy jamoa; 2) ummat, ma`lum dinga e`tiqod qiluvchilar jamoasi; 3) xalq, millat kabi ma`nolarni anglatadi.

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ISTIQBOLLI O'RTA BO'G'IN YURIST KADRLARNI TAYYORLASHDA
ZAMONAVIY TA'LIM TEXNOLOGIYALARIDAN FOYDALANISHNING
AHAMIYATI

Usmonova Odina Habibovna

Farg'ona viloyati yuridik texnikumi maxsus fan o'qituvchisi

3-darajali yurist. Tel. 90 277 35 72.

Email: odinausmonova47@gmail.com

<https://doi.org/10.5281/zenodo.10557241>

Annotatsiya. Maqolada oliy va professional ta'lim muassasalarida o'rta bo'g'in yuridik kadrlarni tayyorlashda kutilgan samaraga erishish uchun ta'limning zamonaviy metodlaridan foydalanish zarurligi qayd etilgan. Zamonaviy ta'lim metodlarini qo'llashning nazariy asoslarini yoritib beruvchi materiallar keltirilgan. Bugungi kunda yuridik ta'lim jarayonlarida qo'llanilayotgan ayrim metodlarning afzalliklari yoritilgan.

Kalit so'zlar: ta'lim jarayoni, ta'lim texnologiyalari, elektron ta'lim resurslari, onlayn ma'lumotlar bazalari, tadqiqot vositalari, videokonferensaloqa, vebinar, mobil ilovalar.

PROSPECTIVE MIDDLE LEVEL LAWYERS THE IMPORTANCE OF USING
MODERN EDUCATIONAL TECHNOLOGIES IN TRAINING

Abstract. The article notes the need to use modern methods of education in order to achieve the expected effect in the training of middle-tier legal personnel in higher and professional educational institutions. Materials are presented that shed light on the theoretical foundations of the application of modern educational methods. The advantages of some of the techniques used in legal education processes are highlighted today.

Key concepts: educational process, educational technologies, e-learning resources, online databases, research tools, video conferencing, webinar, mobile applications.

ПЕРСПЕКТИВНЫЕ ЮРИСТЫ СРЕДНЕГО УРОВНЯ ВАЖНОСТЬ
ИСПОЛЬЗОВАНИЯ СОВРЕМЕННЫХ ОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ В
ОБУЧЕНИИ

Аннотация. В статье отмечается необходимость применения современных методов обучения для достижения ожидаемого эффекта при подготовке юридических кадров среднего звена в высших и профессиональных учебных заведениях. Представлены материалы, освещающие теоретические основы применения современных методов обучения. Освещаются преимущества некоторых методов, используемых сегодня в процессах юридического образования.

Ключевые понятия: образовательный процесс, образовательные технологии, ресурсы электронного обучения, онлайн-базы данных, инструменты исследования, видеоконференцсвязь, вебинары, мобильные приложения.

Zamonaviy texnologiyalardan foydalanish huquqshunos kadrlar tayyorlash sohasidagi islohotlarning muhim yo'nalishi hisoblanadi. Ta'lim jarayonida zamonaviy texnologiyalardan foydalanish ta'limni sezilarli darajada yaxshilash, dolzarb ma'lumotlardan foydalanishni ta'minlash va zamonaviy huquqiy sohada ishlash uchun zarur bo'lgan ko'nikmalarni shakllantirish imkonini beradi.

O'zbekiston Respublikasi Prezidentining 2020-yil 29- apreldagi «O'zbekiston Respublikasida yuridik ta'lim va fanni tubdan takomillashtirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida»gi farmonida o'quv jarayonini yanada takomillashtirish, ta'lim sifatini oshirish yo'nalishida zamonaviy texnologiyalar va interaktiv ta'lim uslublarini (E-Minbar elektron platformasi), talabalarining mustaqil o'quv va amaliy faoliyati (case-study, kouching...)ni rivojlantirish orqali amaliyot o'tash kabi dolzarb vazifalar belgilab berilgan¹²⁷. Mazkur vazifalardan kelib chiqib shuni ta'kidlash lozimki, o'rta bo'g'in yuridik kadrlarni tayyorlashda kutilgan samaraga erishish uchun ta'limning zamonaviy metodlaridan foydalanish zarur. Fundamental huquqiy tushunchalarni o'qitish kengroq ijtimoiy-siyosiy va texnologik kontekstda huquqiy muammolarni chuqurroq tushunishga qaratilgan tanqidiy ijodiy fikrlashni shakllantirish imkonini beruvchi metodlar bilan to'ldirilishi kerak. Yuridik maktablar advokaturaning kelajakdagi roli, unga texnologik taraqqiyot va avtomatlashtirishning ta'siri to'g'risidagi savollarga javob berishlari va shunga mos ravishda yuridik ta'lim mazmunini belgilashlari kerak.¹²⁸ Shu bilan birga, murakkab ijtimoiy munosabatlar sharoitida o'zaro munosabatlarning muvaffaqiyatini belgilaydigan kompetensiyalarni, jumladan, davom etayotgan jarayonlarni fanlararo tushunish, huquqiy muammolarni hal qilishga ijodiy yondashish va ijtimoiy intellektni shakllantirish birinchi o'ringa chiqadi. Quyida zamonaviy texnologiyalardan foydalanishning ba'zi usullarini ko'rib chiqamiz:

Elektron ta'lim resurslari: Ta'lim muassasalari o'quvchilarga elektron darsliklar, onlayn kurslar va boshqa elektron ta'lim resurslaridan foydalanish imkoniyatini berishi mumkin. Bu talabalarga o'zlariga qulay sharoitda materiallarni o'rganish, interfaol topshiriqlar va testlarni olish, o'qituvchilar va kursdoshlar bilan onlayn platformalar orqali muloqot qilish imkonini beradi.

Simulyatsiya va treninglar uchun virtual muhit: Zamonaviy texnologiyalar simulyatsiya sinovlari, advokatlik bo'yicha treninglar va boshqa amaliy vazifalar uchun virtual muhit yaratish imkonini beradi. Talabalar virtual mijozlar bilan muloqot qilishlari, sud majlislarini o'tkazishlari va amaliy ko'nikmalarni rivojlantirishga yordam beradigan huquqiy strategiyalarni ishlab chiqishlari mumkin.

Onlayn ma'lumotlar bazalari va tadqiqot vositalari: Talabalar zamonaviy ma'lumotlarni olish va huquqiy tadqiqotlar o'tkazish uchun onlayn ma'lumotlar bazalari, huquq jurnallari, raqamli kutubxonalar va boshqa tadqiqot vositalaridan foydalanishlari mumkin. Bu ularning huquqiy axborotni tahlil qilish va huquqiy hujjatlarni ishlab chiqish ko'nikmalarini shakllantirishga yordam beradi.

Videokonferensaloqa va vebinarlar: Videokonferensaloqa va vebinar texnologiyalari mutaxassislar va huquqshunoslar bilan masofaviy ma'ruzalar, seminarlar va muhokamalar tashkil etish imkonini beradi. Talabalar istalgan joydan ushbu tadbirlarda qatnashishi, o'zaro fikr almashishi, mutaxassislarga savollari bilan murojaat qilishi mumkin.

Mobil ilovalar: Mobil ilovalarni ishlab chiqish talabalarga o'zlarining mobil qurilmalari orqali yuridik manbalar, qonunchilik, huquqiy yangiliklar va boshqa ma'lumotlardan foydalanish imkonini beradi. Bu huquqiy axborotni olish va almashishning qulay va mobil usulini taqdim etadi.

¹²⁷ Tojiboev A. Yuridik ta'limda "Case-study" texnologiyasining o'rni qanday? Toshkent davlat yuridik universiteti. <https://uza.uz/posts/457030>

¹²⁸ Вегера И.В. Современные вызовы и перспективы развития высшего юридического образования (Полоцкий государственный университет) ORCID: <https://orcid.org.0000-0002-0495-6187>

Ta'lim jarayonida zamonaviy texnologiyalardan foydalanish talabalarning ta'lim tajribasini boyitadi, ularning tayyorgarlik darajasini oshiradi va zamonaviy huquqiy bozor talablariga moslashtiradi.

Xulosa o'rnida aytish mumkinki, elektron resurslar, onlayn ta'lim va mobil ilovalar kabi zamonaviy texnologiyalardan foydalanish ta'lim samaradorligi va qulayligiga xizmat qilmoqda. Bu talabalarga dolzarb ma'lumotlarni olish, mustaqil ishlash ko'nikmalarini rivojlantirish, o'qituvchilar va boshqa talabalar bilan muloqot qilish imkonini beradi.

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MILLIY XALQ O'YINLARINING AHAMIYATI HAMDA TURLARI HAQIDA TUSHUNCHALAR.

Ro'ziqulov R.R

Samarqand davlat chet tillar instituti assistent o'qituvchisi.

Isroilova M.B

Samarqand davlat chet tillar instituti assistent o'qituvchisi.

Abdurasulov. Sh.O

Samarqand davlat chet tillar instituti stajyor o'qituvchisi.

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Annotatsiya. Ushbu maqolada millatimizga xos milliy xalq o'yinlarimizning kundalik turmushdagi, ta'lim jarayonlaridagi, hamda respublikamiz hayotidagi ahamiyati va ularning tarixi, turlari haqida keng tushunchalar bayon etilgan.

Kalit so'zlar. Xalq o'yinlar, yakka kurash, qadriyat, madaniyat, ommaviy sport, marosim o'yinlari, dorboz, ko'pkari, poyga, qiz quvmoq, moddiy vositalar.

CONCEPTS ABOUT THE SIGNIFICANCE AND TYPES OF NATIONAL FOLK GAMES.

Abstract. This article describes the significance of our national folk games in everyday life, educational processes, and the life of our republic, as well as their history and types.

Keywords: Folk games, individual wrestling, value, culture, mass sports, ritual games, goalie, kopkari, race, girl chasing, material means.

ПОНЯТИЯ О ЗНАЧЕНИИ И ВИДАХ НАЦИОНАЛЬНЫХ НАРОДНЫХ ИГР.

Аннотация. В данной статье описывается значение наших национальных народных игр в быту, образовательном процессе и жизни нашей республики, а также их история и виды.

Ключевые слова: Народные игры, индивидуальная борьба, ценность, культура, массовый спорт, ритуальные игры, вратарь, копкари, гонка, погоня за девушкой, материальные средства.

Salomatlikni ta'minlash va jismoniy barkamollikni yuksaltirishda milliy xalq o'yinlarining xususiyatlari, fazilatlar va tarbiyaviy mohiyatlari o'ziga yarasha o'rinlarga egadir. Yovuzlikka qarshi kurashish va o'z-o'zini himoya qila bilish maqsadida barcha fuharolar, ayniqsa o'quvchi va ishchi yoshlar jismonan baquvvat, himoya qilish mashqlarini to'la o'zlashtirishi, zarur bo'lganda raqiblarga hech qanday yo'l bermaslik imkoniyatlariga ega bo'lish lozim. Bunday faoliyatlarni o'zlashtirishda sharqona yakka kurashlar, milliy sport turlarimiz (kurash, turon, qo'l jangi va h.k.) muhim ahamiyat kasb etmoqda. Shular qatorida milliy xalq o'yinlarini yaxshi bilish, ularni amaliy jihatdan mukammal egallash lozim bo'ladi.

Bunda ayniqsa otda yurish, ot ustida turli xil murakkab jangovar harakatlarni bajara olish, uzoq masofalarga, tog'larga yurishda turli to'siqlardan o'tish, tez oqar daryolardan kechib o'tish kabi hayotiy zarur bo'lgan amaliy faoliyatlarni yoshlarga doimiy ravishda o'rgatib borish davr talabi desa bo'ladi. Milliy qadriyatlar va xalqimizning ma'naviy-ma'rifiy madaniyatini qayta tiklash va ularni zamonaviy talablar bilan boyitish jarayonlarida milliy xalq o'yinlariga ham alohida e'tibor berib kelinmoqda. Ayniqsa "Navro'z", "Qurbon hayit", "Ramazon hayit", to'y marosimlarini o'tkazishga keng o'rin berilishi va ularga kurash, dorboz, ko'pkari, poyga, qiz

quvmoq, harakatli o'yinlarni ularda qo'llash yurtimiz istiqloli va aholining turmush farovonligidan dalolatdir. Shu bilan birga milliy o'yinlarini mazmuni va ijtimoiy-pedagogik mohiyatlarini ilmiy asosda ommalashtirish maqsadlariga qiziqishlar tobora kuchaymoqda.

Mustaqallik yillari davrida Respublikaning deyarli barcha gazetalar, jurnallari, teleradiolarda milliy xalq o'yinlari bilan bog'liq maqolalar, tadqiqot natijalari, turli xil fikr-mulohazalar keng yoritilib kelinmoqda. Bularda falsafa fanlari doktori U.Qoraboyev, san'atshunoslik fanlari nomzodi I.Abdurahmonov, jurnalistlar G'.Rahmon, H.Sattarov, jismoniy tarbiya va sport sohasidagi yetakchi olimlar T.S.Usmonxo'jayev, A.Q.Atoyev va juda ko'p mutaxassis hamda yosh ijodkorlar sermahsul ishlari bilan faol ishtirok etib kelmoqdalar. Pedagogika fanlari doktori professor T.S.Usmonxo'jayev raxbarligida nashrdan chiqarilgan "Ming bir o'yin" (1001 o'yin), "Harakatli o'yinlar" va "Kurash" dasrligi (A.Q.Atoyev) va qator ilmiy-nazariy ommabop risolalar milliy xalq o'yinlarining mazmuni va tarbiyaviy jihatlarini o'z ichiga oladi. U.Qoraboyevning "O'zbek Xalq o'yinlari" kitobi qadimgi ajdodlardan meros bo'lib kelgan turli tuman o'yinlarni, ularni o'rganish va qo'llash yo'llariga bag'ishlanganligi bilan olqishga sazovordir. Aynan shu kitobda milliy o'yinlarining sohaviy turlari va ularning kelib chiqish jarayonlari haqida juda boyitilgan materiallar bayon etilgan. Undan ba'zi bir muhim tomonlarni quyidagicha keltirish mumkin bo'ladi, ya'ni:

1. Ildizi uzoq tarix bilan bog'liq ovchilikka doir o'yinlar. Buning negizida chorvachilik yuzaga kelganligini takidlash lozim bo'ladi.

2. Chorvachilik o'yinlari ot, ho'kiz, eshak, tuya, bug'u va boshqa hayvonlarning mehnatlaridan foydalanish jarayonida ularning harakatini taqlid qiladigan o'yinlarning yuzaga kelishi.

3. Dehqonchilik o'yinlari, odamlarning bahorda mehnat mavsumiga kirishi va kuzda hosil yig'ish kuniga bag'ishlangan marosim o'yinlari ijtimoiy mehnat sharoitidan kelib chiqqan.

4. Shuningdek xalq o'yinlari orasida boshqotirma (krassvord), so'z qo'shish, raqs o'yinlari ham mazmun va mohiyat jihatidan faol harakat o'yinlari tarkibidan joy olganligini e'tirof etish keraqdir. I.Abduraxmonovning "O'zbek Xalq o'yinlari" (U.Qoraboyev) kitobiga taqriz sifatida yondashib ("Sport" gazetasi, oktabr 2001 y.) tabiatdagi iqlimiy o'zgarishlar, yil fasllariga mos tabiiy-mavsumiy o'yinlarning vujudga kelishiga zamin yaratganligini ta'kidlaydi va ularni quydagi yo'nalishlarda ifodalab bergan, ya'ni:

1. Hududiy va turli joylarga mos o'yinlar ham alohida turkumini tashkil etadi. Muayyan joyga mos o'yinlar boshqa joyda noma'lum bo'lgan.

2. Turli yoshlarga mos o'yinlar. Har bir yoshga xos o'yinlar bor. Yoshlarga oid fe'l-atvor fazilatlar o'yin shakli va mazmunini belgilab bergan. Bola ulg'aygan sari uning o'yini ham jiddiylashib boraveradi.

3. Turli jinsdagilar o'yinlari. Hammabop o'yinlar bilan bir qatorda o'g'il bolalar va qizlar o'yinlari, keyinchalik esa erkak va ayollar o'yinlari ajralib chiqqan. Masalan, yosh qizlarga qo'ng'iroq o'yinga moyillik sezilsa, o'g'il bolalar esa urush quollariga o'xshash o'yinchoqlar talab qilishgan.

4. Ma'lum mehnat faoliyati bilan bog'liq bo'lgan o'yinlar "Ov o'yini", "Kiyik ovi", "Podachi", "Xirmon-xirmon", "Kovushim", "Sartarosh", "Temirchi", hatto harbiylarning ham o'z ma'lumotlarga mos keladigan "Urush-urush", "Asr olish" kabi o'yinlari ijod etilgan.

5. Voqeaband (teatrlashtirilgan, syujetli) o'yinlar tarixiy voqealarni hayotning ta'siri, qiziqarli daqiqalarini badiiy ijodiy ifodalaydi. Masalan, "Podsho-vazir", "Eski chopon" va h.k. Harakatli o'yinlar epchillik, chaqqonlik ko'pchilik musobakachi sifatida bir necha tomonlar o'rtasida o'ynalgan.

6. Turli vositali o'yinlar. Bu o'yinlarni ikkiga bo'lish mumkin: moddiy vositalar (ovunchoq, qo'g'irchoq, o'yinchoq hamda tayoq, tosh, to'p, yong'oq va h.k.) yordamida amalga oshiriladigan o'yinlar; ikkinchisi esa ma'naviy o'yinlar, ya'ni badiiy ifodali vositalar (fikr, so'z, qo'shiq, raqs, teatr kabilar)

yordamida bajariladigan o‘yinlar.

7. Hayvonlar ishtirokidagi o‘tadigan o‘yinlar. Bu haqidagi o‘yinlar keng qadimiy hisoblanadi. Qadimgi ajdodlarimiz avvaliga tabiatning o‘zida hayvonlar jangini tomosha qilishgan. Keyinchalik hayvonlarni ushlab, ularni o‘rganib maxsus o‘yinlar uyushtirilgan. Natijada “Bedana urishtirish”, “Xo‘roz urishtirish”, “Qo‘chqor urishtirish”, “Kuchuk urishtirish”, “Kaklik urishtirish”, “Itlar poygasi” kabilar paydo bo‘lgan.

Ta’kidlash lozimki, milliy xalq o‘yinlari asosida yurtimizda juda ko‘p ommaviy va nufuzli tadbirlar amalga oshirilmoqda. Bu o‘rinda milliy xalq o‘yinlari Respublika musobaqalari (1991-1994, Forish), Olimpiadalari (1994-1996, Forish), “Alpomish o‘yinlari” Respublika festivallari (1998-Termiz, 2000-Farona), Ayollar yiliga bag‘ishlab o‘gkazilgan xalq milliy o‘yinlari “To‘maris Respublika festivallari” (1999-Jizzax, 2001-Shahrisabz 2003-Namangan) va shu mavzular asosida o‘tkazilgan Respublika ilmiy-nazariy va amaliy anjumanlari mohiyat jihatdan e’tiborga sazovordir. Milliy xalq o‘yinlarini o‘rganish va ularni yirik tadbir hamda anjuman sifatida o‘tkazishda Respublika hukumatining qator qarorlari (1993,1996,1999,2000), ayniqsa “Alpomish dostonining yaratilishiga 1000 yil to‘lishini nishonlash to‘g‘risda”gi qarori (1998, fevral) muhim ahamiyat kasb etdi. Bunda Alpomish va Barchinoy ramziy timsolida ma’naviy va jismoniy kamolot tarbiyasini izchil o‘rganish, ularni hayotda qo‘llash hamda ommalashtirish masalalari dolzarb vazifalardan biri qilib qo‘yildi.

E’tirof etish kerakki, milliy xalq o‘yinlarining asoslari, ularning mohiyatlari faqat “Alpomish” dostonidagina emas, balki “To‘maris afsonasi”, “Qirqqiz”, “Rustamxon”, “Kuntug‘mish”, “Tohir va Zuhra”, “Go‘ro‘g‘li” turkumidagi o‘nlab xalq og‘zaki ijodi durdonalarida ham mazmun topgan. 2001-yilda “Avesto” kitobining vujudga kelishi tarixini keng nishonlash va uning 2700 yillik yubileyini o‘tkazish (Xorazm, 3-noyabr 2001 y.) tantanalari atrofida qadimgi ajdodlarimiz qomusi sifatida bu kitobning mohiyatlari ochib berilmoqda. Odob-ahloq madaniyati va yoshlarni barkamol qilib tarbiyalash masalalariga kitobda keng o‘rin berilganligini alohida takidlanmoqda. Shu jihatdan ham bu sohaga bag‘ishlab qator kitoblar chop etildi. Ayniqsa “Avesto” kitobini borligicha nashr etilishi, undan ta’lim-tarbiya jarayonlari bilan tutash bo‘lgan jismoniy tarbiya masalalari ham hali keng o‘ranib chiqilishi mumkin bo‘ladi. Faqat shuni aytish lozimki, ajdodlarimizning ijtimoiy turmush madaniyatida xalq o‘yinlari keng qo‘llanilganligi haqida juda ko‘p ma’lumotlar bor. Ularni ilmiy-nazariy va pedagogik jihatdan tahlil qilish, zarur tomonlarini ommalashtirish va “Alpomish va Barchinoy” hamda “To‘maris” o‘yinlari festivallari tarkibiga kiritishni tezlashtirish ayni mudduo bo‘lar edi.

Milliy xalq o‘yinlari asosan kurash, ko‘pkari, poyga, otdan ag‘darish, otda nayza uloqtirish, qilichlashish, qiz quvmoq, chovgon, dorboz, tosh ko‘tarish, bilak kuchini sinash, arqon tortishish va turli-tuman harakatli o‘yinlardan iboratdir. Kurash milliy sport maqomiga ega bo‘lib u jahon xalqlari sporti tarkibiga kiritildi. Dorboz mazmun va shakl jihatdan o‘ziga xos murakkab va qiziqarli, jozibali o‘yinlardir. Ularni o‘rganish va tavsiflash alohida mavzu bo‘lib, katta faoliyatlarni talab etadi.

Boshda ta’kidlanganidek, xalq milliy harakatli o‘yinlarini to‘plash, ularni ommalashtirishda taniqli olimlar T.S.Usmonxo‘jayev, F.Xo‘jayev, A.Sh.Qosimov, F.N.Nasriddinov, O.O.Po‘latov kabilarning hissalarida juda kattadir. Shular asosida qator “Harakatli o‘yinlar” kitoblari o‘quvchi yoshlar va omma orasida keng qo‘llanilib kelinayotganligi harakatli o‘yinlarning mohiyatlari qanchalik zarur va aziz ekanligining dalilidir. Bunday o‘yinlardan saralanib olingan “Bo‘ron”, “Kuydi”, “Mindi”, “Soldi”, “To‘qqiz tosh” (qizlar o‘yini) kabilar hozirgi kunda umum ta’lim maktab o‘quvchilari, kasb-hunar kollejlari va oliy o‘quv yurtlari

talabalarining jismoniy tarbiya darslari, aholi istiqomat joylarida tashkil etilayotgan ommaviy sog'lomlashtirish tadbirlari va hatto "Alpomish o'yinlari Respublika Festivallari", "To'maris o'yinlari Respublika festivallari" shuningdek "Umid nihollari", "Barkamol avlod" sport o'yinlari, talabalarining "Universiada" musobaqalari dasturlariga kiritilganligi bir olam quvonch, desa bo'ladi. Eng muhimi shundaki, qishloq aholisining barcha tabaqalari to'ylar, an'anaviy bayramlar va turli marosimlarda kurash, ko'pkari, poyga kabi sportga xos turlar va "Kuloq cho'zma", "Piyoda poyga", "Piyoda ko'pkari", "Chillik", "Oqsuyak", "Podachi" kabi harakatli o'yinlarni qo'llashadi va miriqib tomosha qilishadi.

O'zbek xalq harakatli o'yinlarining mazmunlari va tarbiyaviy jihatlarini hisobga olgan holda ularni quyidagi guruhlariga ajratiladi, ya'ni:

1. Jamoaviy (komandalar) o'yinlar.
2. Umumiy ishtirokchilar o'yini.
3. Yolg'iz (yakka) tartibdagi o'yinlar.
4. Juft bo'lib o'ynash va h.k.

Bunday harakatni tashkil qilish va o'tkazishda qatnashchilarning yoshi, jinsi va jismoniy jihatdan tayyorgariligida alohida e'tibor beriladi. Ayniqsa chaqqonlik, tezlik, kuchlilik, epchillik, chidamlilik kabi jismoniy sifatlarni talab etuvchi jihatlarda o'yinchilarni tanlash, guruhlariga ajralish muhim ahamiyatga egadir.

Shu bilan birgalikda o'yinlarning o'zaro hamkorlik, o'rtoqlik, do'stlik, jamoa (komanda) uchun jonbozlik ko'rsatish kabi his-tuyg'ular va insoniy fazilatlarini tarbiyalashdagi mohiyatlariga ham alohida e'tiborni qaratiladi. Bu o'rinda xalq milliy harakatli o'yinlarining mazmunlari haqida to'xtatilishni maqsad qilib qo'yilmadi. Chunki ular guruhlariga ajratilgan holda va jismoniy tarbiya mashg'ulotlarining turlariga qarab tashkil qilinishi, turli xil an'anaviy bayramlarda o'tkaziladigan o'yinlar alohida ajratilib ko'rsatilgan.

Faqat mavjud bo'lgan qo'llanmalar, ilmiy to'plamlar va ba'zi jurnallarga murojaat qilish zarurdir.

O'zbek kurashi (Buxoro usuli), Belbog'li kurash (Farg'ona usuli), Turon, Qo'l jangi kabi milliy kurashlar, shuningdek dorboz, qo'l kuchini sinash, arqon tortishish kabi turlar sport darajasida qo'llanilib kelinmoqda va ular ham maxsus qo'llanmalarda o'z ifodalarini topgan. Ot o'yinlari haqida gazetalar, jurnallar va ilmiy to'plamlarda ba'zi bir maqolalar e'lon qilinsada aydarlik darajada ("Ko'pkari" ilmiy ommabop risolani hisobga olmagan holda) ularning tarbiyaviylik jihatlari hamda ularni sport darajasiga chiqarish masalalariga e'tibor maqsaddagidek emasligini ta'kidlash lozim.

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TA'LIM SOHASIDAGI ISLOHATLAR ECHIMI, NATIJALARI VA MUAMMOLARI.

Srojeva Gulbahor Vahobovna

Osiyo Xalqaro Universiteti

Tarix va filologiya kafedrası o'qituvchisi

gulbahorsrojeva@gmail.com

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Annotatsiya. Bugunda sohani yanada rivojlantirishga qaratilgan O'zbekiston Respublikasi Prezidentining 2017 yil 30 sentyabrdagi "Maktabgacha ta'lim tizimi boshqaruvini tubdan takomillashtirish chora-tadbirlari to'g'risida"gi PF-5198-son Farmoni, 2017 yil 30 sentyabrdagi "O'zbekiston Respublikasi Maktabgacha ta'lim vazirligi faoliyatini tashkil etish to'g'risida"gi PQ-3305-son qarori katta ahamiyat kasb etmoqda. Sohani rivojlantirishga qaratilgan kompetensiyaviy yondashuvga asoslangan davlat ta'lim standartlari va unga muvofiq ishlab chiqilgan umumta'lim fanlari bo'yicha o'quv dasturlari, Xalq ta'limi vazirligining 2017 yil 3 iyundagi "Umumiy o'rta ta'limning davlat ta'lim standartlari talablari asosida takomillashtirilgan o'quv dasturlarini tasdiqlash va amaliyotga joriy etish to'g'risida" gi 190-sonli buyrug'i bilan tasdiqlandi va ijroga yo'naltirildi.

Kalit so'zlar: Harakatlar strategiyasi, konsepsiya, Barkamol avlod, DXSHA, Maktabgacha ta'lim, «Kadrlar tayyorlash milliy dasturi».

SOLUTIONS, RESULTS AND PROBLEMS OF REFORMS IN THE FIELD OF EDUCATION

Abstract. Today, the Decree of the President of the Republic of Uzbekistan dated September 30, 2017 "On measures to radically improve the management of the preschool education system" aimed at further development of the field, the Decree No. PF-5198 dated September 30, 2017 "Uzbekistan Decision No. PQ-3305 "On the organization of activities of the Ministry of Pre-School Education of the Republic of Uzbekistan" is gaining great importance. State educational standards based on the competence approach aimed at the development of the field and general education subjects developed in accordance with it. educational programs, Order No. 190 of the Ministry of Public Education dated June 3, 2017 "On approval and implementation of improved educational programs based on the requirements of state educational standards of general secondary education" approved and directed to execution.

Key words: Action strategy, concept, Perfect generation, DFSHA, Pre-school education, "National program of personnel training".

ПУТИ РЕШЕНИЯ, ИТОГИ И ПРОБЛЕМЫ РЕФОРМ В СФЕРЕ ОБРАЗОВАНИЯ

Аннотация. Сегодня Указ Президента Республики Узбекистан от 30 сентября 2017 года «О мерах по коренному совершенствованию управления системой дошкольного образования», направленный на дальнейшее развитие сферы, Указ №ПФ-5198 от 30 сентября, Большое значение приобретает Постановление Республики Узбекистан о дошкольном образовании № PQ-3305 «Об организации деятельности Министерства образования». Государственные стандарты образования основаны на компетентностном подходе, направленном на развитие сферы и общего образования. по предметам, разработанным в соответствии с учебными программами, утвержденными и направленными на исполнение приказом Министерства народного образования от 3 июня

2017 года № 190 «Об утверждении и внедрении усовершенствованных учебных программ общего среднего образования, основанных на требованиях государственных образовательных стандартов».

Ключевые слова: Стратегия действий, концепция, Совершенное поколение, ДФША, Дошкольное образование, «Национальная программа подготовки кадров».

Muhtaram Prezidentimiz Shavkat Mirziyoyev tomonidan 2017 yil 7 fevralda qabul qilingan “O‘zbekiston Respublikasini yanada rivojlantirish bo‘yicha Harakatlar strategiyasi to‘g‘risida”gi Farmonida 2017–2021 yillarda mamlakatimiz taraqqiyotini yanada jadallashtirishga doir belgilab berilgan beshta yo‘nalishdagi ustuvor vazifalarning to‘rtinchisi, ijtimoiy sohani rivojlantirishga qaratilganligi hammamizga ma‘lum. Bu yo‘nalishda aholi farovonligini ta‘minlash, bandlik, salomatlikni muhofaza qilish, uy-joy masalalari qatoridan ta‘lim-tarbiya tizimini taraqqiy ettirish masalasi ham ustuvor vazifalar etib belgilangan.

Bugunda sohani yanada rivojlantirishga qaratilgan O‘zbekiston Respublikasi Prezidentining 2017 yil 30 sentyabrdagi “Maktabgacha ta‘lim tizimi boshqaruvini tubdan takomillashtirish chora-tadbirlari to‘g‘risida”gi PF-5198-son Farmoni, 2017 yil 30 sentyabrdagi “O‘zbekiston Respublikasi Maktabgacha ta‘lim vazirligi faoliyatini tashkil etish to‘g‘risida”gi PQ-3305-son qarori katta ahamiyat kasb etmoqda. Sohani rivojlantirishga qaratilgan kompetensiyaviy yondashuvga asoslangan davlat ta‘lim standartlari va unga muvofiq ishlab chiqilgan umumta‘lim fanlari bo‘yicha o‘quv dasturlari, Xalq ta‘limi vazirligining 2017 yil 3 iyundagi “Umumiy o‘rta ta‘limning davlat ta‘lim standartlari talablari asosida takomillashtirilgan o‘quv dasturlarini tasdiqlash va amaliyotga joriy etish to‘g‘risida” gi 190-sonli buyrug‘i bilan tasdiqlandi va ijroga yo‘naltirildi.

Mustaqillik yillarida yurtimizda ta‘lim-tarbiya tizimini tubdan takomil-lashtirish, ertangi kunimizning munosib davomchilarini kamolga yetkazishning mustahkam tashkiliy-huquqiy mexanizmi yaratildi. Sohaga oid qabul qilingan qator davlat dasturlariga binoan salmoqli ishlar amalga oshirilmoqda. Sababi dunyo taraqqiyoti shiddati barcha soha kabi ta‘lim-tarbiya jarayoniga ham yangicha yondashuvni, innovatsion texnologiyalarni tadbir qilishni taqozo etayapti. Binobarin, birinchi navbatda yosh avlodni komil inson qilib tarbiyalash, ularni kasb jihatdan tayyorgarlikka bog‘liq bo‘ladi. Bu esa butun ta‘lim tizimini tubdan isloh qilishni taqozo etmoqda.

Vatanimizda bozor islohatlarining o‘ziga xos taraqqiyoti va jihati inson kamolotiga qaratilgandir. Shu bois mustaqillikning dastlabki kunlaridan boshlab, jahondagi ilg‘or davlatlar ta‘lim taraqqiyoti, tajribalariga tayangan holda, komil insonni tarbiyalash ularni kelgusida mutaxassis kadrlar qilib tayyorlash, bugungi kunning asosiy vazifalaridan biriga aylandi.¹

Bugungi kunda O‘zbekiston Respublikasi xalq ta‘limi tizimida 4916 ta maktabgacha ta‘lim muassasi, 9692 ta umumiy o‘rta ta‘lim maktabi, 301 ta bolalar musiqa va san‘at maktabi, 211 “Barkamol avlod” markazi, 225 ta bolalar va o‘smirlar sport maktabi, 4 ta davlat pedagogika instituti faoliyat ko‘rsatmoqda².

¹ Эргашев Ф. Обидов Д. Миллий таълим тарихидан. Т., «Академия», 1998. 19 - бет

² Xalq so‘zi. 2017 yil, 16 fevral №34//Ta‘lim-tarbiya sohasiga yangicha yondashuv- barqaror taraqqiyot garovi.

Navoiy viloyatdagi 746 ta maktabgacha ta'lim tashkiloti faoliyat yuritib, miloyat bo'yicha 3-7 yoshdagi bolalar soni 79908 nafarni tashkil etib, ularning 59796 (davlat 41718, nodavlat 18078) nafari yoki 74.8 foizi (*konsepsiyada 2020 yilga 55,4 foiz belgilangan*) maktabgacha ta'lim bilan qamrab olingan. Qamrab olinmagan bolalar soni esa 20112 nafar (25.2%). Bu ko'rsatkich joriy yilning 1-choragiga nisbatan MTT lar soni 183 taga, qamrab olingan bolalar soni 11281 nafarga ko'payib, 3-7 yoshlilar qamrovi 11.6 foizga oshib, bu konsepsiyaga nisbatan 19.4 foiz ko'p bajarilganligini tashkil etadi. (*EMISda 58178 nafar yoki 72,8% va farqi 1623 nafar yoki 2,0 %*).³

Viloyatda bitta jismoniy va ruhiy rivojlanishda nuqsoni bo'lgan bolalar uchun maxsus, Navoiy shahridagi 16-sonli "Qo'ng'iroqcha" maktabgacha ta'lim muassasasi faoliyat ko'rsatadi va unda 73 nafar imkoniyati cheklangan bolalar sog'lomlashtirilib, ularga davlat talablari asosida ta'lim-tarbiya berilmoqda 2016-2017 yillar davomida viloyatda jami 47 ta (4.5 soatli) qisqa muddatli guruhlar faoliyati yo'lga qo'yilib, ularga 1049 nafar tarbiyalanuvchi bolalar qamrab olingan.⁴

Respublikamizda qabul qilingan «Kadrlar tayyorlash milliy dasturi» yurtimiz ta'lim amaliyotida to'plangan amaliy tajribalar va rivojlangan mamla-katlar yutuqlariga tayangan holda ishlab chiqilgan. Mazkur ta'lim tizimining ichida ma'no va mazmun jihatdan alohida o'ringa ega bo'lgan tizim ham borki, u ham bo'lsa maktabgacha ta'lim tizimi muassasalaridir.

Mustaqillik yillarining ilk qadamlaridanoq jamiyatning barcha sohalarini qamrab olgan siyosiy va iqtisodiy tub islohatlarni amalga oshirish boshlandi. Ta'lim sohasining birinchi pog'onasi hisoblanmish maktabgacha ta'lim sohasida ham katta o'zgarishlar amalga oshirildi. Ayniqsa, ta'lim muassasalari faoliyatini meyorlashtiruvchi "Kadrlar tayyorlash milliy dasturi", "Ta'lim to'g'risida"gi qonunning shuningdek, «O'zbekiston Respublikasida maktabgacha ta'lim to'g'risida Nizom», "Maktabgacha yoshdagi bolalarning ta'lim-tarbiyasiga qo'yiladigan davlat talablari" kabi muhim hujjatlarining qabul qilinishi tarixiy voqea bo'ldi. Sohaga e'tibor kuchaydi, dasturlarda ijobiy o'zgarishlar boshlandi. Lekin ma'lum bo'lishicha yillar davomida bu tizim rivojlanishi ortda qolgan. Bolalarni ijtimoiy, shaxsiy, hissiy, nutqiy, matematik, fizio-psixologik, jismoniy va ijodiy rivojlantirish bo'yicha ta'lim dasturlari joriy etilmadi. Natijada bog'chalar "ota-ona ishda bo'lgan vaqtda bolaga qarab turadigan muassasa"ga aylanib qolgan. Shuningdek viloyat bo'yicha 6 yoshdagi bolalar soni 19092 nafarni tashkil etib, ularning 16905 nafari (davlat 13823, nodavlat 3082) nafari yoki 88,5 foizi maktabgacha ta'lim bilan qamrab olingan. Konsepsiyada 6 yoshli bolalar qamrovi 79,8 foiz etib belgilangan. Bu konsepsiyaga nisbatan 8,7 foiz ko'p bajarilganligini tashkil etadi. Qamrab olinmagan bolalar soni esa 2187 nafarni (11,5%) tashkil etadi.¹

"O'zbekiston Respublikasi Vazirlar Mahkamasining 2020 yil 9 martdagi "Bolalarni boshlang'ich ta'limga majburiy bir yillik tayyorlash tizimini yanada rivojlantirish chora-tadbirlari to'g'risida"gi 132-sonli haqida"gi 54-sonli qarori hamda Navoiy viloyati hokimining 2020 yil 13 martdagi Q-55-sonli buyrug'i, O'zbekiston Respublikasi Maktabgacha ta'lim vazirining 2020 yil 27 martdagi qarori ijrosi qarori ijrosini ta'minlash yuzasidan 6 yoshli bolalarning kamida

³ Navoiy viloyati maktabgacha ta'lim muassasalari boshqarmasi joriy arxivi. 2020 yil hisoboti.

⁴ Navoiy viloyati Xalq ta'limi boshqarmasi joriy arxivi. 2017 yil hisoboti.

¹ Navoiy viloyati maktabgacha ta'lim muassasalari boshqarmasi joriy arxivi. 2020 yil hisoboti.

81 foizini maktabgacha ta'limning muqobil turlari va maktabgacha ta'lim muassasalari negizidagi bepul maktabga majburiy tayyorlov guruhlar bilan qamrab olish bo'yicha qarorga asosan viloyatda maktabgacha ta'lim tashkilotlarida, kollej hamda maktab binolarida jami 142 ta majburiy bepul maktabga tayyorlov guruhlarini tashkillashtirilib, bugungi kunda ularda 3681 nafari 6 yoshlik majburiy bir yillik ta'lim bilan qamrab olindi. Majburiy bepul bir yillik maktabga tayyorlov guruhlarini Tomdi va Navoiy shahridan tashqari barcha shahar va tumanlarda tashkil etildi.

Nurota tumanining chekka hududlarida yashayotgan bolalar uchun ushbu loyiha o'z samarasini ko'rsatdi. Hozirda Nurota tumanining "Yangihayot" MFY va "Jarma" MFYlarda maktabgacha ta'lim bilan qamrab olinmagan 3-6 yoshli bolalardan 96 nafari ISUZU avtobusi ba'zasida ta'lim-tarbiya jarayoni tashkil etilib, mobil guruhlarida maktabgacha ta'lim bilan qamrab olingan.

2021 yilga kelib 542 ta nodavlat (12 ta xususiy, 69 ta DXSHA va 461 ta oilaviy) MTTlar faoliyat ko'rsatib, ularga jami 18078 nafar bolalar qamrab olingan. Jami qamrab olingan bolalar bo'yicha nodavlat MTTlarning ulishi 22.6 foizni tashkil etadi. Ushbu 542 ta nodavlat MTTlarning umumiy quvvati 19359 (o'rin yirik DXSHA va 11126 o'rin oilaviy bog'chalar bo'yicha) o'rin bo'lib, jami quvvatga nisbatan foydalanish koefitsienti 70.0 foizni tashkil etmoqda¹.

6 yoshlilarni maktabgacha ta'lim bilan qamrovi bo'yicha, shuningdek viloyatda bo'yicha 6 yoshdagi bolalar soni 19092 nafarni tashkil etib, ularning 16905 nafari (davlat 13823, nodavlat 3082) nafari yoki 88,5 foizi maktabgacha ta'lim bilan qamrab olingan. Konsepsiyada 6 yoshli bolalar qamrovi 79,8 foiz etib belgilangan. Bu konsepsiyaga nisbatan 8,7 foiz ko'p bajarilganligini tashkil etadi. Qamrab olinmagan bolalar soni esa 2187 nafarni (11,5%) tashkil etadi.

O'zbekiston Respublikasi Maktabgacha ta'lim vazirining 2020 yil 27 martdagi "O'zbekiston Respublikasi Vazirlar Mahkamasining 2020 yil 9 martdagi "Bolalarni boshlang'ich ta'limga majburiy bir yillik tayyorlash tizimini yanada rivojlantirish chora-tadbirlari to'g'risida"gi 132-sonli qarori ijrosini ta'minlash haqida"gi 54-sonli buyrug'i hamda Navoiy viloyati hokimining 2020 yil 13 martdagi Q-55-sonli qarori ijrosi yuzasidan 6 yoshli bolalarning kamida 81 foizini maktabgacha ta'limning muqobil turlari va maktabgacha ta'lim muassasalari negizidagi bepul maktabga majburiy tayyorlov guruhlar bilan qamrab olish bo'yicha qarorga asosan viloyatda maktabgacha ta'lim tashkilotlarida, kollej hamda maktab binolarida jami 142 ta majburiy bepul maktabga tayyorlov guruhlarini tashkillashtirilib, bugungi kunda ularda 3681 nafari 6 yoshlik majburiy bir yillik ta'lim bilan qamrab olindi. Majburiy bepul bir yillik maktabga tayyorlov guruhlarini Tomdi va Navoiy shahridan tashqari barcha shahar va tumanlarda tashkil etildi.

Nurota tumanining chekka hududlarida yashayotgan bolalar uchun ushbu loyiha o'z samarasini ko'rsatdi. Hozirda Nurota tumanining "Yangihayot" MFY va "Jarma" MFYlarda maktabgacha ta'lim bilan qamrab olinmagan 3-6 yoshli bolalardan 96 nafari ISUZU avtobusi ba'zasida ta'lim-tarbiya jarayoni tashkil etilib, mobil guruhlarida maktabgacha ta'lim bilan qamrab olingan.¹

¹ Navoiy viloyati maktabgacha ta'lim muassasalari boshqarmasi joriy arxivi.2020 y hisoboti

¹ Navoiy viloyati maktabgacha ta'lim muassasalari boshqarmasi joriy arxivi.2020 y hisoboti

Respublikasi Prezidentining 2018 yil 5 apreldagi PQ-3651-sonli va muhtaram Yurtboshimizning joriy yilning 2 martida Navoiy viloyatiga tashrifi davomida Xatirchi tumanida viloyat faollari bilan o'tkazilgan yig'ilish ijrosiga ko'ra Karmana tumanida 9 ta, Xatirchi tumanida 12 ta, Navbahor tumanida 5 ta, Nurota tumanida 4 ta, Konimex tumanida 4 ta, Qiziltepa tumanida 13 hamda Tomdi tumanida 9 ta maktabgacha ta'lim muassasalarida qisqa muddatli guruhlar tashkil etilgan bo'lib bugungi kunda 1923 nafar tarbiyalanuvchilar qamrab olingan.

Davlat maktabgacha ta'lim tashkilotilarida qo'shimcha pullik ta'lim-tarbiya xizmatlari ko'rsatish faoliyatini tashkil etish bo'yicha samarali ish olib borilmoqda. Viloyatda jami 148 ta davlat MTTlarida qo'shimcha pullik xizmatlar ko'rsatish bo'yicha – sport - sog'lomlashtirish to'garaklari bo'yicha 822 nafar, badiiy estetik va fanlar bo'yicha 427 nafar, fan to'garaklar bo'yicha jami 2370 nafar, jami 3619 nafar bolalar qamrab olingan. Shuning evaziga pullik xizmat bo'yicha ota-onalardan 2020 yilda 66022 mln so'm pul tushumi tushirilgan. 2020 yilda jami 83285 mln so'm mablag' maqsadli sarflangan. 2021 yilning 1 yanvar holatiga ko'ra qoldiq 129315 mln so'mni tashkil qilmoqda.²

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² Shu yerda: 2021 y hisoboti

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MODUL DASTURI TA'LIM TIZIMIDA AHAMIYATI, USTUN TOMONLARI VA KAMCHILIKLARI.

Tohirova Farida Olimjonovna

Samarqand Davlat Tibbiyot Universiteti,
Informatika va information texnologiyalari kafedrası assistenti.

Esanmurodova Dilroz Akmaljon qizi

Samarqand Davlat Tibbiyot Universiteti qoshidagi
Akademik litsey 108 guruh talabasi.

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Annotatsiya. Maqolada Modul dasturini yanada yaqindan kurib chiqish uni talim tizimida ahamiyati ustun tomonlari va kamchiliklarini yoritib berishdir. Modullarni ishlab chiqish professional yo'naltirilgan axborotni yig'ish va tahlil qilish, shakllantirilgan vakolatlarni tavsiflash, o'qitish va nazorat vositalarini ishlab chiqish, mumkin bo'lgan xavflarni prognoz qilish, modul uchun mas'ul shaxsni tayinlashni o'z ichiga oladi.

Kalit so'zlar: Modul, axborot, model, identifikator, diagnostika, dasturlar, manbaa, ko'nikma, baholash, reyting, qayta ishlash.

THE IMPORTANCE, ADVANTAGES AND DISADVANTAGES OF THE MODULAR PROGRAM IN THE EDUCATIONAL SYSTEM.

Abstract. In the article, a more close examination of the Module Program is to highlight the advantages and disadvantages of its importance in the training system. The development of modules involves the collection and analysis of professionally oriented information, the development of tools for describing the formulated powers, training and control, forecasting possible risks, the appointment of the person responsible for the module.

Keywords: module, information, model, identifier, diagnostics, applications, manbaa, Skills, Assessment, Rating, processing.

ЗНАЧЕНИЕ, ДОСТОИНСТВА И НЕДОСТАТКИ МОДУЛЬНОЙ ПРОГРАММЫ В СИСТЕМЕ ОБРАЗОВАНИЯ.

Аннотация. Более пристальное рассмотрение модульной программы в статье заключается в том, чтобы осветить преимущества и недостатки ее важности в системе образования. Разработка модулей включает сбор и анализ профессионально ориентированной информации, характеристику сформированных компетенций, разработку средств обучения и контроля, прогнозирование возможных рисков, назначение ответственного за модуль.

Ключевые слова: модуль, информация, модель, идентификатор, диагностика, программы, ресурс, навык, оценка, рейтинг, обработка.

Natijada: Ushbu model davlat yoki ilmiy izlanish maqsadidagi dasturlarni bajarish uchun yaratiladi. Asosiy ish masofaviy ta'lim mutaxassisleri va pedagoglar to'plangan ilmiy-metodik markazga tushadi. Ushbu modelda yaratilgan kurslar aholining katta qismiga namoyish qilinib uz vazifasini bajargandan keyin to'xtatiladi.

Modulli yondashuvni joriy etish nuqtai nazaridan modulli ta'lim dasturlarini loyihalash uslubiyatining asosiy tamoyillarini aniqlash kabi muammolarni yanada rivojlantirishni talab qiladi: tegishli terminologik bazani shakllantirish, modulli ta'lim dasturlarini loyihalash

bosqichlarining tavsifi va boshqalar. Mahalliy ta'lim tizimida modul an'anaviy ravishda bitta o'quv intizomi doirasida tashkiliy-uslubiy tarkibiy birlik sifatida qaraldi. "Modul" kontseptsiyasining bunday talqini organik ravishda rus universitetlarida faol qo'llaniladigan modulli va reyting tizimiga mos keladi va talabning ma'lum bir intizomni o'zlashtirishida nazorat nuqtalarini ko'paytirishni o'z ichiga oladi. Shu ma'noda, o'quv intizomining mantiqiy yakunlangan qismi bo'lgan modul "chiqish" bahosini oladi va baholash, o'z navbatida, talabning reytingini belgilaydi.

Ushbu yondashuv o'quv ma'lumotlarini o'zlashtirishda muvaffaqiyatga erishishga turtki beradi. Shu bilan birga, nazorat va baholash komponenti ta'lim jarayonini muntazam ravishda tashxislash va sozlash imkonini beradi. Shu bilan birga, ikki bosqichli ta'lim tizimiga o'tish va Boloniya modeli tamoyillarini joriy etish modulni boshqa tushunishni va umuman o'quv jarayonini modulli tashkil etishni tasdiqlashga yordam berdi. Boloniya modelining mantig'ida biz ta'lim dasturining modulli tuzilishi, bir qator fanlarni birlashtiradigan va muayyan vakolatlarni har tomonlama shakllantirishga imkon beradigan modullar to'plami sifatida disiplinlararası asosda qurilgan o'quv rejasi haqida gapiramiz.

Modulning bu tushunchasi uning dastlabki talqiniga mos keladi: modul " talabaga aniq belgilangan maqsadlarga erishishga yordam beradigan rejalashtirilgan qator o'quv faoliyatida avtonom, mustaqil birlikdir.

Shu bilan birga, bugungi kunda oliy kasbiy ta'limning disiplinlararası tamoyilini joriy etishni amalga oshiradigan modullarning o'quv-uslubiy majmualarini yaratish muammosi sifat jihatidan boshqa muammo bo'lib qolmoqda, O'quv rejasini tuzishning modulli yondashuvi quyidagi printsiplarga asoslanadi: tizimli, individuallik, mantiqiy to'liqlik, muayyan vakolatlarni sotib olishga qaratilgan. Ta'lim dasturi nisbatan mustaqil fanlardan iborat bo'lgan mafkura o'tmishga o'tadi. O'quv rejasi modullarning to'plami sifatida shakllantiriladi, ularning har biri asosiy komponentlarni amalga oshirishni ta'minlaydi ta'lim dasturi: umumiy nazariy, professional va amaliyot yo'naltirilgan. Ushbu komponentlarni o'zlashtirish natijalari malakalar shaklida talabning kasbiy faoliyatning umumiy tuzilmasida muayyan harakatlarni amalga oshirish qobiliyati va tayyorligi sifatida tavsiflanadi. Semestrda bir necha soat va o'qituvchilarning o'quv jarayonini (xarajatlarga yo'naltirilgan) ta'minlashga qaratilgan sa'y-harakatlari birinchi o'ringa qo'yiladi xarajatlar 3 haqida mehnat ta'limi ("talabalar markazi") va shakllantirilgan vakolatlar.

Shu bilan birga, "o'rganish" (soatning etarli miqdori va o'quvchilarni etarli darajada sertifikatlash) bilan ta'minlash kerak. Modulli dasturlarni ishlab chiqish bo'yicha mavjud ishlanmalar mualliflari ushbu texnologiyadan foydalanganda ta'lim dasturini ishlab chiqish va modullarni prognozlash o'quv rejasini ishlab chiqishdan oldin amalga oshirilishini ko'rsatadi.

Modulli yondashuvning bir qismi sifatida ta'lim faoliyati jarayoni sifatida tushunilishi ayniqsa aniq ko'rsatilgan. Modullarni ishlab chiqish professional yo'naltirilgan axborotni yig'ish va tahlil qilish, shakllantirilgan vakolatlarni tavsiflash, o'qitish va nazorat vositalarini ishlab chiqish, mumkin bo'lgan xavflarni prognoz qilish, modul uchun mas'ul shaxsni tayinlashni o'z ichiga oladi. Birinchidan, vakolatlar (ta'lim natijalari) shakllantiriladi, ular professional standartlarga mos keladi va bashoratli asosda tuziladi (bitiruvchining professional xususiyatlariga ko'ra, ish beruvchining so'rovlari). So'ngra profili (ixtisoslashuvi) o'rnatilgan va kompleks o'quv jadvali ishlab chiqilgan, o'quv modulli tuzilishi, o'quv rejasi va intizom va amaliyot ish dasturlari semestr o'z mahalliyashtirish ko'rsatilgan va hisobga sinov birliklari shaklida mehnat zichligi hisobga olgan holda. Rejalashtirish GEF HPO tomonidan belgilangan cheklovlarni hisobga olgan

holda amalga oshiriladi (majburiy fanlar, haftalik yuk talablari, majburiy ta'lim haftalarining soni va boshqalar). Shunday qilib, kompetensiyalar shaklida tuzilgan ta'lim natijalari bo'yicha dizayn printsipli kuzatiladi: modul doirasida tuzilgan vakolatlar. baholash vositalarining mablag'lari-modulning mazmuni: intizom doirasida tuzilgan vakolatlar, - baholash vositalari-intizomning mazmuni. O'quv rejasini modulli tuzilishga berish ta'lim jarayonining turli jihatlarini sezilarli darajada modernizatsiya qilishni o'z ichiga oladi. Muhim jihatlardan biri modullarni tuzish, modulni ("qisqa modul" deb ataladi) shakllantirish va nazorat shakllari va turlarini o'rnatish uchun kollegial echimlarni ishlab chiqishdan iborat Har bir modulning mantig'ini va tuzilishini aniqlashga imkon beradigan vakolatli yondashuv. Vakolatlar bilim (bilim tomoni), ko'nikma va ko'nikmalar (operatsion jihat), amalga oshirilayotgan faoliyatga shaxsiy munosabat kabi tarkibiy qismlarni o'z ichiga olgan murakkab bir ta'limdir (qiymat-semantik jihat). muvofiq shunday qilib vakolatlarni tushunish quyidagi xususiyatlarni hisobga olgan holda o'quv rejasini tuzadigan modullarni tasniflash mumkin: propedevtik (nazariy), kasbiy yo'naltirilgan harakatlarning asosiy umumlashtirilgan usullari), instrumental (o'ziga xos qobiliyatlarni shakllantirish), amalga oshirilgan (amalga oshirish) h reflektiv (baholash) .

Yuqorida aytib o'tilganidek, har bir modul o'quv rejasining nisbatan tugallangan mustaqil tarkibiy qismidir. Modulning o'quv-uslubiy majmuasida quyidagilar ko'rsatilgan: 1) ushbu modul uchun kreditlar soni; 2) ushbu modul doirasida yaratilgan vakolatlar; 3) Dublin identifikatorlari shaklidagi vakolatlarni (talaba bilishi kerak bo'lgan (tushunadigan, tushunadigan), qobiliyatli, modulni ishlab chiqish natijasida tayyor bo'lishi kerak bo'lgan narsalar, olingan bilimlarni, ko'nikmalarni, amaliyotda qanday qo'llashi; 4) har bir intizom doirasida o'rganilgan mavzular ro'yxati; 5) modul bo'yicha o'quv axborot manbalari; 6) nazorat shakllari. Oliy o'quv yurtlarining pedagogik guruhlari kompetensiyalar shaklida shakllantirilgan modulni rivojlantirish natijalarini baholash ko'rsatkichlari mezonlarini ishlab chiqishda katta ish olib boradi. Rossiya oliy maktabida an'anaviy ravishda bilimlarni baholashga e'tibor qaratildi, ammo hozirda vakolatlarni baholash metodologiyasini ishlab chiqish kerak. Bu degani, bilim asosan baholanmaydi. Evropa oliy ta'lim sohasidagi malakalarning asoslari (ECTS bilan birgalikda) asoslaridan biriga aylangan Dublin identifikatorlari beshta asosiy ta'lim natijalarini aniqlaydi: bilim va tushunish, amaliyotda bilim va tushunish qobiliyatidan foydalanish, qarorlarni qabul qilish qobiliyati, g'oyalarni baholash va xulosalarni shakllantirish, muloqot qobiliyatlari, 6 ta'lim qobiliyatlari. Identifikatorlarni ishlatganda, o'quvchining ECTSNING umumiy soni bilan tanishishi, tushunishi va bilishi kerak bo'lgan narsalarning ta'rifi qo'llaniladi. B uchun qo'llash Ko'rib turganimizdek, bilim kutilgan ta'lim natijalarining umumiy tarkibida etakchi o'rinlardan birini egallaydi va malakali yondashuvning bir qismi sifatida alohida bilim, ko'nikma va qobiliyatlarni integral va disiplinlararası baholashga o'tishdir. Ba'zi o'qituvchilar, asosan, malakaviy (bilimlarni ustuvor tekshirishga yo'naltirilgan) va malakaga (qobiliyat nisbatlarini baholashga, muayyan faoliyat turiga tayyor bo'lishga) yondashuvlarga ega bo'lishga imkon beradigan ta'lim natijalarini baholashning tabiati deb hisoblashadi. pastga tushish imtihon. Vakolatlar diagnostika talabiga javob berishi kerak, ya'ni ular nazorat vaqtida aniqlanishi va baholanishi mumkin. Lekin bu holda nazorat o'zi, albatta, javob an'anaviy shaklda bo'lmasligi kerak, bakalavr yakuniy malaka ish to'liq bitiruvchisi malakasini aniqlash uchun ruxsat berish kerak, lekin vakolatlari monitoring texnikasi ta'lim birinchi yillaridan boshlab muntazam va izchil qo'llanilishi kerak. Shu bilan birga, turli darajadagi vakolatlarni aniqlash mumkin bo'ladi: dastlabki, asosiy, ilg'or. Ta'lim dasturlarini audit

qilish rejalashtirilgan natijalarni baholash mezonlari va usullariga muvofiqligi nuqtai nazaridan amalga oshirilishi tavsiya etiladi. Vakolatlarni tekshirish nafaqat bilim bilan, balki turli xil murakkablikdagi muayyan professional vazifalarni replikasiya qilish qobiliyati va tayyorligi bilan ham bog'liq.

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INTENSIVE WAYS OF TEACHING TEENAGERS ENGLISH

G. Hotamova

Z. Abduvaliyeva

1-son kasb hunar maktabi
ingliz tili fani o'qituvchilari.

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Abstract. *Modern programs in foreign languages contain materials focused both on the final product and on the learning process. The development of intensive methods for universities and schools remains an urgent task today. The article defines the tasks of the intensive method of teaching in the university and the main factors confirming the effectiveness of the intensive methods of teaching a foreign language.*

Keywords: *intensive methods, classical method, communicative method, suggestion, suggestopedy.*

ИНТЕНСИВНЫЕ МЕТОДЫ ОБУЧЕНИЯ ПОДРОСТКОВ АНГЛИЙСКОМУ ЯЗЫКУ

Аннотация. *Современные программы по иностранным языкам содержат материалы, ориентированные как на конечный продукт, так и на процесс обучения. Разработка интенсивных методов для университетов и школ остается актуальной задачей и сегодня. В статье определены задачи интенсивного метода обучения в вузе и основные факторы, подтверждающие эффективность интенсивных методов обучения иностранному языку.*

Ключевые слова: *интенсивные методы, классический метод, коммуникативный метод, внушение, суггестопедия.*

The scope of the methodology of teaching a foreign language is undergoing constant changes. Experts constantly argue about which method of learning a foreign language is more effective. Proponents of the classical method prefer the traditional way of learning a language, since it is he who trains all four basic language skills: speaking, listening, reading and writing. When this occurs, the expansion of lexical stock and improved pronunciation. Supporters of the communicative technique point out the shortcomings of this technique. First, with a comprehensive study of the language, there is no time for purely conversational practice, and secondly, teachers, as a rule, are not native speakers.

It should be noted that within the framework of the implementation of the Law of the Republic of Uzbekistan "On Education" and the National Program for Personnel Training, a comprehensive system of teaching foreign languages has been created in the country, aimed at creating a harmoniously developed, highly educated, modern-thinking young generation, further integrating the republic into the world community.

Speaking about the methods of teaching foreign languages, it should be clarified that they must comply with the conditions of study of the university of this profile. There are many intensive methods and concepts of teaching foreign languages. Intensive teaching methods are designed not only in the shortest possible time to form a certain set of skills and abilities for the learner, but also to force the learner to overcome the psychological barrier that inevitably arises when artificially forming secondary language competence.

Based on the main task of intensive training of the adult contingent - in the shortest possible time to master the skills of foreign language communication, we can distinguish two main factors that characterize intensive training:

1) the minimum required training period to achieve the goal (future speech activity) with the maximum necessary for this purpose the amount of educational material and its corresponding organization;

2) the maximum use of all reserves of the student's personality, achieved under conditions of special interaction in the educational group under the creative influence of the teacher's personality.

The features of this technology are as follows:

1) in the use of techniques that activate the conscious and subconscious processes of the psyche to create a vast and solid language base;

2) in the development of tasks that motivate communication;

3) in the optimal organization of the collective interaction of students with each other and with the teacher.

The method of intensive learning of foreign languages was originally created for the conditions of coursework. Experimental work has shown that the intensive method can be used when working with all age groups. However, the senior stage of education provides the most opportunities. The reasons for this are: the greatest degree of personality formation, an extensive information stock, the desire for knowledge of the world through communication with other people, the presence of the original language base.

Teenagers are notorious for questioning everything and anything. They often feel insecure about their interests and abilities, so they dread the prospect of going to school or attending a social activity because they don't know anyone there. And it's not just at school; they feel that way most of the time. Teaching English language is one thing that you can be certain your teen will love, but not everyone knows how to do it in a way that keeps them engaged and interested. Here are seven effective ways to teach English language to teenagers.

Teaching English language is all about using real-life scenarios to make your lessons relatable and interesting. For example, let's say that you're teaching your teen about the beginning of a relationship. You can start by talking about your first kiss, how awkward it felt and how exciting it was at the same time. Then you can transition this lesson into a lesson about dating etiquette, such as when to meet someone's parents, how to talk on the phone and how to end a relationship. Real life examples are the best way to connect with your teens. They also give them the context they need to understand the lessons you're trying to teach. Your teens will immediately relate to what you're trying to teach and learn from it.

Not everyone knows how to do it in a way that keeps English students engaged and interested. One of the best ways to do this is by using games in your lessons. There are many ways to do this and they're very versatile. You can use visual games where you pair an image with a word or sentence. You Besides, you can also use auditory games where you pair an audio with the word or sentences. Or you can use tactile games where you pair an object or action with the word or sentence.

For example, let's say that you're teaching your teen about the difference between "here" and "home." You can pair this with a visual of a house and a backyard. To explain the difference

between “here” and “home,” you can show your teen that the house is in the backyard. Then add a visual of your teen sitting at their desk in the “here” environment. While you could show one in their room in the “home” environment. The best part about games is that they make it easy for your teens to understand and remember. They’re also very fun and engaging, so your teens will enjoy them as well.

Another effective way to teach English language is by teaching by having debates. The best part about teaching by having debates is that you can do it with just about anything. You can debate about the best fast food restaurants, or even the best ways to stay cool during the summer or the winter. Debates are especially effective with teens because they love to argue and they’re very curious. They want to know the “correct” answer to everything. So debates are a great way to teach them what is and isn’t acceptable to say. This is especially true when it comes to things such as respect, bodily functions and gender stereotypes. Teaching by having debates can also be a great way for you to connect with your teen and show that you have an interest in things that are important to them. You can debate things such as the best time to go out or the best movie or TV show to watch.

Another effective way to teach English language is by using role-playing games. While they may seem weird or old-fashioned at first, they’re actually a very effective way to teach English language. Role-playing games are usually made up of a story, characters and a set of rules that help players apply the English language correctly. They’re especially effective when it comes to teaching teens about cultural things that aren’t directly related to the English language, but are nonetheless important to them.

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O'ZBEKISTON TURIZM SOHASIDA KORPARATIV BOSHQARUVNI JORIY QILISH ISTIQBOLLARI

Zakirova Zuxra Shakirdjanovna

Biznes va tadbirkorlik oliy maktabi

Kichik biznes va xususiy tadbirkorlikni tashkil etish yo'nalishi

2-kurs magistranti.

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Annotatsiya. Ushbu maqolada turizm iqtisodiyotini rivojlantirishda ushbu sohasining roli ko'rsatib berilgan. Shuningdek, mintaqada turizm sohasining hozirgi holati tahlil qilinib, uni boshqaruv istiqboli haqida taklif va tavsiyalar berilgan.

Kalit so'zlar: turizm, sayyoh, omil, turistik infratuzilma, ekoturizm, rekreatsion turizm, boshqaruv, agroturizm.

PROSPECTS FOR THE INTRODUCTION OF CORPORATE GOVERNANCE IN THE TOURISM SECTOR OF UZBEKISTAN

Abstract. This article shows the role of this area in the development of the tourism economy. Also, the current state of the tourism sector in the region is analyzed and suggestions and recommendations are made about the prospect of its management.

Keywords: tourism, tourist, factor, tourist infrastructure, ecotourism, recreational tourism, management, agrotourism.

ПЕРСПЕКТИВЫ ВНЕДРЕНИЯ КОРПОРАТИВНОГО УПРАВЛЕНИЯ В СФЕРЕ ТУРИЗМА УЗБЕКИСТАНА

Аннотация. В данной статье показана роль данного сектора в развитии экономики туризма. Также проанализировано текущее состояние туристской отрасли в регионе и даны предложения и рекомендации по перспективам ее управления.

Ключевые слова: туризм, турист, фактор, туристская инфраструктура, экотуризм, рекреационный туризм, менеджмент, агротуризм.

KIRISH

Iqtisodiyotni modernizatsiyalash va aholi farovonligini oshirish sharoitida mintaqalarni kompleks rivojlantirish alohida o'rin tutadi. Xususan, Prezidentimiz Sh.M.Mirziyoevning Vazirlar Mahkamasining "mamlakatimizni 2016 yildagi ijtimoiy-iqtisodiy rivojlantirish yakunlarini har tomonlama tahlil qilish hamda respublika hukumatining 2017 yil uchun iqtisodiy va ijtimoiy dasturi eng muhim yo'nalishlari va ustuvor vazifalarini belgilashga bag'ishlangan kengaytirilgan majlisi"dagi ma'ruzasida hududlarni kompleks va intensiv ravishda rivojlantirish borasida qabul qilingan yangi maqsadli dasturlarni amalga oshirish bo'yicha muhim vazifa va choralarni belgilab berdilar [1]. Bu chora-tadbirlar Prezidentimizning hududlarda bo'lgan safarlarida yanada ustuvor ahamiyatga ega bo'ldi.

ADABIYOTLAR SHARHI

Turizm sohasining mazmun-mohiyati va uni rivojlantirish masalalari ko'pgina xorijiy va mahalliy olimlar tomonidan o'rganilgan, unga turli fikrlar bildirilgan.

I.T.Balabanov va A.T.Balabanovlar bildirgan fikrga asosan, turizmni avvalo tovarga qiyos qilishadi, har qanday tovar bo'lgani kabi uni realizatsiya qilish shartsharoitlari, talablari,

maqsadlari, sotish imkoniyatlari bo'lishi lozimligini aytishadi. Olimlar turizmni zamonaviy inson ehtiyojlari uchun eng birlamchi tovarlar qatoriga kiritishadi.

O'zbekistonlik iqtisodchi olim I.S.To'xlievning ta'rifiga ko'ra, turizm bu – turistlar tomonidan amalga oshiriluvchi, aniq belgilangan turistik maqsadlarga ega ommaviy sayohatlar turidir [4].

Fikrimizcha, turizm bu – dam olishni tashkillashtirishning murakkab va ommaviy hodisasi va shakli, tashqi dunyoni bilish uchun imkon, xizmatlar va biznes sohasida mintaqalararo va xalqaro hamkorlik maydoni, mintaq va davlat siyosatining bir qismi hisoblanadi.

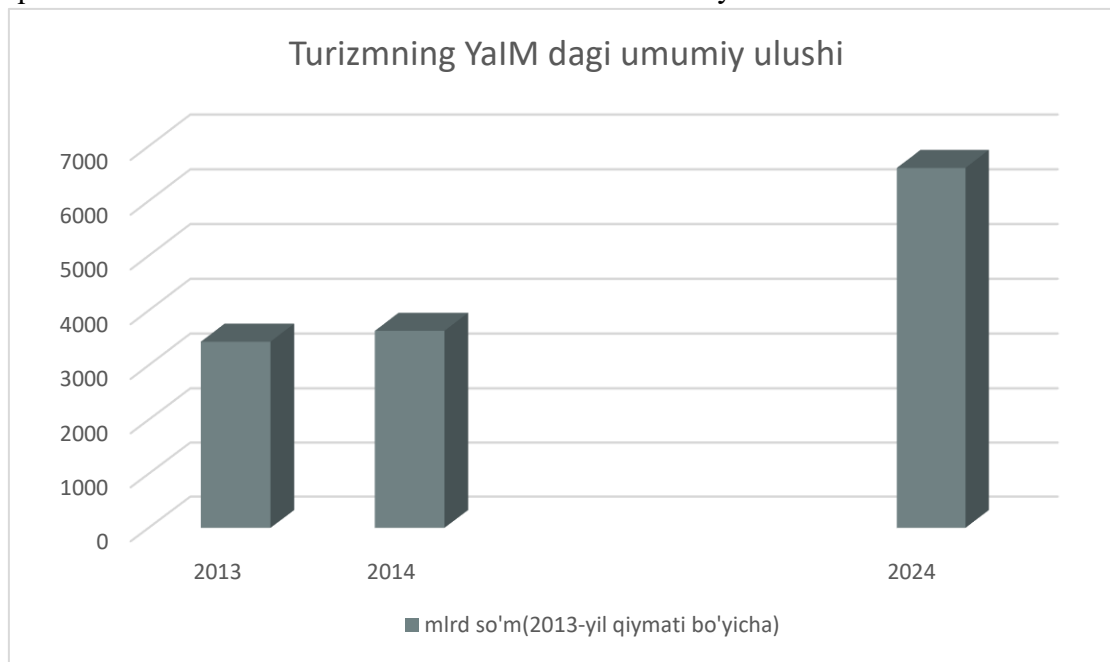
TADQIQOT METODOLOGIYASI VA EMPIRIK TAHLIL

Jahon turizm tashkiloti (UNWTO)ning ma'lumotiga ko'ra, 2023 yilgacha bo'lgan so'nggi o'n yil davomida turizm sohasi barqaror rivojlanishni namoyon etgan, xususan mazkur yilda sohani rivojlanishi Yaqin Sharqda 8 foiz, Osiyo va Tinch okeani mintaqasida 5 foiz, Yevropa va Afrika qit'alarida 4 foiz va Amerika mintaqasida 2 foiz o'sish ko'rsatkichiga ega bo'lib, turistik tashriflar soni 1,462 mln.dan ortiq kishini tashkil etdi. Ushbu davrda dunyodagi har to'rtinchi yangi ish o'rni sayohat va turizm sohasida yaratilgan, barcha ish o'rinlarining 10,6 foizi (334 mln kishi) va jahon YaIMning 10,4 foizi (9,2 trln dollar) turizmga to'g'ri kelgan.

NATIJALAR

O'zbekistondagi statistik ma'lumotlarga nazar soladigan bo'lsak, 2022 yil davomida mamlakatimizga tashrif buyurgan xorijiy turistlar soni 1,9 mln.nafarga yetib, turistik xizmatlar eksporti 422,1 mln. AQSh dollarini tashkil etdi. 15,0 mln. mahalliy aholi shundan, ayollar daftariga kiritilgan 124,4 ming nafar ayollar sayohati tashkil etildi.

Respublikamizda sohani rivojlantirish borasida bir qator ishlarni amalga oshirish rejalashtirilgan. Xususan, xalqaro turizm doirasida qo'shni davlatlarning OAV vakillari va turistik tashkilotlari uchun mamlakatning chegaradosh viloyatlarida info turlar uyushtirish, qo'shni davlatlarning o'z tillarida targ'ibot materillarini tayyorlab, ularning hududida joylashtirish, qo'shni mamlakatlar uchun mamlakatimizda "Turizm oyliklari"ni tashkil etish choralari ko'riladi.



1-diagramma. O'zbekistonda iqtisodiyotida turizmning o'rnini va ahamiyatini raqamlarda.

Xorijiy davlatlarda targ'ibot loyihalarini olib borish uchun dastlab maqsadli bozorlarda marketing tadqiqotlari olib boriladi. O'rganishlar natijasida, maqsadli davlatlarga mo'ljallangan marketing konsepsiyasi ishlab chiqiladi va targ'ibot ishlari tashkil qilinadi.

O'zbekistonda ichki turizmni rivojlantirish har tomonlama qulay bo'lganligi sababli, sohani rivojlantirish masalalariga katta e'tibor berilmoqda. Soha mutaxassislari, mas'ul tashkilotlar, olimlar, iqtisodchilar, tahlilchilar, ommaviy axborot hamda ijtimoiy tarmoq vakillari tomonidan ichki turizmning mamlakat iqtisodiyotiga ta'sirini o'rganish, tahlil qilish, takliflar berish dolzarb masalalardan biri hisoblanadi. Shu jihatdan 2021 yil 9 fevraldagi O'zbekiston Respublikasi Prezidentining "O'zbekiston Respublikasida ichki va ziyorat turizmni rivojlantirish chora-tadbirlari to'g'risida"gi Farmonining ijrosini ta'minlash alohida e'tibor talab etadi.

O'zbekistonda xorijiy mehmonlarga xizmat ko'rsatish (ming kishi hisobida)

Yillar	2018	2019	2020	2021	2022	2023
O'zbekistonda xizmat ko'rsatilgan xorijiy mehmonlar	842	873	843	970	970	970
O'sish surati	98.0	99.0	113.6	122.5	127.2	142.7

Mamba: "O'zbekturizm" MK materiallari

XULOSA VA MUNOZARA

Qabul qilingan me'yoriy-huquqiy hujjatlar bilan birgalikda sohani inqiroz davrigacha bo'lgan darajaga yetkazish va barqaror rivojlanishini ta'minlash maqsadida bir qator ishlarni amalga oshirish maqsadga muvofiq: xususan, a) turistik va turdosh infratuzilmalarni rivojlantirishni davom ettirish, barqaror turizmni ta'minlashning asosiy shartlaridan biri turizm zonalarini va klasterlarini tashkil qilish, ularning faoliyatini qayta tashkil etish (boshqarish, rejalashtirish, turizm zonalarini loyihalashtirish, investitsiyalarni jalb qilish va h.k.z.);

O'zbekistonda faoliyat olib borayotgan mutaxassislar, turizm sohasi vakillari, turizm agenti, yo'riqchi-yo'l boshlovchi va gid (gid-tarjimon)lar tomonidan ziyorat odobiga rioya qilingan holda faoliyat olib borishi, tarixiy ma'lumotlarni to'g'ri talqin qilishi;

O'zbekistonda faoliyat olib borayotgan mutaxassislar, turizm sohasi vakillari, turizm agenti, yo'riqchi-yo'l boshlovchi va gid (gid-tarjimon)lar tomonidan ziyorat odobiga rioya qilingan holda faoliyat olib borishi, tarixiy ma'lumotlarni to'g'ri talqin qilishi;

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O'ZBEKISTONDA OLIY TA'LIMNI RAQAMLASHTIRISH: YUTUQLAR VA MUAMMOLAR

Nosirova Muzayam Ilhomovna

Osiyo xalqaro universiteti magistranti

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Annotatsiya. Maqolada oliy ta'lim tizimini raqamlashtirish muammosi va uning yutuqlari kabi masalalarni ochib berilgan. Muallif o'quv jarayoniga raqamli texnologiyalarni joriy etishning onlayn va masofaviy ta'limni rivojlantirish istiqbollari bilan bog'liq ijobiy tomonlarini izchil tadqiq qiladi.

Kalit so'zlar: raqamlashtirish, oliy ta'lim, ta'limdagi innovatsiyalar, elektron ta'lim, onlayn ta'lim.

DIGITIZATION OF HIGHER EDUCATION IN UZBEKISTAN: ACHIEVEMENTS AND PROBLEMS

Abstract. The article reveals issues such as the problem of digitizing the higher education system and its achievements. The author consistently studies the positive aspects of the introduction of digital technologies into the educational process related to the prospects for the development of online and distance education.

Keywords: digitization, higher education, innovation in education, e-learning, online education.

ЦИФРОВИЗАЦИЯ ВЫСШЕГО ОБРАЗОВАНИЯ В УЗБЕКИСТАНЕ: ДОСТИЖЕНИЯ И ПРОБЛЕМЫ

Аннотация. В статье раскрыты такие вопросы, как проблема цифровизации системы высшего образования и ее достижения. Автор последовательно исследует положительные стороны внедрения цифровых технологий в учебный процесс, связанные с перспективами развития онлайн и дистанционного обучения.

Ключевые слова: оцифровка, высшее образование, инновации в образовании, электронное обучение, онлайн-обучение.

Ta'lim jarayonining sifati kelajakda davlatning mutaxassislar bilan ta'minlanishiga muqarrar ravishda ta'sir qiladi va shuning uchun bu muammolarga alohida e'tibor qaratish lozim.

Milliy ta'limni takomillashtirish jarayonida har yili zamonaviy texnologiyalarning ahamiyati ortib bormoqda, ularning joriy etilishi ta'limni modernizatsiya va rivojlantirish, shuningdek, bo'lajak mutaxassislarni tayyorlash sifatini oshirish va ta'limni fanga yaqinlashtirishga xizmat qilmoqda. Agar ta'lim toifasini klassik tushunish haqida gapiradigan bo'lsak, bu o'quvchi o'zlashtirishi kerak bo'lgan bilim, ko'nikma, malaka va kompetensiyalar tizimini, shuningdek, ijodiy faoliyatda tajriba va dunyoga qadrli munosabatni o'zlashtirishni anglatadi. Ta'lim boshqa faoliyat turlaridan oldin bo'lib, shaxsni ijtimoiylashtirishda ham, jamiyat taraqqiyotida ham muhim omil hisoblanadi. Zamonaviy jamiyat hayotida ta'lim muassasasining roli o'sishda davom etmoqda. O'zbekiston Respublikasi prezidenti Sh.M.Mirziyoyev 2020 yil 25 yanvardagi 2020 yil uchun eng muhim ustivor vazifalar haqidagi Oliy Majlisga Muroja'atnomasida ham mamlakatimizda raqamli iqtisodning rivojlanishi bo'yicha quyidagilarni aytib o'tdi: "Mamlakatimizda ilm-fanni yanada ravnaq toptirish, yoshlarimizni chuqur bilim, yuksak ma'naviyat va madaniyat egasi etib tarbiyalash, raqobatbardosh iqtisodiyotni shakllantirish

borasida boshlagan ishlarimizni jadal davom ettirish va yangi, zamonaviy bosqichga ko'tarish maqsadida men yurtimizda 2020 yilga "Ilm, ma'rifat va raqamli iqtisodiyotni rivojlantirish yili", deb nom berishni taklif etaman". Yangi raqamli texnologiyalar axborot jamiyatining asosi sifatida qabul qilinadi. Axborot jamiyati - bu jamiyat a'zolarining aksariyati axborotni ishlab chiqarish, saqlash va qayta ishlash bilan shug'ullanadigan jamiyat deb ta'riflanadi.

Hozirgi vaqtda ko'plab universitetlar oliy ta'lim muassasasining o'quv jarayonida yangi texnologiyalardan foydalanish bo'yicha aniq raqamli strategiyalarni ishlab chiqmoqda. Shuning uchun ham ta'lim jarayonini raqamli tashkil etish va talabalar va o'qituvchilarning raqamli kompetensiyalarini rivojlantirish, jamiyatni raqamlashtirishni pedagogik tadqiqotlarning asosiy mavzulari sifatida belgilash zarur. Elektron "aqlli" qurilmalar va sensorlar, bulutli texnologiyalar, ilg'or tahliliy vositalar kabi rivojlangan texnologiyalar oliy ta'lim mazmunini o'zgartirmoqda.

Ushbu texnologiyalar o'quv jarayonini takomillashtirish uchun yangi imkoniyatlar ochadi. Shu bilan birga, o'qituvchining raqamli savodxonligi muhim ahamiyatga ega, bu "o'qituvchining kerakli natijalarga erishish uchun mavjud texnologiya va qurilmalardan foydalangan holda bilim va ko'nikmalarini" rivojlantiradi. Zamonaviy sharoitda universitetlar talabalarga o'quv jarayonida raqamli texnologiyalardan maksimal darajada foydalanishni o'rgatish majburiyatini oladi. To'g'ri ta'lim strategiyasini ishlab chiqadigan universitetlar talabalar va professor-o'qituvchilar bilan o'zaro munosabatlar uchun ko'plab qiziqarli yangi imkoniyatlarni ochishi mumkin. Raqamli texnologiyalar yordamida aniq natijalarga erishishning yagona yo'li yo'q. Individual o'qituvchilarga raqamli texnologiyalar bilan ishlashning yangi usullarini sinab ko'rish imkoniyatini berish va ularga kerakli yordamni berish orqali o'qituvchilar malakasini oshirish kolleji o'zining raqamli identifikatoriga ega bo'lgan dinamik muassasaga aylanishi mumkin. Raqamli asrdan foydalanish har bir o'qituvchining o'ziga bog'liq. O'zbekiston Respublikasining raqamli iqtisodiyotni rivojlantirish dasturida ta'lim tizimi uchun kadrlar tayyorlash masalasi asosiy omillardan biri sifatida kiritilgan. U inson resurslari va ta'limning quyidagi asosiy yo'nalishlarini belgilaydi:

S texnologiya bo'yicha shaxsan ta'lim berish;

S mazkur yo'nalishlar bo'yicha chuqur bilimga ega mutaxassislar tayyorlanishi mumkin bo'lgan ta'lim tizimini yaratish;

S oliy ta'lim muassasalarida yuqori malakali mutaxassislar tayyorlash;

S raqamli iqtisodiyotni har tomonlama o'rganish uchun zarur bo'lgan zamonaviy ilmiy va amaliy adabiyotlarni yaratish;

S mehnat bozori mexanizmlarini ishlab chiqish;

S elektron platforma texnologiyalaridan foydalangan holda iqtisodiyotning turli tarmoqlarida milliy ekotizimlarni yaratish.

Shu bois respublikamizda raqamli iqtisodiyot dasturi yaratildi va muvaffaqiyatli amalga oshirilmoqda. Ta'limni raqamlashtirishning eng muhim chorasi malakali kadrlar tayyorlash va raqamli axborot infratuzilmasini yaratish bo'ldi. Shuning uchun har bir universitet o'qituvchisi o'z yo'l xaritasini ishlab chiqdi, bu esa ta'lim uchun katta qiziqish uyg'otdi. Raqamli innovatsiyalar sohasida ishlaydigan kadrlar tayyorlanishi va o'qitilishi kerak. Raqamli effektlarning tarqalishi sanoatga qarab farq qiladi, shuning uchun o'qitish raqamli iqtisodiyotga mos kelishi kerak. Shunday qilib, bizning tadqiqotimiz ta'lim sohasini raqamlashtirishni xolisona tahlil qilishga

urinishni amalga oshirdi va mamlakatimiz ta'lim tizimida raqamlashtirishni rivojlantirishning qator muammolari va istiqbollari aniqlash imkonini berdi.

Raqamli inqilobni "qo'llab-quvvatlovchi" argumentlar orasida biz mehnat bozorida tub o'zgarishlarni, yangi vakolatlarning paydo bo'lishini, hamkorlikni yaxshilashni, fuqarolarning mas'uliyatini oshirishni, ularning mustaqil qarorlar qabul qilish qobiliyatini ta'kidlaymiz; ta'lim jarayonlarini o'zgartirish, axborotni topish va muammolarni hal qilishda talabaning rolini oshirish, muloqot qobiliyatlari va ijodkorlikni rivojlantirish; iqtisodiy samaradorlik, vaqt va geografik chegaralarning yo'qligi, o'qituvchi ishini individuallashtirish, optimallashtirish imkoniyati.

Biroq, chuqurroq o'rganib chiqqach, bu dalillarni unchalik aniq talqin qilish mumkin emas. Jamiyat uchun raqamlashtirishning xavf-xatarlari ta'lim, keyin esa boshqa barcha ijtimoiy munosabatlarning insonlashuvi, odamlarning intellektual madaniyati inqirozining mumkin bo'lgan chuqurlashishi, ularning ijodiy bo'lish qobiliyati, qadriyatlarga asoslangan pragmatizm va individualizmning kuchayishi bilan bog'liq.

Mahalliy ta'lim tizimida raqamlashtirishni rivojlantirishning yaqin istiqbollari uchta belgilovchi yo'nalishni o'z ichiga oladi:

- birinchidan, ta'lim muassasalarini yuqori sifatli dasturiy ta'minot, ta'lim resurslaridan foydalanish imkonini beruvchi axborot tizimlari bilan jihatlash;

- ikkinchidan, bu talaba va o'qituvchining bilvosita o'zaro hamkorligini nazarda tutuvchi axborot (masofaviy) texnologiyalarni joriy etish;

- uchinchidan, ta'lim faoliyatini tashkil etish va o'quvchilar va o'qituvchi o'rtasidagi onlayn muloqotni tashkil etish imkonini beruvchi onlayn ta'lim (e-learning). Albatta, raqamlashtirishning rivojlanishi o'qituvchi va talabalarga qo'yiladigan talablarni o'zgartiradi, yangi tashkiliy ta'lim tuzilmalarini shakllantirishni rag'batlantiradi. Raqamli ta'lim formatlarini joriy etish, shuningdek, ta'lim arxitekturasi murakkab o'zgarishlarni, o'qitishning odatiy shakllari va usullarida muqarrar o'zgarishlarni nazarda tutadi.

Yuqorida aytilganlarning barchasidan xulosa qilishimiz mumkinki, mahalliy oliy ta'limni modernizatsiya qilish muqarrar, u zamon bilan hamnafas bo'lishi kerak, ammo innovatsiyalar xavfini hisobga olish va o'z samaradorligini isbotlagan an'anaviy ta'lim texnologiyalaridan voz kechmaslik kerak. O'zbekistonda samarali ta'lim muhitini shakllantirishda innovatsion texnologiyalarning muhim roli aniq, chunki ulardan foydalanish bilimlarni o'zlashtirish darajasini oshirishga, o'quvchilarning ijodiy qobiliyatlarini rivojlantirishga, bilimlarni qo'llashga tayyorlikni shakllantirishga yordam beradi, amaliyotda nazariy bilim va mustaqil fikrlash asosida. Bundan kelib chiqib aytishimiz mumkinki, ta'lim faoliyatida innovatsion texnologiyalardan foydalanish yuqori malakali mutaxassislar tayyorlashning zaruriy shartidir. Shu bilan birga, innovatsion texnologiyalardan foydalanish jarayonida jamiyat uchun yangi xavf-xatarlar paydo bo'lishini unutmazlik kerak. Albatta, ilmiy tahlil va zamonaviy ta'lim muhitini amaliy o'zgartirish tajribasi bilan taqdim etilgan ularning o'ziga xos xususiyatlarini hisobga olish kerak. Ta'lim muassasalarining yana bir muhim guruhi mintaqalarda intellektual markazlashtirish markazlari vazifasini bajarishi kerak bo'lgan universitetlar bo'ladi. Universitetlarga onlayn ta'lim jarayonlarini qo'llab-quvvatlashga e'tibor qaratishlari uchun takomillashtirilgan universitet funksiyalari bilan ta'minlash muhimdir. Bu ta'lim muassasalarining vazifasi oliy ta'limni maksimal qamrab olishni ta'minlashdan iborat bo'lib, bu hozirgi vaqtda har qanday rivojlangan davlat aholisi uchun ijtimoiy majburiyat hisoblanadi. 2022-yil yakunida "O'zbekistonda zamonaviy raqamli muhit" loyihasi

tadqiqotchilari ish beruvchilar, oliy va o'rta maxsus ta'lim muassasalari o'qituvchilari va talabalari o'rtasida o'tkazilgan sotsiologik so'rov natijalarini taqdim etdi. So'rovda qatnashgan o'qituvchilarning yarmidan ko'pi va talabalarining deyarli 90 foizi onlayn ta'lim platformalari taqdim etayotgan imkoniyatlarni yuqori baholaydilar, ammo an'anaviy oliy ta'lim talabalar uchun ustuvor masala bo'lib qolmoqda.

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MARKETING OF SOCIAL SERVICES IN THE FIELD OF TOURISM

Olimova Sadokat Olim qizi

Graduate student of the Asian International University.

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Abstract. *Social media marketing is used for all traditional marketing purposes - to attract customers.*

Keyword: *social media platforms are suitable for business. This does not mean that your small business should start using some.*

МАРКЕТИНГ СОЦИАЛЬНЫХ УСЛУГ В СФЕРЕ ТУРИЗМА

Аннотация. *Маркетинг в социальных сетях используется для всех традиционных маркетинговых целей - для привлечения клиентов.*

Ключевое слово: *платформы социальных сетей подходят для бизнеса. Это не означает, что ваш малый бизнес должен начать их использовать.*

Marketing includes a wide variety of activities, including marketing research, product development, sales organization, pricing, and advertising. Social service marketing is a type of human activity aimed at satisfying needs through exchange. The scope of social services marketing has recently expanded to include, in addition to goods, services, organizations, places, and ideas.

Thus, the concept of service marketing appeared, which implies the process of developing, promoting and implementing services, focused on identifying special customer needs and designed to help customers evaluate the services of a service organization and make the right choice. Having originated in the manufacturing sector, the marketing of social services for a long time did not find appropriate application in the service sector and, in particular, in the tourism sector. However, the increasing competition and commercialization of tourism activities have led to the need for the early introduction of the basic elements of social services marketing into the practice of a tourist enterprise. At the same time, tourism has certain features related to the nature of social services, forms of sales, and so on. Thus, in order to ensure an effective technology for selling tourist products, preliminary work is needed, during which a set of services is prepared at a fixed price, and the real demand for it manifests itself much later.

The management of the travel agency must guess the wishes of the buyers, make a choice for them of the direction of travel, accommodation facilities, mode of transport, etc. and only after that offer a ready-made package for sale. Based on this feature of the production of tourist products and its sale, the key cheaper ones, etc. So, in order to really use social services marketing as a reliable tool for achieving success in the market, specialists of tourism enterprises need to master its methodology and the ability to apply them depending on the specific situation. Thus, marketing of social services in tourism is a system of continuous coordination of the services offered with services that are in demand in the market and that a travel company is able to offer profitably for itself and more effectively than competitors do.

The essence of social services marketing is to ensure that the offers of tourist services are necessarily oriented towards the consumer and to constantly align the capabilities of the enterprise with the requirements of the market. The purpose of marketing social services in tourism is to systematically determine the range of data required in connection with the marketing situation in which the travel company is located, data collection, analysis, and a report on the results Marketing

of social services in the field of tourism is applied both at the macro and micro levels. In particular, at the macro level, the scale of marketing activities within administrative structures is determined by the degree of impact of tourism on the country's economy and government policy on tourism.

For example, in the United States, as part of the Office of Travel and Tourism, responsible for the development of public policy in the field of tourism, there is a tourism marketing bureau.

The main objectives of its activities are the development and implementation of programs in the field of tourism development, coordination of projects and programs in the field of marketing, taking into account American and international tourism projects, stimulating consumer demand for tourist trips to the United States, etc. At the micro level, there are organizational structures within a separate travel company (departments, departments) that deal exclusively with marketing, as well as independent marketing companies that work to order. There are several main groups of customers who are most interested in conducting marketing research in tourism. Firstly, these are national representative offices of foreign countries, national tourism organizations, whose tasks include both tracking the level of interest in their countries from domestic tourists and travel agencies, and finding ways to effectively promote their destinations in the domestic market.

Secondly, these are the most active tour operators who strive not only to maintain their already won positions, but also to find new business development directions for themselves.

Thirdly, these are organizations and firms whose work is closely related to tourism (advertising, legal, information). For the first and third However, the need for this kind of market research is rather episodic, because they are less dependent on current fluctuations and changes in the tourism market. As for tour operators, their dependence on market conditions is large and constant, therefore, a serious attitude to marketing research is a kind of indicator of the future work of a tour operator, the basis for their further success. For tour operators, the most typical topics of marketing research are:

- o compiling ratings of the popularity of tourist destinations among tourists and travel agencies. When building various kinds of ratings, the correctness and unambiguity of the calculation methodology, determining the degree of influence of individual performance indicators of travel agencies on the resulting rating indicator are very important;
- o assessment of the situation according to the direction presented on the market, but new for a particular tour operator. First of all, it is of interest to identify the real picture of the presence of leading tour operators on the market (who already have significant experience working with the destination), to assess the possibility of a certain redistribution of the market in terms of attracting some tourists and travel agencies;

- o assessment of the current and prospective market situation in fundamentally new tourist destinations. It is about developing and introducing new destinations for tourists to the market, assessing the volume of the potential market, studying the current level of interest and attitude of potential tourists to new programs;
- o assessment of promising market development opportunities in certain areas. An important point here is to identify opportunities and ways to further develop and promote a particular destination, identify the attitude of tourists to the level of current offers, calculate the return rate in this area and make possible changes to existing programs in order to maintain consumer interest in them;

- o evaluation of the effectiveness of advertising. In this research segment, the analysis of the general advertising campaign of the tour operator is carried out both as a whole (the formation

of a positive image of the company among tourists and travel agencies) and individual parameters; o evaluation of the effectiveness of mass media for advertisers. We are talking about choosing a list of printed publications and media channels, studying and determining the ways consumers actually use to find the information they need about offers, as well as identifying forms of work with printed thematic travel publications, the frequency and depth of work with them, and so on.;

o analysis of the quality of the tourist product. This area of work provides for the creation of a system of ongoing quality control of tourist products offered by the operator, identification of negative aspects in the organization of recreation and excursion programs (including, from the point of view of the host party, providing tourists with the necessary information and the level of work of managers); o analysis of problematic situations. In this part of the research, almost any issues related to the lack of sufficient information from the tour operator can be considered, which do not allow us to get a complete picture of the causes of the problem and its true extent. In this case, the tasks of the marketing research contractor may include work on concretizing the problem posed or transferring it to a higher level in order to obtain the most objective picture and identify the underlying causes of this problem.

The essential point in this case is the development of a research methodology, which should. Such an idea of the directions of marketing work in tourism comes out of the current situation in the tourism services market, especially in organized tourism, where tours in the form of pre-planned and completed packages consisting of several services are sold to agents at set prices long before their actual sale to the end consumer. Thus, marketing in the field of tourism is the mechanism that ensures the connection of intra-company management with the realities of the external environment.

He provides information about market conditions, about competitors operating in the market, about trends and the direction of tourist flows, the transformation of a tourist product, about trends in changing tastes and preferences of consumers and in the form of marketing strategies, plans, recommendations, promotions and other tools, affects all elements of the management of a travel company, taking a direct part in the company's production activities. Moreover, it is the marketing of social services that is behind.

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КОНЦЕПЦИЯ 4P МАРКЕТИНГА. ЭЛЕМЕНТЫ МОДЕЛИ.

Rakhimova Lolakhon Avaz kizi

Graduate student of the Asia International University.

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Аннотация. Маркетинг в социальных сетях используется для всех традиционных маркетинговых целей - для привлечения клиентов.

Ключевое слово: платформы социальных сетей подходят бизнеса это не означает, что ваш малый бизнес должен начать использовать некоторые.

THE CONCEPT OF 4P MARKETING. ELEMENTS OF THE MODEL.

Abstract. Social media marketing is used for all traditional marketing purposes - to attract customers.

Keyword: social media platforms are suitable for business, this does not mean that your small business should start using some.

Модель «маркетинг-микс» (marketing mix model) — это комплексный подход к маркетингу и важная часть любой бизнес-стратегии. Модель универсально подходит для поэтапного развития любого продукта, и ее легко использовать в стратегии организации даже без специального образования и знаний маркетинга. Впервые концепцию «маркетинг-микса» описал Нейл Борден в 1964 году. Он решил выделить и классифицировать основные инструменты маркетинга, без которых разработка стратегии для продвижения продукта невозможна.

Самая первая модель была построена на большом количестве элементов: брендинг, дистрибуция, ценообразование, индивидуальные реализации, реклама, промо-мероприятия, упаковка, сервис, разработка продукта. Позже Джером МакКарти сгруппировал все элементы и сформулировал универсальную модель 4P, более удобную для анализа и разработки маркетинговой стратегии.

Маркетинг-микс объединяет в себе все важные свойства продукта, на которые могут повлиять маркетинологи для эффективного продвижения бренда на рынке. Задача комплексного маркетинга — определить стратегию, которая повысит ценность товара среди покупателей, увеличит доход фирмы в длительной перспективе.

Базисная модель 4P Включает в себя: product, price, place, promotion — продукт, стоимость, место реализации и продвижение. Детальная проработка всех P помогает правильно определить общую маркетинговую стратегию и ответить на основные вопросы бизнеса.

Product — какими характеристиками должен обладать продукт, чтобы отвечать запросам рынка и целевой аудитории?

Price — как определить стоимость товаров и рентабельность продаж для разных этапов бизнеса?

Place — какую модель дистрибуции выбрать, чтобы выйти на целевую аудиторию?

Promotion — какими способами распространять информацию о товаре на рынке?

Product: Продукт

Продукт — предложение рынку и потребителю: товар или услуга. Проработка маркетингового микса начинается именно с этого элемента. Идеальный продукт создан на осознании и понимании потребностей целевой аудитории.

В маркетинговой стратегии к «продукту» относятся:

- Символы бренда: название, лого, фирменный стиль
- Функционал: необходимые и уникальные характеристики товара или услуги.
- Уровень качества на основе восприятия потребителей. Пример: для некоторых признаков качества хлеба — вкус и запах, для других — сорт пшеницы
- Внешний вид: фирменный стиль, дизайн, упаковка
- Вариативность или ассортимент
- Поддержка и уровень сервиса

Price: Цена «Цена» определяет конечную прибыль. Стоимость рассчитывается на базе ценности продукта, воспринимаемой потребителем, себестоимости, расценок конкурирующих компаний и ожидаемого уровня прибыли.

В маркетинговой стратегии к «цене» относятся:

- Ценовая политика в момент запуска на рынке
- Розничная стоимость
- Ценообразование для различных каналов продаж: звеньев сбыта, поставщиков. Например, специальные условия для оптовиков.
- Пакетное ценообразование — для реализации нескольких продуктов по специальному уровню цен
- Наличие сезонных скидок или акций
- Политика промо-мероприятий: условия скидок, максимальные и минимальные скидки, периодичность промо-мероприятий и другие.
- Возможность ценовой дискриминации

При расчете розничной цены важно учитывать отпускную стоимость, поскольку товар получает ряд наценок и надбавок перед попаданием к потребителю: НДС, наценки оптовиков, розничной сети и другие.

Place: Место реализации Место реализации — это, фактически, модель дистрибуции, от которой зависит, насколько доступен продукт для целевого рынка, смогут ли покупатели увидеть его и купить, когда в этом действительно есть необходимость.

В маркетинговой стратегии к «месту реализации» относятся:

- Рынки сбыта
- Каналы дистрибуции
- Вид дистрибуции: эксклюзив, ограниченный перечень дилеров, неограниченная дистрибуция
- Условия дистрибуции: спецпредложения для дилеров, требования к выкладке продукта, штрафные санкции и другие
- Условия и правила выкладки: уровень и доля полки, количество продукции на полке, дублирование и другие.
- Управление запасами и логистика: уровень припасов, требования к срокам годности.

Для физического продукта каналы дистрибуции — это продуктовые магазины, супермаркеты, рынки, оптовая и розничная продажа, электронная коммерция, прямые продажи или сетевой маркетинг, товары по каталогу.

Promotion: Продвижение Продвижение — реклама и другие коммуникации, которые привлекают внимание к товару или услуге, строят знание, формируют потребность. Промоушеном можно считать имиджевую рекламу, промо-акции в точках продаж, SEO-продвижение, PR, прямой маркетинг и другие.

В маркетинговой стратегии к «продвижению» относятся:

- Выбор стратегии Push или Pull
- Рекламный бюджет и доля рекламы в секторе (SOV)
- Целевые значения знания, потребления и лояльности среди целевой аудитории
- Участие в специальных событиях или шоу
- Каналы коммуникации
- География коммуникации
- Стратегия PR и event-маркетинг
- Медиа-стратегия бренда
- Промо-мероприятия в течение года и акции для стимулирования сбыта

Модель 5P Концепция 4P была создана в то время, когда компании выпускали в основном продукты, а не услуги, поэтому роль обслуживания клиентов в развитии бренда была недостаточно известна. Позже маркетологи развивали концепцию и в 1987 году добавили пятую P — People. Это люди, которые помогают сформировать мнение потенциальных клиентов о продукте.



В маркетинговой стратегии к категории «люди» относятся:

- Программы для повышения мотивации, развития способностей и компетенции у сотрудников организации.
- Партнерство с лидерами мнений
- Бонусные программы для постоянных и VIP-клиентов
- Программы лояльности и обучающие материалы для торгового персонала
- Методы сбора обратной связи.

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EUPHEMISM INTERPRETATION IN ENGLISH AND UZBEK LANGUAGE

Gulamova Dilobar Imamkulovna

Osiyo Xalqaro Universiteti asistent.

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Abstract. Throughout our lives, we come across euphemisms several times. When we read a novel or in the composition of stories and poems, we encounter such words. They are often considered negative words and are aimed at conveying negative meanings. For this reason, they are used in order to increase the realization of the situations written in the story or work, to convey that situation to the reader. Each language has euphemisms that are connected with its culture, traditions and history. Such words change and are used depending on the ethnic grouping and formation of the language. Euphemisms are not just formed, they are formed depending on the social use and history of the language and remain in the word-stock of the language. This article analyzes the similarities and differences of euphemisms in English and Uzbek languages. Since the stages of development and cultural aspects of two languages are different, the occurrence and use of euphemisms in them are also varied.

Key words: euphemisms, ethnic grouping, inoffensive words, context, negative and embarrassing meaning, slang, metaphor, lexical devices, violent meaning.

ТОЛКОВАНИЕ ЭВФЕМИЗМОВ НА АНГЛИЙСКОМ И УЗБЕКСКОМ ЯЗЫКАХ

Аннотация. На протяжении жизни мы несколько раз сталкиваемся с эвфемизмами. Когда мы читаем роман или сочиняем рассказы и стихотворения, мы встречаем такие слова. Их часто считают негативными словами и они направлены на передачу негативного значения. По этой причине они используются для того, чтобы усилить осознание ситуаций, написанных в рассказе или произведении, донести эту ситуацию до читателя. В каждом языке есть эвфемизмы, связанные с его культурой, традициями и историей. Такие слова меняются и используются в зависимости от этнической принадлежности и формирования языка. Эвфемизмы не просто образуются, они формируются в зависимости от социального использования и истории языка и остаются в словарном фонде языка. В данной статье анализируются сходства и различия эвфемизмов в английском и узбекском языках. Поскольку этапы развития и культурные аспекты двух языков различны, возникновение и употребление в них эвфемизмов также различны.

Ключевые слова: эвфемизмы, этническая принадлежность, безобидные слова, контекст, негативное и смущающее значение, сленг, метафора, лексические средства, насильственное значение.

INTRODUCTION

Any analysis of euphemisms in the English and Uzbek languages is seen to be capable of yielding new insights at this point in the field's growth, when linguistic concerns like human lifestyle and living environment are also being studied by academics. The Protestantism that shaped European culture has undoubtedly given the British people their own national identity. Islam and Eastern culture have shaped the distinctive national ethnic character of the Uzbek people. Both peoples' speech reflects these national and cultural traits, whether it is in the way they

convey their sentiments in tactful language or how they treat their loved ones. Both English and Uzbek have a large number of euphemisms that are used in place of disagreeable or scary words and phrases. Death-related beliefs arouse unpleasant feelings in both cultures.

A euphemism is a neutral term or phrase that is used in lieu of one that is considered offensive or conveys an unpleasant idea¹²⁹. While some euphemisms utilize bland, inoffensive language for topics that the user wants to minimize, others are meant to be humorous. Euphemisms can be used to politely discuss subjects that some people find taboo, such as death, sex, disability, or excrement. They can also be used to cover up swearing.

These two civilizations' populations are sympathetic to the suffering of others. They also make an effort to appear kind and pleasant, sometimes even use the proper euphemisms. The conduct of the English and Uzbek peoples is similar, despite their distinct cultures. Both cultures inherently value behaviors like being polite to avoid confrontation, sharing a positive mood with someone, getting his attention, and demonstrating interest in him. Although there are significant differences between Uzbek and English norms, lifestyles, life stereotypes, and aspirations, their use of tactful, soft words and phrases, or euphemisms, in certain contexts generalizes these differences.

LITERATURE REVIEW

Studies comparing and analyzing the euphemisms in Uzbek and English are few. A brutal word that frequently appears while comparing bilingual euphemisms is "not found." In the study of such concepts, not even the most expert dictionary or linguist with extensive language study can arrive at a precise definition. Comparable euphemisms are studied without consideration for the context in which they were written, including time and location. The task at hand is determining the semantically comparable forms of euphemisms. Given that Uzbek and English are classified as agglutinative and analytic languages, their euphemism structures differ, particularly with regard to their semantic systems. The idea of the internal form of euphemism is crucial to comprehending the semantic characteristics of euphemisms.

Euphemism is derived from the Greek term *euphemia*, which means "words of good omen"; it is a composite word made up of the words *eû*, which means "good, well," and *phémē*, which means "prophetic speech; rumour, talk." ¹³⁰The term "eupheme" refers to the positive, uplifting, and affirming spirit of the Greek women. The ancient Greeks used the term "euphemism" themselves, meaning "to keep a holy silence" or "speaking well by not speaking at all."

Though not quite the same, this idea moves euphemism toward the edge of taboo. Then, the definition of such quiet was dropped. The issues surrounding euphemic lexicon and how it relates to other linguistic occurrences have been extensively studied in the twentieth and twenty-first centuries. For example: G. Paul, R.O.Shor, B.A. Larin, L.P. Krysin¹³¹, A.S.Kurkiev, E.P. Senichkina and others. A. Reformatsky¹³² believes that euphemistic units used instead of taboos are associated with ethnic development. According to him, euphemisms are employed to conceal

¹²⁹ "Euphemism". *Webster's Online Dictionary*. Archived from the original on 28 July 2007. Retrieved 16 March 2014.

¹³⁰ "Henry George Liddell, Robert Scott, A Greek-English Lexicon, φήμη". *www.perseus.tufts.edu*. Retrieved 27 May 2023.

¹³¹ Krysin L.P. Euphemisms in modern Russian speech. *Russian Studies - Berlin*, No. 1. 1994.

¹³² Reformatsky A. A. *Introduction to Linguistics*.-M.: Education, 1967.

names and superstition is the root reason of taboos. He categorizes the euphemism phenomenon into the subsequent groups:

1) at the request of military diplomacy, renaming nations, cities, businesses, military units, and some legal organizations with symbols like (X (eks));

2) acronyms, symbols, and Latin phrases (such as *tuberculosis*, which must be stated) must be used in place of disease names when speaking about illnesses that are harmful from an ethical standpoint;

3) euphemisms that thieves use to conceal spoken words and phrases (abduction-purchase).

METHODOLOGY

Since the article is focused on the analysis of euphemisms in two languages, comparative analysis has been used as a method. Euphemisms from two languages were taken and their translations have been compared. In addition, contextual analysis has been also used, and the meaning of euphemisms in the works have been discussed.

RESULTS

The usage of euphemisms varies depending on the situation and goal. Euphemisms are sometimes used to avoid discussing topics that may be seen negatively or as humiliating, such as death, sex, or body processes that are excreted. They might be made maliciously and cynically, with the objective of misleading and confusing, or they could be made for good, harmless reasons.

A euphemism is, in essence, a term or expression that is used instead of another that is banned or seen more rude. Euphemisms enable individuals to discuss challenging ideas without coming across as impolite or unpleasant. Writers can invent euphemisms at any moment; there are hundreds of potential ones. Here are some typical euphemisms:

- *A bun in the oven: pregnant (homilador, ikki qat)*
- *No longer with us: dead (o`lgan, vafot etgan)*
- *Let go: fired (ishdan bo`shagan)*
- *Plastered: drunk (ichib olgan)*

A euphemism is a term or expression that is meant to subtly convey anything offensive, rude, or unwelcome. Both in everyday conversation and writing, euphemisms are frequently employed to the point that listeners may not even realize they are being used. People use a variety of euphemisms, for instance, when expressing the urge to use the restroom:

1. *Go to the restroom*
2. *Use the powder room*
3. *Visit the little girls' or little boys' room*
4. *Go number 1 or number 2*

In Uzbek language they can be translated like that:

5. *Go to the restroom-hojatga chiqmoq*
6. *Use the powder room-bo`yanish xonasidan foydalanmoq*
7. *Visit the little girls' or little boys' room-qizlar yoki yigitlar xonasiga bormoq*
8. *Go number 1 or number 2-birinchi yoki ikkinchi xonaga bormoq*

A lot of traditional euphemisms are abstract in nature. By using a euphemism—which isn't quite a lie, but still doesn't correctly represent the situation—instead of conveying harsh or rude truths, abstraction enables authors to avoid writing about uncomfortable or insensitive realities. It

is an abstraction to say that a lady is "in a family way" rather than pregnant. The drama *The History Boys* by Alan Bennett serves as a literary example of this type of euphemistic interchange:

Dakin: Anybody else, I'd say we could have a drink... Is that a euphemism? It is, isn't it? Have a drink. Saying 'a drink' when you mean something else. Only a euphemism is a nice way of saying something nasty. Whereas a drink is a nice way of saying something nice.

Irwin: I think that's a euphemism, too

In this conversation, "have a drink" is utilized as a stand-in for discussing having sex. The debate also clarifies that euphemisms are not limited to being used to describe negative things, unlike the misconception that many people have when they first hear the word.

Another famous example of abstraction can be found in *The Great Gatsby* by F. Scott Fitzgerald, when Nick Carraway describes where he lives:

I lived at West Egg, the – well, the less fashionable of the two,

Nick is outlining how West Egg and East Egg vary from one another. He is saying that whereas East Egg has more established and even wealthier people, West Egg is home to the newly wealthy. He discusses money using the term "fashionable." In Uzbek language there are no such euphemisms describing where wealthy people live according to their wealth. "East Egg" can be translated as "eski boylar mahallasi" and "West egg" is "yangi boylar mahallasi".

Euphemism is the expression of a word with a more pleasant expression as a derivative meaning of a taboo word. For example, the word "chayon" was taboo, its use was prohibited. This is a lexical phenomenon. Its meaning was expressed in the word "eshak".

In the Uzbek language the followings can be used with negative meanings:

9. *yo'q qilmoq, gumdon qilmoq - to destroy;*
10. *adoi tamom qilmoq - to end;*
11. *bedarak ketmoq - to get lost;*
12. *boshini yemoq - to eat head;*
13. *dunyodan yo'q qilmoq - to repel;*
14. *jonni jannatga (jahannamga) jo'natmoq - to send one's soul to heaven (hell);*
15. *jonini olmoq - to take his life;*
16. *ko'mmoq - to bury;*
17. *mangu uyquga jo'natmoq - to send to eternal sleep;*
18. *narigi dunyoga jo'natmoq - to send to the afterlife.*
19. *Vafot etmoq-to pass away, kick the bucket, buy the farm*

The following euphemisms have almost same meaning in Uzbek language. They are euphemisms for money and career:

- *Bringing home the bacon-uyga non keltirmoq;*
- *Letting someone go-*
- *In between jobs-ishsiz bo'lmoq*
- *Breadwinner-oila boquvchisi*
- *Living comfortably-muammosiz yashash*

One of the numerous expressions in the English language that depends on regional or cultural knowledge is euphemism. Idioms, vernacular, slang, and colloquialisms are examples of comparable figures of speech.

Slang is a language in which particular regional or cultural groups understand a term or phrase that has developed from another word. Slang phrases like "bougie," which is reduced from *bourgeoise*, and "hangry," which is a combination of hungry and furious, were also included to the dictionary in 2018.

Colloquialism is the use of conversational language in writing. Including slang, vernacular, and euphemisms in your writing will make it more colloquial, even if the word *colloquial* is, itself, not very colloquial.

Idioms are expressions that acquire a connotation that deviates from their accurate translation. Among idioms are euphemisms. But not all English idioms are euphemisms; sometimes we use them to express ideas that are not meant to be sensitive to a particular circumstance. "At the drop of a hat" is an example of an idiom that is not a euphemism. When someone says it, English speakers see it as an instant task start rather than a surrender to gravity. It's not a euphemism because it doesn't have to deal with a delicate or taboo issue.

CONCLUSION

It can be concluded that there are several reasons why individuals use euphemisms in regular conversation, authors may also employ them in their work for a variety of reasons. These explanations may consist of the following:

20. Etymologies are courteous
21. Euphemisms give writing color.
22. Euphemisms may lead to confusion.
23. There may be an emotional charge to euphemisms.

Euphemisms may and need to be the focus of research in cultural studies as well as philology and linguistics, as an increasing number of people in our day and age exhibit hostile conduct. Because it's difficult to envision someone in the future who disregards the demands of tact, civility, consideration for others, decency, standards of behavior, and etiquette. To avoid making matters worse, using euphemisms should still be done with restraint and solid foreign language proficiency.

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**INCLUSIVE EDUCATION AND NEW PEDAGOGICAL APPROACHES USED
IN HIGHER EDUCATION SYSTEM IN UZBEKISTAN**

Kurbanbaeva Dilaram Muxamovna

assistant teacher of General Pedagogics and Psychology department, NSPI.

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Abstract. *The article analyzes the reforms in the education system of the country and their importance, issues of raising inclusive education, the pedagogical significance of the concept of development of inclusive education in the public education system in 2020-2025.*

Keywords: *education, forms of education, inclusive education, UNCPRD, UNICEF, pedagogical analysis, method, social policy.*

**ИНКЛЮЗИВНОЕ ОБРАЗОВАНИЕ И НОВЫЕ ПЕДАГОГИЧЕСКИЕ
ПОДХОДЫ, ИСПОЛЬЗУЕМЫЕ В СИСТЕМЕ ВЫСШЕГО ОБРАЗОВАНИЯ
УЗБЕКИСТАНА**

Аннотация. *В статье анализируются реформы в системе образования страны и их значение, вопросы повышения уровня инклюзивного образования, педагогическая значимость концепции развития инклюзивного образования в системе государственного образования на 2020-2025 гг.*

Ключевые слова: *образование, формы образования, инклюзивное образование, UNCPRD, UNICEF, педагогический анализ, методика, социальная политика.*

Introduction. Special education has developed as an educational system for children with disabilities. It is built on the assumption that the needs of children with disabilities cannot be met in general education institutions. Special education operates all over the world in the form of schools or boarding schools, as well as small parts of general education schools. Education of children with special needs in the special education system makes it difficult for them to adapt to society after finishing school. It also forces them to stay away from their families. This category of children gets used to being taken care of, and they have difficulties in self-care. In addition, many children with special needs are excluded from education.

Currently, in our Republic, inclusive education policy is being implemented in order to make children with special needs receive education in special or general education system according to their development level, characteristics of disabilities and abilities. Placing a disabled child in a normal environment is the first step towards integration. Inclusive education is based on the social model, which believes that the problem is not in the child, but in the program and methodology. This requires making some changes to the education system. In this case, educational plans are prepared taking into account the needs of each child, and aspects of the methodology related to psychological problems are put on the right track.

Inclusive education concludes that all children, including disabled children, can study in the school they want. The reason for a child becoming disabled is society, environment, misunderstandings, and mistakes. Therefore, this society must sacrifice itself for his education. In inclusive education, the physical conditions at school also play an important role.

To put it simply, students enter the doors of all schools through the stairs. But disabled children in special wheelchairs cannot climb these stairs, even children walking on crutches

may have difficulty. Therefore, it is necessary to create comfortable conditions for healthy children and disabled children to pass through the stairs and doors.

Main body. Inclusive education allows children with special needs to always be in their family neighborhood and in the circle of relatives. Placement of children in boarding schools far away from their family and home prevents their right to participate in the life of their home, family and community. A child who is far from his home, family, and parental love grows up with a hard time. Because the family is the main center of education.

Inclusive education can serve as a catalyst for improving the quality of education. Admission of children with special needs to general education institutions encourages students to develop new teaching methods that are more child-centered and more inclusive. And the benefit of this affects every child. Inclusive education helps prevent discrimination.

Misconceptions and attitudes towards people with disabilities are very high in society. The reason for this may be the lack of information about them and their closed education in special institutions from a young age. Losing or reducing such an attitude is a very difficult task. But it is known from experience that compared to adults, children understand differences and similarities faster. If children with special needs receive education together with children with normal development, it would ensure that all children with disabilities realize that they are children like themselves and do not discriminate. One of the most urgent problems today is the issue of important tasks and the situation in the system related to children in need of social protection.

After Uzbekistan gained independence, deep reforms and changes are taking place in the system of social protection of children, as in all areas. The interpretation of new ideas on inclusive education requires national, organizational and methodological reforms. Children with special educational needs are children whose needs are not being met by the current school system. For this reason, schools should respond to the diverse and common goals, aspirations, and interests of all children and ensure their education. At the 72nd session of the UN General Assembly in September 2017, the draft of the International Convention "On the Rights of Youth" was developed. "The rights of young people are, first and foremost, their right to a peaceful and healthy life and education ensuring that our growing young generation matures and receives high-quality and excellent education is always a priority for us.(2)

"According to the provisions of Article 41 of our General Dictionary and Article 5 of the Newly Revised Law "On Education" (September 23, 2020), everyone has equal rights to education [2]. This law differs from the previous edition by introducing the concept of inclusive (harmonized) education, and according to this law, the Cabinet of Ministers is designated as the competent body in the field of inclusive education. From this point of view, it is important to equally develop the inclusive form of education in our country. The English term "inclusive" means integration, cooperative education, and is recognized by the world community as the most humane and effective education.

Inclusive education is the provision of equal rights to education in educational institutions, taking into account the differences in special educational needs and individual capabilities for all students.

Currently, the recognition of inclusive education in all countries does not depend only on passing laws. Fighting discrimination and social prejudice is the most important thing. In other

words, it is the first time to carry out propaganda activities among the population, recognizing inclusive education. Since 1990, a number of declarations and decisions have been adopted at the global level regarding the education of children with special needs in the system of general education institutions.

Many countries of the world recognized them. In 2006, the UN Convention on the Rights of Persons with Disabilities (UNCPRD) was adopted. This document was ratified by our country on February 27, 2009. Article 24 of this Convention states: "Participating states recognize the right of persons with disabilities to receive education.

Participating countries shall ensure inclusive education at all levels and lifelong learning in order to realize this right without discrimination and on the basis of equal opportunities. In the Republic of Uzbekistan, the analysis and initial assessment of disabled children began in 1966. In November 1996, based on the initiative of the National Commission of Uzbekistan for UNESCO, a national curriculum on "Inclusive methods in the field of special education" was successfully implemented in Tashkent. In October 1998, a regional conference on this topic was organized in Bukhara. This conference was held in cooperation with UNESCO, UNICEF (UN Children's Fund), World Health Organization and International Labor Organization. As a result of these activities, a resource center on inclusive education was established under the Ministry of Public Education of Uzbekistan in 2001. Until now, several educational seminars have been held by this center. The project "Inclusive education for children with special needs in Uzbekistan" has been implemented since 2014, and more than 900 boys and girls with special needs were involved in general education in schools and preschools. (7)

Members of medical, psychological and pedagogical commissions and teaching staff were trained on providing inclusive services in the field of education. Five pilot resource centers were established in different regions of our country, where educational-methodical, legal, and advisory support was provided for children with special needs, their parents, and experts. The creation of the educational modules "Fundamentals of inclusive education", "Children with special needs in general education", "Organization of an inclusive school", further improvement of the educational process in this direction, improvement of professional skills of pedagogues allowed. It is the moral duty of the country to its citizens to support children who need inclusive education due to physical disabilities, to develop and put into practice the necessary conditions and mechanisms for their socialization. Based on the decision of the President of the Republic of Uzbekistan dated October 13, 2020 "On measures to further improve the system of education for children with special educational needs" PD-4860 2020-2025 Concept of development of inclusive education in public education system was approved in -years. (1)

The following results are expected by performing the tasks defined within the framework of the concept:

-the role of inclusive education as a strategic factor in the development, rehabilitation, and integration of people with special educational needs into society is confirmed;

-the integrity of the educational environment of children with special educational needs is strengthened, the necessary conditions for their integration into society are provided;

-mechanisms for coordinating the interests of the state, society, and individual in the field of inclusive education will be created;

- the general convenience, continuity, quality of education, as well as the level of development, flexibility and variability of the characteristics of the students are achieved;
- cooperation relations will be strengthened within the framework of international relations in the field of inclusive education;
- they are supported by the state in order for students to receive quality education, taking into account the uniqueness of their educational needs;
- through the gradual introduction of inclusive education, specialized educational institutions for children with special educational needs will be optimized, students studying in them will receive education in general educational institutions as equal members of society;
- training of personnel based on inclusive education programs will be launched in pedagogical higher education institutions;
- the material and technical base of inclusive educational institutions will be improved;
- full connection of inclusive educational institutions to the Internet network is ensured;
- a mechanism for the provision of public services will be introduced to accept students in inclusive educational institutions and transfer them to other educational institutions.

Conclusion. In sum up inclusive education ensures that people with disabilities receive education along with their social peers, and (if there are no serious reasons for their development) they are admitted to regular schools. In some cases, children with severe disabilities receive education with the help of correctional programs in special schools and special rehabilitation centers or in special classes at regular schools. In these schools, it is planned to provide education taking into account the needs of the child.

Many reforms are being implemented in our country to eliminate these shortcomings.

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**O‘ZBEKISTON RESPUBLIKASIDA GIYOHVANDLIK VOSITALARI, ULARNING
ANALOGLARI YOKI PSIXOTROP MODDALARNING KONTRABANDASI BILAN
BOG‘LIQ JINOYATLAR**

Mirjon Mo‘minovich Raxmatov

O‘zbekiston Respublikasi Huquqni muhofaza qilish akademiyasi “Tergov faoliyati”
mutaxassisligi bo‘yicha magistratura tinglovchisi.

E-mail: rahmatov1778@gmail.com

Phone: +99899 862-50-54

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***Annotatsiya.** Maqolada bugungi kunda butun dunyoda muammoga aylanib borayotgan kontrabanda jinoyati yer yuzida xavfsizlikka, barqarorlikka, qolaversa har bir jamiyatning iqtisodiy, siyosiy, madaniy hamda ma‘naviy sohalariga katta xavf solishiga qarshi kurashish bo‘yicha amaliy tavsiyalar bildirilgan.*

Shunday vaziyatda kontrabanda jinoyatiga qarshi kurashish nafaqat O‘zbekiston Respublikasi balki dunyo mamlakatlarining ham e‘tibor markazida turibdi. Xususan, kontrabanda ashyolarini bojxona chegarasi orqali qonunga xilof ravishda o‘tkazishga Qozog‘iston Respublikasi, Rossiya Federatsiyasi hamda Xitoy Xalq Respublikasi jinoyat qonunchiligida belgilangan javobgarliklar buni yaqqol isbotidir.

***Kalit so‘zlar:** bojxona, kontrabanda, giyovandlik vositalari, ularning analoglari, psixotrop moddalar, prekursorlar, noqonuniy aylanmasi, jinoyat, javobgarlik, jazo, jamoat xavfsizligi, jamoat tatibi.*

**CRIMES RELATED TO THE SMUGGLING OF DRUGS, THEIR ANALOGUES
OR PSYCHOTROPIC SUBSTANCES IN THE REPUBLIC OF UZBEKISTAN**

***Abstract.** In the article, practical recommendations are given to fight against smuggling crime, which is becoming a problem all over the world today, which poses a great threat to the security, stability and economic, political, cultural and spiritual spheres of every society.*

In such a situation, the fight against smuggling crime is in the center of attention not only of the Republic of Uzbekistan, but also of the countries of the world. In particular, the criminal laws of Republic of Kazakhstan, the Russian Federation and the People’s Republic of China clearly prove this.

***Key words:** customs, smuggling, narcotics drugs, their analogues, psychotropic substances, precursors, illegal trafficking, crime, liability, punishment, public safety, public order.*

**ПРЕСТУПЛЕНИЯ, СВЯЗАННЫЕ С КОНТРАБАНДОЙ НАРКОТИЧЕСКИХ
СРЕДСТВ, ИХ АНАЛОГОВ ИЛИ ПСИХОТРОПНЫХ ВЕЩЕСТВ В РЕСПУБЛИКЕ
УЗБЕКИСТАН**

***Аннотация.** Статья представляет собой проблему современного мира. Продолжающееся преступление контрабанды, затрагивает безопасность, стабильность, экономическую, культурную и духовную безопасность каждого общества на земле, представлены практические рекомендации по борьбе с большой угрозой месторождениям.*

В такой ситуации борьба с контрабандной преступностью находится в центре внимания не только Республики Узбекистан, но и стран мира. В частности, ярким тому

портверждением является ответственность, установленная в уголовном законодательстве Республики Казахстан, Российской Федерации и Китайской Народной Республики за незаконный перенос контрабандных предметов через таможенную границу.

Ключевые слова: таможня, контрабанда, наркотические средства, их аналоги, психотропные вещества, прекурсоры, незаконный оборот, преступление, ответственность, наказание, общественная безопасность, общественный порядок.

KIRISH

Giyohvandlik vositalari savdosi butun insoniyat salomatligi va farovonligiga, davlatlarning mustaqilligi, demokratiya, millatlar barqarorligi, jamiyat tuzilishi, millionlab odamlar va ularning oilalari qadir-qimmatini va umidlariga jiddiy tahdid solayotgan eng dolzarb muammolardan biri hisoblanadi. Giyohvandlik vositalari va psixotrop moddalar bilan qonunga xilof ravishda muomala qilish inson sog'lig'i va jamiyatning iqtisodiy va madaniy negiziga salbiy ta'sir ko'rsatadi. Giyohvandlik kamubtalo bo'lgan kishi atrof-muhitda bo'layotgan voqealarga beparvo bo'lib qoladi. Uning girdobiga tushganlar nafaqat o'z yaqinlari, balki yurtini ham tanimaydigan manqurtga aylanadi.

Bugungi kunda dunyo miqyosida qonun bilan taqiqlanganligiga qaramasdan giyohvandlik vositalarini ishlab chiqaruvchi va u bilan savdo qiluvchilarning soni yil sayin ortib bormoqda. Buning sababi, giyohvandlik vositalari savdosi ortidan mo'may daromad orttirish imkoniyati mavjudligi bo'lib, uning ishtirokchilari xalqaro huquq normalari bilan ham, milliy qonunchilik tizimi bilan ham, ayniqsa, uning halokatli oqibatlarini bilan ham hisoblashmay jinoyat ishga qo'l urishmoqdalar.

O'zbekiston Respublikasi uzoq yillardan buyon giyohvandlik vositalarining mamlakat ma'daniy va ma'naviy hayotiga salbiy ta'siri kuchayishini inobatga olib, unga qarshi kurashni milliy xavfsizlikning tarkibiy qismi sifatida baholab, mamlakatda mazkur illatiga qarshi kurash bo'yicha xalqaro hamjamiyatga qo'shilib, bu boradagi jinoyat-huquqiy ta'sir choralari takomillashtirish borasida faol harakatlar olib bormoqda. Giyohvandlik vositalari va psixotrop moddalarning noqonuniy muomalasi bilan shug'ullanuvchi shaxslar o'z harakatlarni yashirin "latent" ko'rinishida amalga oshiradilar ularning bu jinoyatlarini aniqlash va fosh etishda bojxona organlarining oldida kechiktirib bo'lmaydigan bojxona tekshiruvlari va surishtiruv harakatlarini amalga oshirish xamda tezkor qidiruv faoliyatining kuch va vositalarini samarali qo'llash orqali erishiladi. O'zbekiston Respublikasi Prezidentining 2022-yil 27-apreldagi **“Bojxona ma'muriyatchiligini yanada takomillashtirishga doir qo'shimcha chora-tadbirlar to'g'risida”**gi PF-122-son Farmoniga muvofiq, Bojxona qo'mitasiga yuklatilgan boshqa vazifalar qatorida, joylardagi davlat hokimiyati, huquqni muhofaza qiluvchi va nazorat organlari bilan hamkorlikda, kontrabanda va bojxona sohasidagi boshqa jinoyatlarni oldini olish va fosh qilish bojxona organlari faoliyatining eng muhim funktsiya hamda yo'nalishlaridan biri ekanligi yana bir bor ta'kidlab o'tildi.

Inson uchun eng bebaho boylik salomatlik bo'lib, uni asrash esa har birimizning qo'limizda. Giyohvandlik insonga har tomonlama ulkan zarar beradi. Buni dunyo tibbiyot mutaxassislari bir ovozdan tasdiqlashmoqda. Giyohvandlik vositalari oqibatida o'nlab tuzalmas kasalliklarga yo'liqish, bevaqt o'lim holatlari, majruh, aqli nokas farzandlar tug'ilishi isbotlangan. Shuningdek, bu zararli illat insonni o'ta yalqov, kam g'ayrat, oilaga beparvo,

hamiyatsiz, jinsiy zaif va jamiyatdan uzilib qolishiga olib keladi.

O‘zbekiston Respublikasi uzoq yillardan beri giyohvandlik vositalarining mamlakat ma‘daniy va ma‘naviy hayotiga salbiy ta‘siri kuchayishini inobatga olib, unga qarshi kurashni milliy xavfsizlikning tarkibiy qismi sifatida baholab, mamlakatda ushbu illatiga qarshi kurash bo‘yicha xalqaro hamjamiyatga qo‘shilib, bu boradagi jinoyat-huquqiy ta‘sir choralari takomillashtirish borasida faol harakatlar olib bormoqda. Giyohvandlik vositalari va psixotrop moddalarning noqonuniy muomalasi bilan shug‘ullanuvchi shaxslar o‘z harakatlarni yashirin “latent” ko‘rinishida amalga oshiradilar ularning bu jinoyatlarini aniqlash va fosh etishda bojxona organlarining oldida kechiktirib bo‘lmaydigan bojxona tekshiruvlari va surishtiruv harakatlarini amalga oshirish xamda tezkor qidiruv faoliyatining kuch va vositalarini samarali qo‘llash orqali erishiladi.

Hozirgi davrda davlat boshqaruvi organlarining “Davlat — inson uchun” tamoyili asosida hududiy masalalarni hal qilishdagi mas‘uliyati va javobgarligini kuchaytirish hamda ularning strategik yo‘nalishlarni rejalashtirishga qaratilgan yangi tizim yaratish maqsadida, qabul qilinayotgan qonunlarning amalga oshirilayotgan ijtimoiy-siyosiy, ijtimoiy-iqtisodiy va sud-huquq islohotlari jarayoniga ta‘sirini kuchaytirishga yo‘naltirgan holda qonun ijodkorligi faoliyati sifatini tubdan oshirish masalalariga muhim ilmiy-amaliy ahamiyat kasb etadigan tadqiqot yo‘nalishi sifatida alohida e‘tibor qaratilmoqda.

Bojxona organlari vakolatiga davlat chegarasidagi tahdidlarga qarshi kurashish masalalari kiritilganligi sababli, bojxona xizmatlarining salohiyati kontrabanda va bojxona sohasidagi boshqa jinoyatchilikka qarshi kurashda hamda bojxona chegarasi orqali giyohvandlik vositalarining noqonuniy aylanishiga chek qo‘yishda bevosita ishtirok etadi.

Kontrabanda jinoyatini sodir etuvchi shaxslar o‘zlarning jinoiy maqsadlariga erishish uchun uyushgan guruhlar tarzida, o‘z harakatlarini puxta nikohlab, sodir qilish uslublarni mukammallashtirish, zamonaviy texnologiyalardan foydalangan xolda sodir etmoqdalar.

2022-yil 28-yanvar kuni O‘zbekiston Respublikasi Prezidenti tomonidan imzolangan “2022-2026-yillarga mo‘ljallangan yangi O‘zbekistonning Taraqqiyot strategiyasi to‘g‘risida”gi PF-60-son Farmonning 16-maqsadiga binoan, Jamoat xavfsizligini ta‘minlash, huquqbuzarliklarning sodir etilishiga sabab bo‘lgan shart-sharoitlarni o‘z vaqtida aniqlash va bartaraf etishning samarali tizimini yaratish kerakligi alohida belgilab qo‘yilgan.

Giyohvandlik vositalari kontrabandasiga qarshi kurashish Davlat bojxona xizmati organlari faoliyatining ustuvor yo‘nalishlaridan biri hisoblanadi.

Mazkur faoliyatni amalga oshirishda “Davlat bojxona xizmati to‘g‘risida”gi Qonun, “Tezkor qidiruv faoliyati to‘g‘risida”gi Qonun, O‘zbekiston Respublikasining Jinoyat kodeksi, Jinoyat-protsessual kodeksi xamda Ma‘muriy javobgarlik to‘g‘risidagi kodeksning tegishli moddalariga asosan huquqbuzarliklarni aniqlash, oldini olish va fosh etish orqali mazkur jinoyatga qarshi kurash olib boradilar.

BMTning Narkotiklar va jinoyatchilik bo‘yicha boshqarmasi (UNODC) e‘lon qilgan 2023-yilgi Giyohvandlik vositalari bo‘yicha Jahon hisobotiga ko‘ra, 2021-yilda inyeksiya orqali giyohvandlik vositalarini iste‘mol qiladigan odamlar soni 13,2 millionni tashkil etadi, bu avval taxmin qilinganidan 18 foizga ko‘p. Dunyo miqyosida 2021-yilda 296 milliondan ortiq odam giyohvandlik vositalarini iste‘mol qilgan, bu o‘tgan yilga nisbatan 23 foizga o‘sgan. Giyohvandlik vositalarini iste‘mol qilish bilan bog‘liq kasalliklardan aziyat chekayotganlar soni

esa 39,5 millionga yetdi, bu 10 yil ichida 45 foizga o'sdi.¹³³ Hozir yoshlar orasida giyohvandlarning muayyan tizimi shakllanmoqda. Har yili yoshlar o'rtasida giyohvandlar soni 15-20 foiz ko'payib bormoqda. Respublikamizda ro'yxatga olingan giyohvandlarning uchdan ikki qismi 30 yoshgacha bo'lgan yoshlardan iborat va ular o'rtacha 18-25 yoshdagi shaxslardir. Yurtimizda dispanser ro'yxatida turadigan giyohvand bemorlar soni 5698 tani tashkil etadi. Giyohvandlik strukturasi kannabis guruhidagi narkotiklarni iste'mol qiluvchilarning salmog'i yuqori — 3982 nafarni, opiy iste'molchilari esa 1418 nafarni, geroinga tobe bo'lganlar soni 536 nafarni tashkil etadi.

Mamlakatimizda giyohvandlik vositalari yoki psixotrop moddalar bilan qonunga xilof ravishda muomala qilishdan iborat jinoyatlarga qarshi kurash choralarini belgilash dolzarb muammolardan biri bo'lib qolmoqda. Asosiy maqsad giyohvandlik vositalari kontrabandasi, ularni olib o'tish yo'nalishlari, ularni tayyorlovchi yashirin laboratoriyalar va giyohvandlik vositalari, psixotrop moddalar va ularning prekursorlarini noqonuniy saqlash uchun mo'ljallangan joylarini aniqlash, mazkur jinoyat ishtirokchilarini hukumat va boshqaruvdagi korrupsion aloqalarini ochib berish, narkotrafik biznesining iqtisodiy asoslariga putur yetkazishdan iboratdir.

Bojxona qo'mitasining tezkor tuzilmasixodimlari o'z vakolatlari doirasida giyohvandlik vositalarini Respublika hududiga noqonuniy kirib kelishi va ichki hududda noqonuniy aylanishini oldini olishi, aholi o'rtasida mazkur illatning keng yoyilishiga qarshi kurashish, jinoyatchilikni fosh etishga qaratilgan tezkor qidiruv tadbirlarini amalga oshirishning tashkiliy-huquqiy masalasiga alohida e'tibor qaratiladi.

Kontrabanda jinoyati **predmeti** kuchli ta'sir qiluvchi, zaharli, zaharlovchi, portlovchi moddalar, radioaktiv materiallar, portlatish qurilmalari, qurol-yarog', o'qotar qurol, o'q-dorilar yoki o'qotar qurolning asosiy qismlari, shuningdek giyohvandlik vositalari, ularning analoglari yoki psixotrop moddalar yoki diniy ekstremizm, separatizm va aqidaparastlikni targ'ib qiluvchi materiallar, yadroviy, kimyoviy, biologik va ommaviy qirg'in qurolining boshqa turlari, shunday qurollarni yaratishda foydalanilishi mumkinligi ayon bo'lgan material va moslamalar bo'lishi mumkin.

Kontrabanda predmetlarini davlat chegarasi orqali qonunga xilof ravishda o'tkazish, tegishli shartlar mavjud bo'lganda, jinoyatlar majmui tariqasida Jinoyat kodeksining 246-moddasi hamda radioaktiv materiallar, giyohvandlik vositalari, kuchli ta'sir qiluvchi zaharli, zaharlovchi, portlovchi moddalar, qurol-yarog', portlatish qurilmalari va boshqalar bilan muomala qilish qoidalarini buzganlik javobgarlikni keltirib chiqaruvchi moddalar bo'yicha kvalifikatsiya qilinishi zarur.

Kontrabanda jinoyatining **obyekti** – jamoat xavfsizligining ta'minlaydigan ijtimoiy munosabatlar hamda aholi salomatligi hisoblanadi.

Jinoyatning **obyektiv tomoni** Jinoyat kodeksining 1-qismida nazarda tutilgan jinoyat O'zbekiston Respublikasi bojxona chegarasidan turli shakllarda:

- bojxona nazoratini chetlab o'tkazish;

¹³³ World Drugs Report (United Nations publication, Sales No. E.20.XI.6). ISBN: 978-92-1-48345-1 eisbn:978-92-1-005047-0

- bojxona nazoratidan yashirish;
- bojxona hujjatlari yoki bojxona identifikatsiyalash vositalariga o'xshatib yasalgan hujjatlardan aldash yo'li bilan foydalanish;
- deklaratsiya qilmasdan yoki boshqa nomga yozilgan deklaratsiyadan foydalanish;
- chegarani buzib o'tishda ifodalanadi.

O'zbekiston Respublikasi bojxona yoki davlat chegaralar orqali giyohvandlik vositalarini noqonuniy olib o'tish quyidagi yo'llar bilan amalga oshirilishi mumkin:

- respublika hududiga bojxona chegarasi orqali yoki aylanma yo'llar orqali giyohvandlik vositalari, psixotrop moddalarning noqonuniy olib kirish yoki olib chiqish;
- deklaratsiyalamasdan yoki boshqa tovar niqobi ostida deklaratsiyalab olib o'tish;
- olib o'tiladigan tovar to'g'risidagi noto'g'ri ma'lumotlarni taqdim qilish (qalbaki hujjatlardan foydalangan holda);
- o'tkaziladigan tovarni yashirish yoki unga boshqa ko'rinishni berish (huquqni muhofaza qilish organlari tomonidan giyohvandlik vositalarini aniqlashni qiyinlashtiruvchi turli usul va vositalardan foydalanib).

Kontrabanda jinoyatining **subyektiv tomoni** – jinoyat qasddan sodir etiladi. Jinoyat **subyekt** – 16 yoshga to'lgan aqli raso jismoniy shaxs.

O'zbekiston Respublikasining Jinoyat Kodeksi 246-moddasi 2-qismida ko'zda tutilgan malakalovchi belgilar ko'p miqdordagi Giyohvandlik vositalari kontrabandasini amalga oshirganlik uchun javobgarlikni belgilaydi. Lekin Jinoyat kodeksining 246-moddasining 2-qismida (*Yadroviy, kimyoviy, biologik va ommaviy qirg'in qurolining boshqa turlarini, shunday qurollarni yaratishda foydalanilishi mumkinligi ayon bo'lgan material va moslamalarni, radioaktiv materiallarni, shuningdek giyohvandlik vositalari, ularning analoglari yoki psixotrop moddalarni ko'p miqdorda kontrabanda qilish*)da mazkur jinoyatlar uyushgan guruh tomonidan shuningdek, giyohvandlik vositalarini keyinchalik yetkazib berish maqsadida jinoyat sodir etish alohida belgilanmagan. Mazkur taklif alohida band sifatida kiritilishi giyohvandlik vositalar va psixotrop moddalar bilan noqonuniy operatsiyalarda faoliyat yurituvchi shaxslarning butun zanjirini aniqlashva uyushgan narkobiznesga qarshi muvaffaqiyatli kurashish imkonini beradi.

Giyohvandlik vositalari (psixotrop vositalar) kontrabandasi bilan shug'ullanishga sabab va sharoitlariga quyidagilar kiradi:

1. Giyohvandlik vositalarini sotish natijasida jinoiy guruhlar oladigan yuqori foyda.
2. Geosiyosiy va geografik determinantlar Markaziy Osiyoning markazida joylashgan O'zbekistonning bevosita chegaradosh davlatlar Tojikiston va Afg'oniston davlatlarining mavjudligi, ushbu davlatlardan giyohvandlik vositalarini olib kirishga imkoniyat va yetishtirilayotgan giyohvandlik vositalarining ko'pligi imkoniyat yaratadi.
3. Giyohvandlik vositalari va psixotrop vositalar kontrabandasini belgilovchi omillardan biri sifatida bojxona qonunchiligi va uning huquqni qo'llash amaliyotining takomillashmaganligini ko'rsatish mumkin.

4. O'zbekiston Respublikasi chegarasi orqali giyohvandlik vositalari kontrabandasini amalga oshirishda moddiy manfaatdor bo'lgan mansabdor shaxslar, chegara va boshqa huquqni muhofaza qilish organlari xodimlarining korrupsion holatlari ham imkoniyat yaratadi. Shu bilan bir qatorda, mansabdor shaxslarning mansab vakolatidan foydalangan holda, bojxona hujjatlarini

qalbakilashtirish, ma'muriy yoki jinoiy protsessual jarayonlarga aralashish, tergovni asossiz to'xtatish, moddiy dalillarni yo'qotishlari ham mumkin.

5. Bojxona organlari hamda boshqa huquqni muhofaza qiluvchi organlar bilan hamkorlikda amalga oshirilgan ishlar va muammolar yuzasidan xorijiy davlatlar huquqni muhofaza qilish tuzilmalari bilan o'zaro hamkorlikdagi faoliyati yetarli darajada emas. Aslida esa huquqni muhofaza qiluvchi organlarning o'zaro faoliyatitizimli ravishda amalga oshirilgan taqdirdagina yetarli natija va samaraga erishish mumkin bo'ladi.

Shu singari, e'tiborimizni qaratishimiz lozim bo'lgan boshqa bir masala hammavjud bo'lib, kontrabanda predmeti hisoblangan giyohvandlik vositalarining sintetik va yarim sintetik (amfetamin tipidagi stimulyatorlar, heroin va kokain) turlarini ishlab chiqarish, tayyorlash yoki qayta ishlashda kimyoviy prekursorlar ishlatmasdan tayyorlashning imkoni mavjud emas, ularning aksariyat ko'pchiligi O'zbekiston hududida ham, chet davlatlarda ham qonuniy muomalada mavjudligidir.

Bugungi kunda O'zbekiston Respublikasida sintetik va yarim sintetik giyohvandlik vositalarining savdosi va iste'molining kengayishi bunday giyohvandlik vositalarini ishlab chiqarish va ishlab chiqarish uchun zarur bo'lgan prekursorlar vaboshqa moddalarni noqonuniy muomalaga olib kiruvchi jinoiy guruhlar faolligining kuchayishi bilan bevosita bog'liqdir.

Qonunchiligimizga muvofiq, kimyo va tibbiyot sanoatida ishlatiladigan dori vositalari va farmatsevtika sohasida ishlatiladigan mahsulotlari mamlakatimizda qonuniy ravishda muomalada bo'lib, mazkur qonuniy tovarlar niqobi ostida bojxonanazoratidan yashirib, jinoiy harakatlarni qonuniy moliyaviy-xo'jalik operatsiyalari sifatida yashirish yo'llar bilan olib kirish ehtimollari ham yo'q emas.

Buning ustiga, qonunchilikda rasman prekursorlar sifatida tan olinmagan, mazkur sintetik moddalar ishlab chiqarishda foydalaniladigan moddalar mavjud bo'lib, ularning doimiy ravishda yangilash, ro'yxatga kiritib borish lozim.

Shu munosabat bilan, prekursorlarning noqonuniy aylanishiga qarshi kurashish sohasida tezkor-qidiruv ishlarini tashkil etish va taktikasiga yangicha yondashuvlarni, shu bilan, o'rganish va baholash orqali ishlab chiqish zarurligimasalasini ko'rib chiqish zarur.

Masalan, *heroin* ishlab chiqarishda sirka angidrid, atseton, etil efir, toluol, xlorid kislotasi ishlatiladi.

Kokain tayyorlashda esa kaliy permanganat va amfetamin tipidagi stimulyatorlarni — efedrin va psevdofedrin, 1-fenol-2-propanon, allilbenzol, benzaldegid, etanamin va boshqa ko'plab moddalarni kimyoviy sintez qilishda bevosita foydalanish orqali olinadi.

Shu o'rinda mazkur faoliyat ustidan bevosita nazoratni amalga oshirish maqsadida O'zbekiston Respublikasi Vazirlar Mahkamasining 1994-yil 30-apreldagi 229-son qarori bilan Narkotik moddalar ustidan nazorat qilish bo'yicha O'zbekiston Respublikasi Davlat komissiyasi tashkil etilgan.

Narkotik moddalar ustidan nazorat qilish bo'yicha O'zbekiston Respublikasi Davlat komissiyasi narkotik moddalarning noqonuniy muomalada bo'lishiga qarshi kurashni muvofiqlashtirish, ham milliy, ham mintaqalar darajasida narkotik moddalar tarqalishi oldini olishning samarali chora-tadbirlarini ishlab chiqish va amalga oshirish, narkotik moddalar ustidan nazorat qilish yuzasidan xalqaro majburiyatlarni bajarish masalalari bo'yicha idoralararo organ hisoblanadi.

Komissiyaga quyidagi asosiy vazifalar va funksiyalar yuklatiladi:

- narkotik moddalar ustidan nazorat qilish bo'yicha umumdavlat dasturini ishlab chiqish va uni amalga oshirishga ko'maklashish;
- barcha davlat organlari, jamoat tashkilotlari, mehnat jamoalari va fuqarolarning sa'y-harakatlarini narkotik vositalarning noqonuniy muomalada bo'lishiga qarshi kurash olib borishning kechiktirib bo'lmaydigan vazifalarini hal etishga birlashtirish va jamlash va mana shu maqsadlarda jamiyat va davlatning siyosiy, iqtisodiy, ijtimoiy va madaniy-tarbiyaviy imkoniyatlaridan keng foydalanish;
- doimiy ravishda tegishli hududda, zaruriyat bo'lganda esa – alohida joylardan narkotik vositalarning noqonuniy muomalada bo'lishiga qarshi kurashning ahvolini kompleks baholash, uning yomonlashuviga munosabat bildirish bo'yicha aniq chora-tadbirlar ishlab chiqish;
- narkotik vositalar ustidan nazorat qilish bo'yicha respublika operativ axborot markazini tashkil etishga va uning faoliyatini takomillashtirishga, O'zbekiston Respublikasining manfaatdor vazirliklari va idoralari bilan, shuningdek, MDH qatnashchisi bo'lgan mamlakatlar va boshqa xorijiy davlatlarning huquqni muhofaza qiluvchi organlari bilan axborotni erkin va to'siqsiz ayirboshlashni ta'minlash uchun markaz bilan narkotik moddalar ustidan nazoratni amalga oshiruvchi tashkilotlar o'rtasida yagona tarmoq tashkil etishga ko'maklashish;
- narkotik moddalar ustidan nazorat qilish bilan bog'liq bo'lgan barcha tashkilotlarga xizmatlar ko'rsatish uchun respublika sud ekspertizasi xizmati, kriminalistik laboratoriyani tashkil etishga va uning faoliyatini takomillashtirishga ko'maklashish;
- narkotik moddalar ustidan nazorat qilish masalalari bo'yicha ilmiy tadqiqotlarning yo'nalishini belgilash va bu tadqiqotlarni muvofiqlashtirish;
- narkotik moddalar ustidan nazorat qilish bo'yicha dasturlarni mablag' bilanta'minlash uchun mablag'larni jalb etish ishida davlat, jamoat, muassasalar va korxonalarining o'zaro hamkorligini ta'minlash;
- huquqni muhofaza qilish organlarini malakali xodimlar bilan mustahkamlash tadbirlarini ishlab chiqish va amalga oshirish. Bu organlarga moddiy-texnikaviy va moliyaviy yordam ko'rsatish, ularning ish amaliyotiga narkotik moddalarni izlash, topish va identifikatsiyalash bo'yicha ilmiy yutuqlar va ilg'or tajribani joriy etish;
- narkotik moddalarning respublika orqali MDH mamlakatlariga va G'arb davlatlariga noqonuniy olib o'tiladigan yo'llarni to'sib qo'yish, mahalliy xom ashyodan tayyorlanadigan narkotik moddalar yetkazib berilishiga barham berish bo'yicha birgalikdagi chora-tadbirlarni amalga oshirish uchun O'zbekiston Respublikasining narkotik moddalar ustidan nazorat qilish bilan bog'liq tashkilotlarining xorijiy mamlakatlarning tegishli tashkilotlari bilan hamkorligini ta'minlash;
- BMTning 1961, 1971 va 1988-yillardagi Konvensiyalariga va boshqa xalqaro bitimlarga muvofiq xalqaro va milliy nazorat ostiga olinishi kerak bo'lgan narkotik vositalar, boshqa moddalar ro'yxatini tasdiqlash, ushbu ro'yxatlar bo'yicha rasmiy tushuntirishlar berish;
- noqonuniy muomalaga chiqarish ma'muriy yoki jinoiy javobgarlikka olib keladigan xalqaro va milliy nazoratda bo'lgan narkotik vositalar va boshqa moddalar hajmlarini aniqlash;
- tarkibida narkotik vositalar mavjud bo'lgan dori-darmonlar va preparatlarni ishlab

chiqarish, saqlash, transportda tashish va qonuniy foydalanishni tartibga soluvchi huquqiy va nazorat-texnik qoidalarni ishlab chiqish, ularni qo'llashga vakolat berilgan davlat organlari tomonidan ularning qo'llanishi ustidan nazorat qilishni tashkil etish;

- narkotik vositalarning noqonuniy muomalada bo'lishiga qarshi kurash olib borish chora-tadbirlarini amalga oshirishga yo'naltiriladigan moliyaviy mablag'lar va moddiy resurslarni taqsimlash;

- narkotik moddalar muomalasining turli jihatlariga tegishli bo'lgan O'zbekiston Respublikasi qonunlari va boshqa normativ hujjatlar loyihalari bo'yicha xulosalarni O'zbekiston Respublikasi Vazirlar Mahkamasiga taqdim etish;

- O'zbekiston Respublikasi hududida va uning tashqarisida narkotik moddalar ustidan nazorat qilish masalalari bo'yicha hamkorlik dasturlarini ishlab chiqish va amalga oshirishda qatnashish;

- narkotik vositalarning noqonuniy muomalada bo'lishiga qarshi kurash olib borish masalalari bo'yicha MDHga kiruvchi davlatlar bilan bitimlar loyihalariga, shuningdek, boshqa xorijiy mamlakatlar bilan bitimlar loyihalariga takliflar tayyorlanishini ta'minlash;

- narkotik moddalarning noqonuniy muomalada bo'lishiga va ularni suiiste'mol qilishga qarshi kurash olib borish sohasida xalqaro bitimlarda nazarda tutilgan O'zbekistonning majburiyatlari vazirliklar va idoralar tomonidan bajarilishi ustidan nazoratni ta'minlash;

- narkotik moddalar ustidan nazorat qilish masalalari bilan shug'ullanuvchi xalqaro tashkilotlar faoliyatida belgilangan tartibda qatnashish;

- narkotik moddalar ustidan nazorat qilish bo'yicha ish tajribasini o'rganish uchun tegishli nomzodlarni tanlash va ularni xorijiy mamlakatlarga yuborish;

- narkotik vositalarning noqonuniy muomalada bo'lishiga qarshi kurash olib borish bo'yicha tajriba almashish uchun milliy va xalqaro seminarlar, konferensiyalar va simpoziumlar tashkil etish.

Komissiyaga O'zbekiston Respublikasi Bosh vaziri – Komissiya raisiboshchilik qiladi.

Komissiyani o'rinbosari Milliy markazning direktori hisoblanadi. Komissiya tarkibiga ichki ishlar organlari, davlat xavfsizlik xizmati, bojxona organlari, sog'liqni saqlash, xalq ta'limi va boshqa davlat organlari rahbarlari kiradilar.

Komissiyaning shaxsiy tarkibi Vazirlar Mahkamasi tomonidan tasdiqlanadi.¹³⁴

Vazirlar Mahkamasining "Giyohvandlik vositalari, psixotrop moddalar va prekursorlarning muomalada bo'lishi bilan bog'liq faoliyatni litsenziyalashtirish to'g'risida"gi 2003-yil 16-iyuldagi 315-son qaroriga asosan giyohvandlik vositalari, psixotrop moddalar va prekursorlarni saqlash va tashish faqat yuridik shaxslar tomonidan amalga oshiriladi, litsenziya olish uchun ular tomonidan Sog'liqni saqlash vazirligiga ichki ishlar organlarining obyektning texnik talablarga muvofiqligi to'g'risidagi xulosasi taqdim etiladi.

Mazkur nizom talablari O'zbekiston Respublikasi Ichki ishlar vazirligi, Davlat xavfsizlik xizmati, Bojxona organlarining ekspertiza va tezkor-qidiruv faoliyatida, shuningdek, Adliya vazirligining sud-ekspertiza muassasalari faoliyatida foydalaniladigan giyohvandlik vositalari,

¹³⁴ Narkotik moddalarni nazorat qilish milliy axborot-tahlil markazining asosiy vazifalari. <https://ncdc.uz/maqsad-vazifa-va-funksiyalari-1>

ularning analoglari, psixotrop moddalar va prekursorlarga tatbiq etilmaydi.

O‘zbekiston Respublikasi Vazirlar Mahkamasining 2009-yil 8-yanvardagi prekursorlarning muomalada bo‘lishi bilan bog‘liq faoliyat bo‘yicha hisobotlar yuritish tartibi to‘g‘risidagi nizomni tasdiqlash haqida”gi 6-son Qaroriga muvofiq Narkotik vositalar, psixotrop moddalar va prekursorlarning muomalada bo‘lishi bilan bog‘liq faoliyatni amalga oshirishga litsenziyasi mavjud bo‘lgan yuridik shaxslar choraklik va yillik hisobotlar taqdim etadilar.

Narkotik vositalar, psixotrop moddalar va prekursorlarning muomalada bo‘lishi bilan bog‘liq faoliyatni amalga oshirishga litsenziyasi mavjud bo‘lgan yuridik shaxslar o‘z faoliyati to‘g‘risida (ishlab chiqarilgan, tayyorlangan, olib kelingan (olib ketilgan), sotilgan, foydalanilgan narkotik vositalar, psixotrop moddalar va prekursorlar miqdori to‘g‘risida) ushbu Nizomning tegishli ilovalarga muvofiq shakllar bo‘yicha choraklik hisobotni hisobot davrdan keyingi oynning 25-kunidan kechikmasdan, yillik hisobotni hisobot yilidan keyingi yilning 25-yanvarigacha bo‘lgan muddatda taqdim etadilar.

O‘zbekiston Respublikasi Sog‘liqni saqlash vazirligi Dori vositalari va tibbiyot texnikalar sifatini nazorat qilish bosh boshqarmasining Narkotik vositalarni nazorat qilish qo‘mitasi kiritilgan hisobotlar asosida yig‘ma hisobot tuzadi va uni ilovaqilinayotgan shakllar bo‘yicha Narkotik moddalar ustidan nazorat qilish bo‘yicha O‘zbekiston Respublikasi Davlat komissiyasiga va Davlat komissiyasi bilan kelishgan holda BMT Narkotik moddalar ustidan nazorat qilish Xalqaro qo‘mitasitomonidan belgilangan tartibda va shakl bo‘yicha Xalqaro qo‘mitaga taqdim etadi.¹³⁵

O‘zbekiston Respublikasining 1999-yil 19-avgustdagi “Giyohvandlik vositalari va psixotrop moddalar to‘g‘risida”gi №813-I-sonli Qonuni 4-modasida ¹³⁶ O‘zbekiston Respublikasida nazoratga olinadigan giyohvandlik vositalari, psixotrop moddalar va prekursorlar quyidagi ro‘yxatlarga kiritiladi:

- muomalada bo‘lishi O‘zbekiston Respublikasida taqiqlangan giyohvandlik vositalari ro‘yxati;
- muomalada bo‘lishi O‘zbekiston Respublikasida cheklangan giyohvandlik vositalari ro‘yxati;
- muomalada bo‘lishi O‘zbekiston Respublikasida cheklangan psixotrop moddalar ro‘yxati;
- muomalada bo‘lishi O‘zbekiston Respublikasida cheklangan prekursorlar ro‘yxati.
- giyohvandlik vositalari, psixotrop moddalar va prekursorlar ro‘yxatlari O‘zbekiston Respublikasi Vazirlar Mahkamasi tomonidan belgilangan tartibda tasdiqlanadi va matbuotda e‘lon qilinadi deb belgilab qo‘yilgan bo‘lib, ular O‘zbekiston Respublikasi qonunchiligiga hamda xalqaro shartnomalariga, shu jumladan Birlashgan Millatlar Tashkilotining narkotik moddalar va psixotrop vositalarning noqonuniy aylanmasiga qarshi kurashish to‘g‘risidagi 1988-yildagi

¹³⁵ O‘zbekiston Respublikasi Vazirlar Mahkamasining 2009 – yil 8 – yanvardagi “O‘zbekiston Respublikasida narkotikvositalar, psixotrop moddalar va prekursorlarning muomalada bo‘lishi bilan bog‘liq faoliyat bo‘yicha hisobotlar yuritish tartibi to‘g‘risidagi nizomni tasdiqlash haqida”gi 6 – son Qarori. <https://lex.uz/docs/1422690>

¹³⁶ O‘zbekiston Respublikasining Qonuni, 19.08.1999-yildagi 813-I-son. <https://lex.uz/ru/docs/-86044>

konvensiyasiga muvofiq O'zbekiston Respublikasida nazorat qilinishi kerak bo'lgan gijohvandlik vositalari, psixotrop moddalar va ularning prekursorlari ro'yxatiga kiritilgan bo'lib, narkotik moddalar va psixotrop vositalarning prekursorlari sifatida belgilab qo'yilgan.

Mazkur moddalarning noqonuniy muomalaga kirishiga yo'l qo'ymaslik va shu orqali gijohvandlik vositalarini noqonuniy ishlab chiqarish va ishlab chiqarishning xomashyo bazasini cheklash maqsadida prekursorlar muomalasi ustidan samarali nazoratni tashkil etish, shu singari, qonunga xilof ravishda huquqbuzarlik uchun javobgarlik choralari ishlab chiqish, prekursorlarning aylanishi gijohvandlik tahdidiga qarshi kurash mexanizmining eng muhim tarkibiy qismidir.

Keyingi bir necha yil mobaynida prekursorlarning aylanmasi ustidan nazorat sohasida bir qator ishlar amalga oshirilgan bo'lib, milliy qonunchilik tizimini xalqaro qonunchilik qoidalariga muvofiq lashtirish maqsadida muhim ishlar amalga oshirildi.

Xususan, O'zbekiston Respublikasi qonunchiligi 1988-yilgi Konvensiyaga implementatsiya qilingan bo'lib, unda nazarda tutilgan prekursorlarning aylanishi ustidan davlat nazoratini amalga oshiradi ¹³⁷.

O'zbekiston Respublikasi Vazirlar Mahkamasining 2015-yil 12-noyabrda "Gijohvandlik vositalari, psixotrop moddalar va prekursorlarni O'zbekiston Respublikasi hududiga olib kirish, undan olib chiqish va tranzit tarzida o'tkazish tartibini, shuningdek ularning muomalada bo'lishi yuzasidan nazoratni takomillashtirish to'g'risida"gi №330-son qarori qabul qilingan bo'lib, aynan mazkur qarorning 7-ilovasida O'zbekiston Respublikasida muomalada bo'lishi cheklangan prekursorlarning ro'yxati tasdiqlagan ¹³⁸.

Bunday prekursorlarni ishlab chiqarish, sotish va ulardan foydalanishga, ularni olib kirishga (eksport qilishga) faqat ilmiy va o'quv maqsadlarida, shuningdek ekspertiza va tezkor-qidiruv faoliyati amalga oshirish maqsadlari uchun ruxsat etiladi.

O'zbekiston Respublikasi Vazirlar Mahkamasining №330-son qarori 7-ilovasiga qaraydigan bo'lsak, 29 turdagi prekursorlar ro'yxati keltirilgan.

O'zbekiston Respublikasi Adliya vazirligi tomonidan 2001-yil 29-dekabrda 1090-son bilan davlat ro'yxatidan o'tkazilgan "Gijohvandlik vositalari, psixotrop moddalar va prekursorlarni saqlash, berish, sotish, taqsimlash, hisobga olish shartlari to'g'risidagi nizom"ning IV bobida aynan prekursorlarni saqlash, berish, hisobini olib borish va sotish tartibi aniq belgilab qo'yilgan.

Shu bilan bir qatorda, O'zbekiston Respublikasining Jinoyat Kodeksi 273-moddasi "Gijohvandlik vositalari, ularning analoglari yoki psixotrop moddalarni laboratoriyalarda yoxud o'zganing mulki hisoblangan vositalar va asbob-uskunalardan yoki prekursorlardan foydalangan holda qonunga xilof ravishda tayyorlash yoki qayta ishlash,

¹³⁷ Конвенция организатсии обединенных натсий о борбе против незаконного оборота наркотических средств психотропных вещэств 1988 года. https://www.unodc.org/pdf/convention_1988_ru.pdf

¹³⁸ Gijohvandlik vositalari, psixotrop moddalar va prekursorlarni O'zbekiston Respublikasi hududiga olib kirish, undan olib chiqish va tranzit tarzida o'tkazish tartibini, shuningdek ularning muomalada bo'lishi yuzasidan nazoratni takomillashtirish to'g'risida. <http://old.lex.uz/docs/-2815340>

shuningdek bunday vositalarni iste'mol qilish yoki tarqatish uchun bangixonalar tashkil qilish yoki saqlash,...” deb belgilab qo'yilgan. Giyohvandlik vositalari, psixotrop moddalar prekursorlariga qarshi kurash hamda javobgarlik masalalari takomillashtirilishi natijasida 2018-yil 22-oktyabr kuni O'RQ-503-son Qonuni¹³⁹ bilan O'zbekiston Respublikasi Jinoyat kodeksining 19, 56, 127, 207, 246, 251¹, 261, 273, 274, 275 va 276-moddalarining tegishli bandlariga “giyohvandlik vositalari” degan so'zlardan keyin “ularning analoglari” degan so'zlar bilan to'ldirildi. Biroq, Jinoyat kodeksining 273-moddasida tashqaribirorta moddasida ushbu giyohvandlik vositalari tayyorlashda foydalaniladigan prekursorlarni O'zbekiston Respublikasi bojxona chegarasi orqali noqonuniy olib o'tish hamda noqonuniy muomalasi uchun javobgarlik belgilanmaganligini ko'rishimiz mumkin.

Shu o'rinda aytib o'tish kerakki O'RQ-503-son Qonuni bilan Jinoyat Kodeksining VIII-bo'limi bir qator atamalar bilan to'ldirilgan bo'lib, jumladan:

“Giyohvandlik vositalarining analoglari – kimyoviy tuzilishi va xossalariga ko'ra giyohvandlik vositalariga o'xshash bo'lgan, ular singari ruhiyatga faol ta'sir etadigan, kelib chiqishi sintetik yoki tabiiy moddalar”.

Prekursorlar – prekursorlar ro'yxatiga kiritilgan va O'zbekiston Respublikasida nazoratga olinadigan, giyohvandlik vositalarini, ularning analoglarini va psixotrop moddalarni tayyorlash uchun foydalaniladigan moddalar deb kiritilgan.

Bugungi kunda giyohvandlik vositalari va psixotrop moddalarning prekursorlari noqonuniy savdosi yuzasidan jinoyat qonunchiligida alohida moddalar bilan mustahkamlanmagan. Giyohvandlik vositalari va psixotrop moddalar bilan bog'liq jinoyatlar va ularga jazo tayinlash tizimida xorijiy davlatlar xususan Rossiya Federatsiyasi jinoyat qonunchiligini oladigan bo'lsak, mazkur davlat Jinoyat kodeksi 1996-yil 13-iyunda qabul qilingan bo'lib, Kontrabanda jinoyati uchun javobgarlik jinoyat kodeksining 226¹ va 229¹-moddalari bilan tartibga solingan. Chunonchi:

226¹-modda. Kuchli ta'sir qiluvchi, zaharli, zaharlovchi, portlovchi, radioaktiv moddalar, radiatsion manbalar, o'q-otar qurollar yoki ularning asosiy qismlari, portlatish qurilmalari, o'q-dorilari, ommaviy qirg'in qurollarini yetkazib berish vositalari shuningdek, boshqa qurollar, harbiy texnikalar, strategik muhim tovarlar va resurslar yoki madaniy boyliklar yoxud o'ta noyob hayvonlar va suv biologik resurslar kontrabandasi.

229¹-modda. Giyohvandlik vositalari, psixotrop moddalar va ularning analoglari yoki prekursorlari, tarkibida giyohvandlik vositalari bo'lgan o'simliklar shuningdek, psixotrop moddalar yoki ularning prekursorlar yoxud ularning qismlari, psixotrop moddalar va giyohvandlik vositalari tayyorlashda foydalaniladigan materiallar va moslamalar kontrabandasi.

Qozog'iston Respublikasi Jinoyat kodeksida kontrabanda jinoyati uchun javobgarlik quyidagi moddasida belgilangan:

- 286-modda. Muomalasi cheklangan yoki muomalasi taqiqlangan predmetlar kontrabandasi.

Qozog'iston Respublikasi Jinoyat kodeksi 286-moddasi predmetlari, O'zbekiston Respublikasi Jinoyat kodeksi predmetlari bilan bir xil, jinoyatning obyektiv tomoni ham farq

¹³⁹ O'zbekiston Respublikasining ayrim qonun hujjatlariga jamoat xavfsizligini ta'minlashga qaratilgan o'zgartish vaqo'shimchalar kiritish to'g'risida. <http://old.lex.uz/docs/-4011752>

qilmaydi, faqat moddaning nomi va jazo tuzilishida farqlar mavjud.

Yuqorida ko'rsatilgan terminlar bir-biriga o'xshash bo'lsada, ularning ma'nosi ortida xalqaro va milliy davlat jinoyatchilik normalari darajalarini xilma-xilligi namoyon bo'ladi. Davlatlarning xilma-xilligi, davlatlarning xalqaro xarakterdagi jinoyatlarga qarshi kurashishda o'zaro hamkorlik qilish faoliyati uningbirinchi bosqichidayoq turli to'siqlar va qiyinchiliklarga duch keladi, xususan, ularning harakatlari kimga qaratilganligi zarurligini aniqlab olish bosqichi ham bir qancha muammolarga to'la. Bu borada, ayniqsa ko'pgina tomonlar jinoyatlarning nomlanishi bilan bog'liq masalalarda qattiq munozaralar qiladilar.

Xitoy Xalq Respublikasi Jinoyat qonunchiligini ko'radigan bo'lsak, bu davlatning Kuba, Vetnam, KXDR singari sotsializm va kommunistik g'oyalaridan voz kechmagani va uning qonunchiligi sotsializm huquqi asosida rivojlanayotganini ta'kidlash zarur.

XXRning birinchi qabul qilingan Jinoyat kodeksi 1949-yildan kuchga kirgan.

Shundan so'ng 1997-yilga kelib yangi tahrirdagi jinoyat kodeksi qabul qilingan.

XXR Jinoyat kodeksida ham xalqaro xarakterga ega bo'lgan kontrabanda jinoyati uchun bir qator moddalar belgilangan, jumladan, 191-, 240-, 347-357-moddalari aynan giyohvandlik vositalari bilan bog'liq jinoyatlar uchun javobgarlik belgilab qo'yilgan. Jumladan:

- 347-modda. Giyohvandlik vositalarini kontrabanda qilish, sotish, tashish va ishlab chiqarish, ularning miqdoridan qat'iy nazar, jinoyat deb hisoblanadi va ushbu Kodeksga muvofiq jazoga tortiladi.

- 349-modda. Giyohvandlik vositalarini kontrabanda qilish, sotish, tashish va ishlab chiqarish bilan bog'liq jinoiy elementlarni yashirish, yashirishda yordam berish, topshirish, saqlash.

Ushbu moddaning 3-bandida Giyohvandlik vositalari bilan bog'liq jinoiy unsurlarni yashirgan davlat organlarining mansabdor shaxslari eng og'ir jazoni o'taydilar deb belgilab qo'yilgan.

- 350-modda. Sirka kislotasi angidrid, sulfat efir, triklorometan yoki dori ishlab chiqarish uchun xom ashyo sifatida ishlatiladigan boshqa moddalar yoki davlat qoidalarini buzgan holda, yuqorida aytib o'tilgan moddalarni noqonuniy tashish, mamlakat hududida noqonuniy savdosi uchun javobgarlik belgilangan.

- 357-moddasining 2-qismida Giyohvandlik vositalari miqdori kontrabanda, sotilgan, tashilgan, ishlab chiqarilgan yoki olib o'tilgan dorilarning haqiqiy miqdoriasosida aniqlanadi va kimyoviy tozalangandan keyingi haqiqiy vazni inobatga olinmaydi deb belgilab qo'yilgan¹⁴⁰.

Xorijiy davlatlar tajribasi shuni ko'rsatadiki kontrabanda bilan bog'liq jinoyatlar, xususan giyohvandlik vositalari ularning prekursorlari, psixotrop moddalar bilan bog'liq jinoyatlardan tashqari O'zbekiston Respublikasi balki butun dunyo mamlakatlari uchun doimiy ravishda jiddiy muammo bo'lib kelgan.

O'zbekiston Respublikasining Jinoyat kodeksi 246, 270-276-moddalari bilan mazkur jinoyatlar uchun javobgarlik belgilangan. Lekin faqatgina 273-moddasida prekursorlar bilan

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<https://www.mfa.gov.cn/ce/cerus/rus/zfhz/zgflyd/t1330730.htm>

bog‘liq jinoyatlar uchun javobgarlik belgilangan bo‘lib, O‘zbekiston Respublikasi bojxona chegarasi orqali noqonuniy olib o‘tish hamda noqonuniy muomalasi uchun javobgarlik masalalari ochiq qolmoqda. Kelgusida mazkur bo‘shliqni to‘ldirish maqsadida Jinoyat kodeksining tegishli moddalariga prekursorlar bilan bog‘liq huquqbuzarliklar uchun javobgarlik masalalarini yanada takomillashtirish maqsadga muvofiq bo‘ladi.

Bundan tashqari, kontrabanda jinoyatni aniqlash va bartaraf qilish choralari quyidagilar kiradi:

- yaqin va uzoq xorij mamlakatlaridan narkotik, psixotrop, kuchli ta’sir qiluvchi moddalarni noqonuniy olib kirishdan bojxona chegaralari o‘tkazish punktlarida samarali himoya qilish tizimini yaratish va aylanma yo‘llar orqali olib o‘tish mumkin bo‘lgan hududlarni to‘liq nazoratga olishi.

- bojxona nazorati samaradorligi bo‘yicha choralarni takomillashtirish, bojxona va chegara organlarining texnik ta’minotini oshirish;

- O‘zbekiston Respublikasi hududida yashirin narkolaboratoriyalar faoliyatini tugatish hamda giyohvandlik vositalarini noqonuniy ishlab chiqarish, tashish, ta’minlash tizimlariga barham berish;

- giyohvandlik vositalarining noqonuniy aylanmasiga ixtisoslashgan transmilliy jinoiy tashkilotlar belgilarini aniqlash va faoliyatini bartaraf qilish;

- psixofaol moddalarning yangi turlarini ularni keyinchalik giyohvandlik vositalari yoki psixotrop moddalar ro‘yxatiga kiritgan holda o‘z vaqtida aniqlash va belgilash;

- giyohvandlik vositalarining noqonuniy yetkazib berish kanallarini berkitishga qaratilgan kelishilgan davlatlararo preventiv, tergov, tezkor-qidiruv tadbirlarini o‘tkazish, xalqaro hamkorlikni takomillashtirish;

- respublika aholisini giyohvandlik vositalari iste’mol qilishga jalb qilish va ularning mazkur illatga tobe qatlamini ko‘paytirishga qarshi kurashishda faoliyat yurituvchi huquqni muhofaza qiluvchi organlari tomonidan idoralararo o‘zaro hamkorlikda faoliyat olib borish shaklini takomillashtirish, bojxona nazorati samaradorligini oshirish bo‘yicha choralarni amalga oshirish;

- giyohvandlik vositalari kontrabandasini tizimli zanjirini aniqlash (jumladan, nazorat ostida yetkazib berish), shuningdek giyohvandlik vositalari va psixotrop vositalarni aniqlash uchun xizmat itlaridan foydalanishga qaratilgan tezkor-qidiruv tadbirlarini o‘tkazish.

Shu singari, Jinoyat kodeksining 246-modasi 1-qismida o‘tkazish maqsadini ko‘zlamay jinoyat sodir etganlik uchun javobgarlik belgilash maqsadga muvofiq bo‘ladi.

XULOSA VA TAKLIFLAR: Xulosa o‘rnida shuni aytish mumkinki, bugungi kunda giyohvandlik global muammolardan biridir. Asr vabosi deb baholanayotgan “oq ajal” qanchadan-qancha insonlarning baxtiga zomin bo‘layotgani, Giyohvandlik vositalarini iste’mol qilishga odatlanish oqibatida nogiron, jismoniy va aqliy nuqsoni bor bolalar dunyoga kelayotgani haqida o‘ylasak, yanada sergak tortamiz. Og‘uning quliga aylanib qolayotgan zamondoshlarimizni to‘g‘ri yo‘lga qaytarish barchamiz uchun foydalidir. Shunday qilib, oilalarimiz tinchligi, farzandlarimiz kelajagiga raxna solayotgan, jiddiy xavfga aylangan giyohvandlikka qarshi birgalikda kurashishimiz zarur.

O‘zbekiston Respublikasi Davlat bojxona xizmati organi xodimlari mamlakatimiz

chegaralarida bevosita xizmat olib borish jarayonlarida huquqni muhofaza qiluvchi organlar tizimida birinchilardan bo'lib giyohvandlik vositalari kontrabandasiga qarshi kurash olib borishadi.

Ayniqsa, BMTning Giyohvandlik vositalari va jinoyatchilikka qarshi kurashish boshqarmasi mintaqaviy vakolatxonasi rahbari Ashita Mittal xonim "26-iyun – Xalqaro giyohvandlikka va giyohvandlik vositalarining noqonuniy aylanishiga qarshi kurash kuni" munosabati bilan 2020-yil 26-iyun kuni o'tkazilgan tadbir davomida ham giyohvandlikka qarshi kurash yo'nalishida Bojxona organlari tomonidan amalga oshirilayotgan ishlarni yuqori baholagan.

O'zbekiston Respublikasida 2021-yil davomida huquqni muhofaza qiluvchi organlar tomonidan giyohvandlik vositalarining noqonuniy aylanishi bilan bog'liq 7142 ta huquqbuzarlik holati aniqlangan bo'lib, o'tkazilgan tezkor tadbirlar natijasida jami 1 tonna 933,7 kg giyohvandlik vositalari ushlab qolingani. Aniqlangan giyohvandlik vositalarining 531 kg.dan ortig'i bevosita bojxona organi xodimlari tomonidan tezkor tadbirlarda ushlab qolingani.

Amalga oshirilgan ishlar xorijiy davlatlar bilan ko'p tomonlama imzolangan shartnomalar bo'lishiga qaramasdan giyohvandlik vositalari noqonuniy savdosibilan bog'liq jinoyatlar yildan yilga ortib bormoqda. Yuqorida keltirib o'tilgan BMT va boshqa davlatlar tomonidan amalga oshirilayotgan o'quv seminar treninglar, ular tomonidan ko'rsatilayotgan amaliy va texnik yordamlar o'z samarasini yetarlicha ko'rsatyapti deb ayta olmaymiz. Ko'pincha bojxonada mavjud bo'lgan maxsus texnik vositalar va xizmat itlari yordamida jinoyatchilikka chek qo'yishning to'liq imkoni mavjud emasligi, faqat bojxona xodimlarining kasbiy va tezkor mahorati giyohvandlik vositalari kontrabandasini aniqlashning yagona samarali vositasi bo'lib qolmoqda. Giyohvandlik vositalari kontrabandasiga ixtisoslashgan uyushgan jinoiy jamoalar doimiy ravishda o'z taktikasini o'zgartirib borishini hisobga olib, bugungi kunda tezkor va tahliliy ish usullari birinchi o'rinda turadi va bojxona xizmati xodimlarining tezkor-qidiruv tayyorgarligini oshirish va bu sohada xorijiy davlatlar huquqni muhofaza qilish organlari xodimlari bilan tajriba almashishga katta e'tibor qaratish lozim. Shu bilan bir qatorda, bojxona organlari ish faoliyatidan kelib chiqib "nazorat ostida yetkazib berish" tezkor tadbirini amalga oshirish vakolatiga ega bo'lgan organ hisoblandi. Giyohvandlik moddalari noqonuniy savdosi yildan yilga ortib borayotganligi va aniqlanayotgan holatlar miqdori (partiyasi) ham katta miqdorlarni tashkil qilayotganligini inobatga olgan holda mazkur tadbirni amalga oshirish har doimgidan ham dolzarb masalaga aylanmoqda.

O'zbekiston Respublikasining "Tezkor qidiruv faoliyati to'g'risida"gi Qonunitalablariga asosan tezkor xodim tomonidan kontrabanda ashyolarini "nazorat ostida olish" va "nazorat ostida yetkazib berish" kabi tezkor qidiruv tadbirlarini o'tqazish jarayonida foydalanilgan pul kupyuralarida, kiyim va har xil buyumlarda, tana a'zolarida (qo'lda, yuzda va h.k.) maxsus kukun izlarini topish, ularni taqqoslash namunasi bilan bir turga taalluqli yoki taalluqli emasligini, obyektlarga aynan ushbu kukun bilan ishlov berilganligini, maxsus izlarni aniqlash maqsadida maxsus kukunlar ekspertizasi ham tayinlanadi. Bojxona chegarasi orqali olib kiriladigan giyohvandlik vositalarining nazorat qilinadigan jo'natmalari tezkor-qidiruv tadbirlar sanalib, unda operativ faoliyatni amalga oshiruvchi idora va organlar nazorati ostida O'zbekiston Respublikasi bojxona hududiga kiritishga, mazkur hududdan chiqarish yoki narkotik moddalarni u orqali o'tkazishga yo'l qo'yiladi.

Nazorat ostida yetkazib berish tezkor qidiruv tadbirini amalga oshirish uchunorgan rahbari tomonidan tasdiqlangan qaror asosida o'tkaziladi.

Bojxona organlari tezkor tuzilmalari tomonidan so'ngi yillarda "nazorat ostida yetkazib berish" tezkor tadbiri juda kam hollarda qo'llanilayotganligi, 2022-yilning o'tgan davri mobaynida faqatgina bir marotabagina mazkur tezkor tabdir o'tkazilganligini aytishimiz mumkin.

Mazkur sohada boshqa mamlakat huquqni muhofaza qilish organlari bilan hamkorlikning huquqiy dasturi giyohvandlik vositalari va psixotrop moddalarning noqonuniy aylanmasi hajmini kamaytirish, profilaktik tibbiy hamda ma'muriy tadbirlarni o'tkazish, giyohvandlik vositalarini ishlab chiqarish va noqonuniy aylanmasiga qarshi kurashni kuchaytirish hamda o'zaro faoliyat shakl va yo'nalishlari, xalqaro-huquqiy me'yorlarini takomillashtirishga qaratilgan bo'lishi shart.

Holbuki, jinoyatchilikka chek qo'yish, uni oldini olishda faqatgina uning ildiziga bolta urish va tag-tomiri bilan sug'urib tashlash bilangina erishish mumkin. Kelajakda ushbu tadbirlar sonini ko'paytirish va xalqaro doirada mazkur illatga qarshi birgalikda kurashish yanada samarali natija beradi deb o'ylaymiz.

Tadqiqotlar natijasida amaliyotda giyohvandlik vositalari kontrabandasi bilan bog'liq jinoyatlarni aniqlash va kvalifikatsiya qilishda bir qator muammolaryuzaga kelmoqda. Binobarin:

Huquqiy sohadagi muammolar:

- O'zbekiston Respublikasining Jinoyat Kodeksi 246-moddasi predmetlarining xilma-xilligi, 1-qismida giyohvandlik vositalari, ularning analoglari yoki psixotrop moddalarni miqdori ko'rsatilmaganligi;
- O'zbekiston Respublikasining Jinoyat Kodeksida giyohvandlik vositalari yoki psixotrop moddalar tayyorlashda foydalaniladigan prekursorlarni bojxona chegarasi orqali olib o'tish uchun javobgarlik belgilanmaganligi;
- O'zbekiston Respublikasining 2012-yil 24-dekabrda "Tezkor-qidiruv faoliyati to'g'risida"gi Qonunining tegishli moddalari takomillashtirilmaganligi;

Tashkiliy muammolar:

- huquqni muhofaza qiluvchi organlar xususan prokuratura organlari bilan hamkorlik masalalarida raqamlashtirish, yangicha elektron dasturlar orqali ma'lumot almashish tizimining yo'qligi;
- bojxona organlari xodimlari, xususan tezkor tuzilma xodimlari tomonidan moddiy qiymatga ega bo'lmagan kontrabanda ashyolari aniqlangan taqdirda rag'batlantirish masalalarida bo'shliqlar borligi;
- xodimlarni malakasini oshirish jarayonida faqat ichki imkoniyatlarimiz bilan cheklanib qolmoqdamiz.

Shu o'rinda giyohvandlik vositalari bilan bog'liq jinoyatlar bo'yicha mavjud muammolarni bartaraf etish maqsadida qonunchilikni takomillashtirish va jazolarni liberallashtirishga qaratilgan bir qator taklif va mulohazalarimizni bildirib o'tmoqchimiz. Ayniqsa:

1-Taklif: Agar shaxs bojxona chegarasi orqali olib o'tilayotgan JKning 246-moddasida nazarda tutilgan predmetlari to'g'risidagi zarur ma'lumotlarni deklaratsiyalab, bojxona organlariga o'z ixtiyori bilan kontrabanda ashyolarini topshirsa Jinoyat kodeksining

246-moddasi bo'yicha kvalifikatsiya qilinishini talab etmaydi hamda tegishli JK 244¹-moddasi Diniy ekstremizm, separatizm va aqidaparastlik g'oyalari bilan yo'g'rilgan, qirg'in solishga yoki fuqarolarni zo'rlik bilan ko'chirib yuborishga da'vat etadigan yoxud aholi orasida vahima chiqarishga qaratilgan materiallarni tayyorlash yoki ularni tarqatish maqsadida saqlash, 248-moddasi Tegishli litsenziyalarsiz yoki ruxsatnomalarsiz o'qotar qurolni, o'q-dorilarni, o'qotar qurolning asosiy qismlarini saqlash, 251¹-moddasi Giyohvandlik vositalari, ularning analoglari yoki psixotrop moddalar hisoblanmaydigan kuchli ta'sir qiluvchi yoxud zaharli moddalarni o'tkazish maqsadida qonunga xilof ravishda saqlash, 253-moddasi Radioaktiv materiallarni saqlash, 276-moddasi Giyovandlik vositalari, ularning analoglari yoki psixotrop moddalarni o'tkazish maqsadini ko'zlamay, qonunga xilof ravishda saqlash nazarda tutilgan jinoyatlar bo'yicha kvalifikatsiya qilinishi lozim.

Shaxsning giyohvandlik vositalari, ularning analoglari yoki psixotrop moddalar to'g'risidagi zarur ma'lumotlarni deklaratsiyalab, bojxona organlariga o'z ixtiyori bilan giyohvandlik vositalarini topshirsa shaxsning harakatlari O'zbekiston Respublikasi Jinoyat kodeksining 246-moddasi bilan emas, balki O'zbekiston Respublikasi Jinoyat kodeksining 276-moddasi bilan tasniflash va jazo tayinlashda inobatga olish maqsadga muvofiq bo'ladi.

Sud amaliyotini o'rganish natijalari, bojxona to'g'risidagi qonunchilikni buzish va kontrabanda uchun javobgarlikka oid jinoyat ishlarini ko'rishda qonun normalarini turlicha talqin qilish va qilmishlarga noto'g'ri huquqiy baho berish kabi xatoliklarga yo'l qo'yilmoqda. Qonunchilikka kiritilgan o'zgartish va qo'shimchalarni e'tiborga olgan holda, amaliyotda uchrayotgan xato va kamchiliklarni bartaraf etish maqsadida Oliy sudi Plenumining 2023-yil 20-fevraldagi "Bojxona to'g'risidagi qonunchilikni buzish va kontrabandaga oid ishlar bo'yicha sud amaliyoti to'g'risida"gi 2-sonli qarori 19-bandiga yuqorida ta'kidlab o'tilganidek 2-xatboshi sifatida qo'shimchalar kiritish maqsadga muvofiq bo'ladi deb hisoblayman.

2-Taklif: O'zbekiston Respublikasining Jinoyat kodeksi 246-moddasi 1-qismi giyohvandlik vositalari, ularning analoglari yoki psixotrop moddalarni davlat chegarasidan noqonuniy olib o'tgan taqdirda jinoyatni kvalifikatsiya qilish jarayonida miqdoriga ko'ra ajratish va jazo tayinlashda inobatga olish maqsadga muvofiq bo'ladi.

O'zbekiston Respublikasining Jinoyat kodeksi 246-moddasi 1-qismida giyohvandlik vositalari, ularning analoglari yoki psixotrop moddalarni miqdori ko'rsatilmaganligi sababli, amaliyotda Oliy sudi Plenumining 2023-yil 20-fevraldagi "Bojxona to'g'risidagi qonunchilikni buzish va kontrabandaga oid ishlar bo'yicha sud amaliyoti to'g'risida"gi 2-sonli qarori 17-bandi 2-xatboshisida "Bojxona chegarasi orqali Jinoyat kodeksining 246-moddasi 1-qismida ko'rsatilgan kontrabanda predmetlarini o'tkazishda ifodalangan harakatlarni kvalifikatsiya qilishda kontrabanda predmetlarining miqdori huquqiy ahamiyat kasb etmaydi" deb ko'rsatilganligi sababli, oz miqdordagi giyohvandlik vositalari, psixotrop moddalarni kontrabanda yo'li bilan olib o'tilgan holatlarga Jinoyat kodeksining 246-moddasi 1-qismi bilan malakalanib kelinmoqda.

O'zbekiston Respublikasi Vazirlar Mahkamasining "Giyohvandlik vositalari, psixotrop moddalar va prekursorlarni O'zbekiston Respublikasi hududiga olib kirish, undan olib chiqish va tranzit tarzida o'tkazish tartibini, shuningdek ularning muomalada bo'lishiyuzasidan nazoratni takomillashtirish to'g'risida"gi 2015-yil 12-noyabrdagi 330-son qaroriga o'zgartirishlar kiritish haqida 2018-yil 27-oktyabr kungi 878-sonli qarori bilan giyohvandlik vositalari va psixotrop

moddalarning ko‘p bo‘lmagan, ozginadan ko‘proq va ko‘p miqdori belgilangan ro‘yxati tasdiqlangan bo‘lib, ushbu ro‘yxatda ko‘rsatilgan ko‘p bo‘lmagan miqdor oz miqdorni tashkil qiladi.

Shaxsning giyohvandlik vositalari va psixotrop moddalarni oz miqdorda o‘tkazish maqsadini ko‘zlamay saqlashdan iborat harakatlari O‘zbekiston Respublikasi Jinoyat kodeksining 276-moddasi 1-qismi bilan emas, balki Ma‘muriy javobgarlik to‘g‘risidagi kodeksining 56-moddasi bilan tasniflanib, eng kam ishhaqining bir baravaridan ikki baravarigacha miqdorda jarima solishga sabab bo‘ladi. Lekin, giyohvandlik vositalari va psixotrop moddalarni oz miqdorda bojxona chegarasidan qonunga xilof ravishda o‘tkazganlik uchun to‘g‘ridan-to‘g‘ri Jinoyat kodeksining 246-moddasi 1-qismi bilan malakalanib, besh yildan o‘n yilgacha ozodlikdan mahrum qilish bilan jazolanadi.

Respublikamizda hozirgi kunda sud-huquq sohasida liberalizatsiya siyosati amalga oshirilayotgan bir vaqtda giyohvandlik vositalari va psixotrop moddalarni oz miqdorda bojxona chegarasidan qonunga xilof ravishda o‘tkazganlik uchun ichki hududda noqonuniy saqlashga nisbatan jazo miqdori nihoyatda og‘ir va bu odillik tamoyiliga zid bo‘lib qoladi. Yuqoridagilarni inobatga olgan holda Jinoyat kodeksining 246-moddasi 1-qismi giyohvandlik vositalari, ularning analoglari yoki psixotrop moddalarni davlat chegarasidan noqonuniy olib o‘tgan taqdirda jinoyatnikvalifikatsiya qilish jarayonida miqdoriga ko‘ra ajratish va jazo tayinlashda inobatga olish maqsadga muvofiq bo‘ladi.

3-Taklif: Giyohvandlik vositalari, ularning analoglari yoki psixotrop moddalar bilan bir qatorda mazkur vositalarni tayyorlashda ishlatiladigan xomashyo hisoblangan prekursorlar bilan noqonuniy muomala qilish bilan bog‘liq huquqbuzarlik holatlari ortib borayotganligini, hozirgi kunda amaliyotda shunday holat sodir bo‘lgan taqdirda uni aynan qaysi modda bilan kvalifikatsiya qilish masalasi ochiq qolayotganligini inobatga olgan holda O‘zbekiston Respublikasining Jinoyat kodeksi 246-moddasiga prekursorlar bilan bog‘liq holatlar sodir etilgan taqdirda javobgarlik masalalarini belgilab qo‘yish kerak.

O‘zbekiston Respublikasining Jinoyat Kodeksi 273-moddasida “Giyohvandlik vositalari, ularning analoglari yoki psixotrop moddalarni laboratoriyalarda yoxud o‘zganing mulki hisoblangan vositalar va asbob-uskunalardan yoki prekursorlardan foydalangan holda qonunga xilof ravishdatayyorlash yoki qayta ishlash, shuningdek bunday vositalarni iste‘mol qilish yoki tarqatish uchun bangixonalar tashkil qilish yoki saqlash...”,- deb belgilab qo‘yilgan. Giyohvandlik vositalari, psixotrop moddalar prekursorlariga qarshi kurash hamda javobgarlik masalalari takomillashtirilishi natijasida 2018-yil 22-oktyabr kuni O‘RQ-503-son Qonuni bilan O‘zbekiston Respublikasining Jinoyat kodeksi — 19, 56, 127, 207, 246, 251¹, 261, 273, 274, 275 va 276-moddalarining tegishli bandlariga “giyohvandlik vositalari” degan so‘zlardan keyin “ularning analoglari” degan so‘zlar bilan to‘ldirildi. Biroq, Jinoyat kodeksining 273-moddasidan tashqari boshqa birorta moddasida mazkur giyohvandlik vositalari tayyorlashda foydalaniladigan prekursorlarni O‘zbekiston Respublikasi bojxona chegarasi orqali noqonuniy olib o‘tish hamda noqonuniy muomalasi uchun javobgarlik belgilanmaganligini ko‘rishimiz mumkin. Shu o‘rinda aytib o‘tish kerakki O‘RQ-503-son Qonuni bilan Jinoyat Kodeksining VIII-bo‘limi “Prekursorlar” atamasi bilan to‘ldirilgan bo‘lib, binobarin: Prekursorlar — prekursorlar ro‘yxatiga kiritilgan va O‘zbekiston Respublikasida nazoratga olinadigan, giyohvandlik vositalarini, ularning analoglarini va psixotrop moddalarni tayyorlash uchun

foydalaniladigan moddalar deb kiritilgan.

Xorijiy davlatlar tajribasi shuni ko'rsatadiki kontrabanda bilan bog'liq jinoyatlar, xususan giyohvandlik vositalari ularning prekursorlari, psixotrop moddalar bilan bog'liq jinoyatlar nafaqat O'zbekiston Respublikasi ehtimol butundunyo mamlakatlari uchun doimiy ravishda jiddiy muammo bo'lib kelgan. O'zbekiston Respublikasining Jinoyat kodeksi 246, 270-276-moddalari bilan mazkur jinoyatlar uchun javobgarlik belgilangan. Lekin, faqatgina 273-moddasida prekursorlar bilan bog'liq jinoyatlar uchun javobgarlik belgilangan bo'lib, O'zbekiston Respublikasi bojxona chegarasi orqali noqonuniy o'tish hamda noqonuniy muomalasi uchun javobgarlik masalalari ochiq qolmoqda. Kelgusida mazkur bo'shliqni to'ldirish maqsadida Jinoyat kodeksining tegishli moddalariga prekursorlar bilan bog'liq jinoyatlar uchun javobgarlik masalalarini yanada takomillashtirish maqsadga muvofiq bo'ladi.

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MAKTABGACHA YOSHDAGI BOLALARNING XULQ-ATVORIGA TA'SIR QILISHNING PEDAGOGIK PSIXOLOGIK XUSUSIYATILARI

Turumbetova Zamira Yusupbayevna

Qoraqalpoq davlat universiteti “Pedagogika va psixologiya”
kafedrasining v.v.b. dotsenti

Dauletmuratova Klara Kurbanbayevna

Qon'irat rayyoni 1-son kasb-hunar maktabi oquv bo'lim boshlig'i.

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Annotatsiya. Ushbu maqolada maktabgacha yoshdagi bolalarning xulq-atvoriga ta'sir etuvchi pedagogik va psixologik jihatlar yoritilgan. Keng qamrovli adabiyotlarni tahlil qilish orqali tadqiqot o'qituvchilar tomonidan xulq-atvorni shakllantirishning samarali usullarini o'rganadi, o'yindagi asosiy psixologik tamoyillarni o'rganadi va turli tadqiqotlarning natijalarini taqdim etadi. Usullar bo'limida amaliy yondashuvlar, natijalar bo'limida esa natijalar muhokama qilinadi. Munozara bo'limi ushbu topilmalarni sharhlaydi va xulosa maktabgacha ta'limga ta'siri haqida tushuncha beradi, so'ngra kelajakdagi tadqiqotlar uchun takliflar beradi.

Kalit so'zlar: Maktabgacha yoshdagi bolalar, xulq-atvorni o'zgartirish, pedagogika, psixologiya, erta bolalik ta'limi, guruhni boshqarish, ijobiy mustahkamlash, ijtimoiy ta'lim, o'qituvchi strategiyalari.

PEDAGOGIKAL PSIXOLOGIKAL FEATURES OF THE INFLUENCE ON THE BEHAVIOR OF PRESCHOOL CHILDREN

Abstract. This article delves into the pedagogical and psychological aspects that influence the behavior of preschool children. Through a comprehensive literature analysis, the study explores effective methods employed by educators to shape behavior, examines key psychological principles at play, and presents findings from various research studies. The methods section outlines practical approaches, while the results section discusses outcomes. The discussion section interprets these findings, and the conclusion offers insights into the implications for preschool education, followed by suggestions for future research.

Keywords: Preschool children, behavior modification, pedagogy, psychology, early childhood education, classroom management, positive reinforcement, social learning, teacher strategies.

ПЕДАГОГИЧЕСКО-ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ ВОЗДЕЙСТВИЯ НА ПОВЕДЕНИЕ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА

Аннотация. В данной статье рассматриваются педагогические и психологические аспекты, влияющие на поведение детей дошкольного возраста. Благодаря обширному обзору литературы в исследовании изучаются эффективные способы формирования поведения учителей, изучаются лежащие в их основе психологические принципы и представлены результаты различных исследований. В разделе «Методы» обсуждаются практические подходы, а в разделе «Результаты» обсуждаются результаты. В разделе обсуждения интерпретируются эти результаты и дается понимание последствий этого вывода для дошкольного образования, а затем предлагаются предложения для будущих исследований.

Ключевые слова: дошкольники, модификация поведения, педагогика, психология, дошкольное образование, групповое управление, положительное подкрепление, социальное обучение, стратегии учителя.

Maktabgacha yoshdagi bolalar o'zlarining asosiy ko'nikmalar va xulq-atvor egallaydigan muhim rivojlanish bosqichini belgilaydilar. Ushbu maqola maktabgacha yoshdagi bolalarning xulq-atvoriga ta'sir qiluvchi pedagogik va psixologik xususiyatlarni ochishga qaratilgan bo'lib, o'qituvchilarga ijobiy xatti-harakatlarni tarbiyalashning samarali strategiyalari haqida tushuncha berishga qaratilgan.

Ushbu xususiyatlarni o'rganish uchun aralash usulli yondashuv qo'llanildi. Sifatli ma'lumotlar guruh kuzatuvlari orqali, miqdoriy ma'lumotlar esa xatti-harakatlarni kuzatish jadvallari orqali to'plandi. Ishtirokchilar maktabgacha tarbiya o'qituvchilari va turli xil ijtimoiy-iqtisodiy kelib chiqishi bo'lgan talabalar, vakillik namunasini ta'minladilar.

Maktabgacha yoshdagi bolalarning xatti-harakatlariga ta'sir qilish turli xil pedagogik va psixologik tamoyillarni tushunish va qo'llashni o'z ichiga oladi. Bu erda e'tiborga olish kerak bo'lgan ba'zi asosiy pedagogik va psixologik xususiyatlar:

Rivojlanish Tarmoqlari:

- Maktabgacha yoshdagi bolalarning rivojlanish bosqichlarini tan olish va tushunish. O'zingizning yondashuvingizni ularning bilim, ijtimoiy, hissiy va jismoniy imkoniyatlariga qarab moslashtiring¹⁴¹.

Ijobiy Mustahkamlash:

- Istalgan xatti-harakatlarni rag'batlantirish uchun ijobiy mustahkamlashdan foydalaning. Maqtov, mukofotlar va ijobiy fikrlar maktabgacha yoshdagi bolalarni ijobiy harakatlarni takrorlashga undashi mumkin.

Mustahkamlik:

- Izchil qoidalar va umidlarni o'rnatish. Bashorat qilish maktabgacha yoshdagi bolalar uchun xavfsizlik hissi yaratadi, ulardan nima kutilayotganini tushunishga yordam beradi.

Xulq-atvorni Modellashtirish:

- Ijobiy namuna bo'ling. Maktabgacha yoshdagi bolalar ko'pincha kattalar va tengdoshlarini kuzatish orqali o'rganadilar. Siz qabul qilmoqchi bo'lgan xatti-harakatlaringizni namoyish eting¹⁴².

Aniq aloqa:

- Oddiy va tushunarli tildan foydalaning. Maktabgacha yoshdagi bolalar hali ham til ko'nikmalarini rivojlantirmoqdalar, shuning uchun samarali muloqot juda muhimdir. Og'zaki ko'rsatmalarni qo'llab-quvvatlash uchun ko'rgazmali qurollar va imo-ishoralardan foydalaning.

Shaxsiy farqlar:

- Maktabgacha yoshdagi bolalarning qobiliyatlari, qiziqishlari va kelib chiqishidagi xilma-xillikni tan oling va qadrlang. O'qitish usullarini individual farqlarga moslashtiring.

O'yin asosida o'rganish:

- O'yinni o'rganishning Markaziy komponenti sifatida foydalaning. O'yin-bu yosh bolalarning atrofdagi dunyoni o'rganish va anglashning tabiiy usuli.

¹⁴¹ F.Qodirova, Sh.Toshpo'latova, M.A'zamova. "Maktabgacha pedagogika". - T., "Ma'naviyat".2013

¹⁴² Sh.Sodiqova "Maktabgacha pedagogika". "Tafakkur sarchashmalari" T.: 2013 y.

Ijtimoiy Hamkorlik:

- Ijtimoiy hamkorlikni rivojlantirish. Maktabgacha yoshdagi bolalar o'rtasida almashish, hamkorlik va muloqotni rag'batlantirish. Guruh faoliyati ijtimoiy ko'nikmalarni rivojlantirishga yordam beradi.

Sabr va moslashuvchanlik:

- Sabr-toqat va moslashuvchanlikni namoyish eting. Preschoolers hali ularning his-tuyg'ularini va xatti tartibga solish uchun o'rganayotgan. Zarur bo'lganda strategiyalaringizni moslashtirishga tayyor bo'ling.

Ijobiy Muhit:

- Ijobiy va qo'llab-quvvatlovchi o'quv muhitini yaratish. Mehmondo'st atmosfera xavfsizlik hissini uyg'otadi va izlanish va o'rganishni rag'batlantiradi.

Rivojlanishga Mos Amaliyotlar:

- Rivojlanish uchun mos o'qitish usullari va materiallaridan foydalaning. Faoliyat va darslar maktabgacha yoshdagi bolalarning bilim va jismoniy qobiliyatlariga mos kelishi kerak.

Mustaqillikni Rag'batlantirish:

- Maktabgacha yoshdagi bolalarga tegishli chegaralar ichida tanlov qilishga ruxsat berish orqali mustaqillik tuyg'usini tarbiyalash. Bu ularning qaror qabul qilish ko'nikmalarini rivojlantirishga yordam beradi¹⁴³.

Hissiyotlarni Tushunish:

- Maktabgacha tarbiyachilarga his-tuyg'ularini tushunishga va ifoda etishga yordam bering. Hissiy savodxonlikni o'rgatish o'zini o'zi boshqarish va ijtimoiy aloqalarni yaxshilashga hissa qo'shishi mumkin.

Ota-onalar bilan hamkorlik:

- Ota-onalar bilan ochiq muloqotni saqlang. Har bir bolaning shaxsiy ehtiyojlarini tushunish va xulq-atvor naqshlari haqida tushuncha almashish uchun ular bilan hamkorlik qiling.

Muammoni hal qilish qobiliyatlari:

- Muammoni hal qilish ko'nikmalarini rag'batlantirish. Maktabgacha yoshdagi bolalarga muammolarni qanday aniqlashni, echimlarni o'rganishni va qo'llab-quvvatlovchi tarzda qaror qabul qilishni o'rgating.

Ushbu pedagogik va psixologik xususiyatlarni o'z ichiga olgan holda, o'qituvchilar va tarbiyachilar maktabgacha yoshdagi bolalar uchun ijobiy va samarali o'quv muhitini yaratishi, ularning ijtimoiy, hissiy va kognitiv rivojlanishiga yordam berishi mumkin.

Topilmalar maktabgacha ta'limda ijobiy mustahkamlash va ijtimoiy ta'limning ahamiyati to'g'risida mavjud adabiyotlar bilan mos keladi. Natijalar o'qituvchilarni xulq-atvorni boshqarishning samarali strategiyalari bilan jihozlash uchun malaka oshirish dasturlari zarurligini ta'kidlaydi. Bundan tashqari, tadqiqot bolalar xulq-atvorini shakllantirishda pedagogika va psixologiyaning o'zaro bog'liqligini ta'kidlaydi.

Xulosalar

Xulosa qilib aytganda, ushbu tadqiqotda o'rganilgan pedagogik va psixologik xususiyatlar maktabgacha yoshdagi bolalarning xatti-harakatlariga sezilarli ta'sir ko'rsatadi. O'qituvchilar ijtimoiy ta'lim nazariyalariga mos keladigan strategiyalarni o'z ichiga olgan holda ijobiy va qo'llab-

¹⁴³ Xasanboeva O.U. va boshqa. Maktabgacha ta'lim pedagogika .T.; Ilm ziyo. 2006.

quvvatlovchi o'quv muhitini yaratishga ustuvor ahamiyat berishlari kerak. Natijalar guruhdan tashqarida bo'lib, bolalarning uzoq muddatli rivojlanishiga ta'sir qiladi.

Kelajakdagi tadqiqotlar erta bolalik davridagi aralashuvlarning xulq-atvor natijalariga uzoq muddatli ta'sirini o'rganishi kerak. Xulq-atvorni shakllantirishda madaniy omillarning rolini o'rganish va maktabgacha ta'limga texnologiyaga asoslangan aralashuvlar samaradorligini baholash ham o'rganishga loyiq yo'llardir. Bundan tashqari, bo'ylama tadqiqotlar keyinchalik ta'lim bosqichlarida ichiga xulq naqsh qat'iylik ichiga fikr-mulohazalarini mumkin.

Ushbu maqola maktabgacha ta'limda pedagogika va psixologiya o'rtasidagi murakkab o'zaro bog'liqlik atrofidagi bilimlarning o'sib borishiga yordam beradi, o'qituvchilar uchun amaliy tushunchalarni taqdim etadi va ushbu muhim sohada keyingi tadqiqotlar uchun zamin yaratadi.

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ЎЗЛИКСИЗ ТӘЛИМ-ТӘРБИЯНЫ РАЎАЖЛАНДЫРЫҶДА МИЛЛИЙ ҚӘДИРЯТЛАРДЫҶ АҶМИЙЕТИ

В.Ержанова

Қарақалпақ мәмлекетлик университети

Матсафаев Шараф Аширбаевич

Қоңырат районы 1-санлы кәсип-өнер мектеби Жаслар менен ислесиў бойынша
директор орынбасары.

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Аннотация. Мақалада жасларды миллий қәдриятлар тийкарында тәрбиялаўдың мазмуны, технологияси, методлари ва методологиясы жаңаша талқыланып, шахстың жоқары дәрежедеги қәдриятын қәлиплестириўге қаратылған тәрбияның теориялық хәм әмелий негизи сәўлеленген.

Таяныш сөзлер: тәлим, тәрбия, қәдрият, әдеп икрамлылық, мәданият, эстетика, психология, өзин-өзи тәрбиялаў, өзлигин аңлаў, кәмил инсан, шахс.

THE IMPORTANCE OF NATIONAL VALUES IN THE DEVELOPMENT OF CONTINUOUS EDUCATION

Abstract. The article discusses a new approach to the content, technology, methods and methodology of educating schoolchildren on the basis of national values, shows the theoretical and practical foundations of education aimed at forming a high value of the individual.

Key words: education, upbringing, value, morality, culture, psychology, self-education, aesthetics, personality, self-knowledge.

ЗНАЧЕНИЕ НАЦИОНАЛЬНЫХ ЦЕННОСТЕЙ В РАЗВИТИИ НЕПРЕРЫВНОГО ОБРАЗОВАНИЯ

Аннотация. В статье рассматривается о новом подходе к содержанию, технологии, методам и методике воспитания школьников на основе национальных ценностей, показаны теоретические и практические основы воспитания, направленного на формирование высокой ценности личности.

Ключевые слова: образование, воспитание, ценность, нравственность, культура, психология, самовоспитание, эстетика, личность, самопознание.

Ўзликсиз тәлим-тәрбия системасын раўажландырыўды әмелге асырыў ис-илажлары – бул билимлендириў системасын демократиялық хәм инсаныйлық бағдарларында қайта курыў мененде байланыслы. Себеби инсаныйлық идеялары хәм принциплары миллий идея менен тығыз байланыслы болып, инсанның материаллық хәм руўхый жетилисиўин, еркин, ғәрезсиз, дәретиўшилик искерлигин, адамлардың өз-ара қарым-қатнасы, дослығы, бирлесиги хәм бир-бирине ғамқорлығы сыяқлы ең жоқары дәрежедеги инсаный пазийлетлерин өз ишине алады. Адалатлылық, хадаллық, пәклик, туўры сөзлилилик, мийнетсүйгишлик, хұжданлылық, ийманлылық, миймандослық, ар-намыслылық, ийбелилик, ел-журт мәпин өз мәпинен үстин қойыў сыяқлы уллы пазийлетлерде инсаныйлықтың белгиси саналады.

«Ўзликсиз тәлим» - тәжирийбели, бәсекиге шыдамлы кадрлар таярлаўдың тийкары болып, тәлимнің барлық түрлерин, мәмлекетлик тәлим стандартларын, кадрлар таярлаў систеасы структурасы хәм оның искерлик көрсетиў орталығын өз ишине алады. Мине усы

үзлексіз тәлімді миллий идеяға тийкарланған миллий қәдирятлар арқалы тәрбиялау бүгинги күннің актуал мәселелери есапланады. Буннан мақсет ең дәслеп, миллий қәдирят, миллий идея өзи не екенлигин аңлап жетиу хәм оны жаслар санасына тәсири қай дәрежеде екенлигин санасына сиңдириуден ибарат. Миллий идея хәм идеологияның тарийхый негизлери- халқымыздың әсирлер дауамында сынаулардан өтип киятырған бай мәдений хәм рухый мийрасы, миллий қәдирятлары, үрп-әдетлери хәм дәстүрлери, қосықлары хәм байрамлары, мәресимлериндеги еркинлик ушын гүрес рухы, ата-бабаларымыздың уллы ислери хәм оларды әмелге асрыуда рухый күши, пикирлеуи тәризинде көринеди. Бул ой-пикирлердің орайында ең уллы әжайыбат болған инсан уллылығы, инсан қәдири идеясы турады. Инсан қәдирлениуи лазым, себеби мәмлекетимиздің турмысы, рауажланыуи әне усы мийнеткеш инсанлардың мийнетине, искелигине байланыслы. Сонлықтан Шығыста кәмил инсан идеясы әйемнен уллы мақсет болып, данышпанларымыз бул бойынша кең пикирлеген.

Алымларымыз изертлеулери хәм бүгинги күндеги билимлендириуи сиясатынан келип шыгып соны айтыуымыз мүмкин, үзлексіз тәлім-тәрбия процесинде миллий идеяға тийкарланған миллий қәдирятларды жаслар қәлби хәм санасына сиңдириудің тийкарғы бағдарларынан төмендеги ұазыйпалар көзде тутылып ис алып барылады:

1. Билимлендириуи мәкемелеринде балалар хәм талабалар жасына мас тәризде миллий ғәрезсизлик идеологиясын сиңдириуде дифференциал педагогикалық-психологиялық бағдарламасын жаратыуи.

2. Кадрлар таярлауи миллий бағдаламасы тийкарында оқыушы-талабалар санасында миллий идея, миллий қәдирятларды қәлиплестириуи жұмысларын үзлексіз тәризде алып барыуи.

3. Оқыу бағдаламалары, сабақлық хәм қолланбаларды миллий ғәрезсизлик идеологиясы, миллий қәдирятларды терең сәулелендириуи.

4. Мектеп, лицей, колледж, институт хәм университетлерде миллий тәрбияны бугунги кун талаптары дәрежесине көтериуи.

5. Педагог кадрлардың миллий идеология, миллий қәдирятлар бойынша билимлерин тереңлестириуи.

6. Тәлім-тәрбияның хәр бир басқышында миллийликти жаслардың санасына сиңдириуи факторларын нәзерде тутыуи.

Үзлексіз тәлім хәм тәрбияның әхмийетли басқышы мектепке шекемги билимлендириуи мәкемелери есапланады. Бул орында хәр бир ата-ананың перзентлериниң мектепке шекемги тәрбиясы оның кейинги рауажланыуи дәуиринде қаншелли әхмийетке ийе болыуы, бу дәуир үзлексіз тәлім хәм тәрбияның тийкарғы басқышы екенлигин аңлап жетиуге ерисиуи зәрүр. Бунда шаңарақтың мектепке шекемги билимлендириуи мәкемелери системасына избе-из уйғынласыуына ерисиуи нәзерде тутылған. Бул дәуирдеги барлық мектепке шекемги билимлендириуи мәкемелери балалардың улыума сауатлылығы хәм мектепке шекемги тәлім-тәрбияға таярлауи процесиниң әхмийетли хәм зәрүрли басқышы сыпатында қаралып келинбекте. Тиккелей тәлім бериуиши мәкемелер (мектептер, лицей, колледж, техникумлар, жоқары оқыу орынлары) миллий тәрбияның тийкарғы ошақлары есапланады. Олардың барлығы әмелге асырылатуғын миллий тәлім процесинде барлық

оқыў қолланбалары хәм сабақлықлар қосымша әдебиятларда төмендеги факторларда көрсетиледи:

- Ўатан хәм миллий мақтаньш туйғысын қәлиплестириў;
- шаңарақтың ўатансүйиўшилиқ сезимин тәрбиялаўдағы ролин көрсетиў;
- мэкән пухаралары жыйынлары өзин-өзи басқарыў мектеби екенлигин түсиндириў;
- улыўмаинсаный қәдириятлардың миллетлер аралық татыўлық, дүньялық илимлерге умтылыў хәм раўажланған мәдениятты қәлиплестириў куралы екенлигин уқтырыў;
- ағартыўшылықтың шахс интеллектуал потенциалын арттырыўдағы имканиятлары кеңлигин дәлийллеў;
- тарийхтың, қәдирияттың философиялық тийкарын жаратыўдағы әҳмийетин ашып бериў;
- хуқукий мәденият саламат дүньяқарастың әҳмийетли факторы екенлигин туўралы мағлыўматларды көбейтиў.

Бул ис-илажлар социал-гуманитар пәнлердиң мәнис-мазмуны хәм оларды оқытыў технологияларын жетилистириўди, жасларды еркин пикирлей алыўға, унамлы өзгерислерге бийпарық болмаған, терең билимлерге умтылып жасаўға үйретиўди талап етеди. Билимлендириў процесинде жәмийетлик тренинг шынығыўлардың миллий менталитетке мас формаларынан нәтийжели пайдаланыў тарийхий хәм мәдений мийрасын терең үйрениў менен бир қатарда, алдынғы, заманагөй билимлер ийеси болыўға умтылыўдың артыўына түртки болады.

Билимлендириў мәкемелеринде дәретилген қолланбалар, класс хәм аудиторияларға бәрин миллий қәдириятларға тийкарланған тәлим бериў жәмийетлик рекламалар менен куралландырыў мақсетке муўапық. Жаслардағы саламат дүньяқарас хәм илимге қуштарлық хәр тәрәплеме қоллап-қуўатлаўда қәўендер шөлкемлери имканиятарынан толық пайдаланып хәмде сол арқалы жәмийет кең қатламлары ўәкиллерин тәлим-тәрбияны жетилистириўге бағдарлаў зәрүр.

Ең әҳмийетлиси «Кадрлар таярлаў миллий бағдарламасы» хәр тәрәплеме бәркамал, билимли, тәжирийбели жасларды камалға келтириўдиң жәмийетимиз тәрәпинен қабыл етилген тарийхий хұжетлер екенин түсиндириў хәм оны әмелге асырыўға пүткил күшти бағдарлаўға әмелият процесинде итибар берилген.

Жуўмақлап айтқанда, бүгинги күнде миллий психологиялық иммунитетти қәлиплестириў кураллары: а) күшли система; б) қәдириятлар системасы; в) мақсетлер системасы формасында бағдарланған. Жоқарыда талқыланған ҳалатлар билимлендириў мәкемелеринде әмелге асырылатуғын тәрбиялық процесс, психологиялық иммунитетти қәлиплестириў ис-илажлары замангөй педагогикалық-психологиялық, инновациалық технологияларды қолланыў зәрүрлигин келтирип шығарады.

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BARKAMOL AVLODNI SOG'LOM ETIB TARBIYALASHDA SOG'LOM TURMUSH TARZINING O'RNI VA AHAMIYATI

Atamuratova Surayyo Shavkatovna

Xorazm viloyati Urganch shaxri Urganch

Abu Ali Ibn Sino nomidagi Jamoat salomatligi texnikumi

“Asab kasalliklari va teri tanosil kasalliklari” da

hamshiralik ishi fanlari o'qituvchisi.

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Annotatsiya. Maqolada sog'lom turmush tarzi, uning barkamol avlodni tarbiyalashda tutgan o'rni tahlil qilinib, ushbu tushunchaga tegishli bo'lgan bir qancha ta'riflar berilgan. Sog'lom turmush tarzi va uning tarkibiga kiruvchi tushunchalar haqida ma'lumot berib, ushbu tushunchalar tahlil qilingan.

Kalit so'zlar: Sog'lom turmush tarzi, barkamol avlod, insonning jismoniy va ma'naviy kamoloti, sog'lom turmush tarzining madaniyatda tutgan o'rni, sog'lom turmush tarzi va uning tarkibiy qismlari.

THE ROLE AND IMPORTANCE OF A HEALTHY LIFESTYLE IN THE UPBRINGING OF A COMPETENT GENERATION AS A HEALTHY ONE

Abstract. The article analyzes a healthy lifestyle, its role in raising a harmonious generation and gives several definitions that apply to this concept. These concepts have been analyzed, providing information about a healthy lifestyle and the concepts that are part of it.

Keywords: a healthy lifestyle, a harmonious generation, physical and spiritual maturity of a person, the role of a healthy lifestyle in culture, a healthy lifestyle and its components.

РОЛЬ И ЗНАЧЕНИЕ ЗДОРОВОГО ОБРАЗА ЖИЗНИ В ВОСПИТАНИИ ЗДОРОВОГО ПОКОЛЕНИЯ

Аннотация. В статье анализируется здоровый образ жизни, его роль в воспитании гармоничного поколения, дается несколько определений, которые относятся к данному понятию. Эти концепции были проанализированы, предоставив информацию о здоровом образе жизни и концепциях, входящих в его состав.

Ключевые слова: здоровый образ жизни, гармоничное поколение, физическое и духовное созревание человека, роль здорового образа жизни в культуре, здоровый образ жизни и его составляющие.

O'zbekistonda demokratik huquqiy davlat va fuqarolik jamiyatini shakllantirishda barkamol avlodni tarbiyalash masalasi muhim ahamiyat kasb etadi. Barkamol avlodni tarbiyalash masalasi esa jamiyatda sog'lom turmush tarzini qaror toptirishga bevosita bog'liqdir. Sog'lom turmush tarzi jamiyat hayotida amalga oshirilayotgan barcha o'zgarish va yangilanish jarayonlarining asosini tashkil etadi. Jamiyat hayotida inson salomatligini ta'minlash tabiiy atrof-muhit holati bilan bir qatorda, ijtimoiy hayot, inson tarbiyasi bilan bevosita bog'liq bo'lgan jarayondir. Falsafiy ma'noda inson biopsixosotsial tizim bo'lib hisoblansa, insonning biologik, psixologik va ijtimoiy salomatligini ta'minlash jamiyatda sog'lom turmush tarzini qaror toptirish asosida amalga oshiriladi.

Sog'lom turmush tarzi – bu insonning xatti-harakatlarining individual tizimi bo'lib, unga haqiqiy muhitda (tabiiy, texnogen va ijtimoiy) jismoniy, ruhiy va ijtimoiy farovonlik va uzoq umr

ko‘rishni ta‘minlaydi. Sog‘lom turmush tarzi fiziologik va ruhiy jarayonlarning normal borishi uchun eng yaxshi sharoitlarni yaratadi, bu turli kasalliklarning ehtimolini kamaytiradi va insonning umr ko‘rish davomiyligini oshiradi. Sog‘lom turmush tarzi bizning maqsad va vazifalarimizni amalga oshirishga, rejalarimizni muvaffaqiyatli amalga oshirishga, qiyinchiliklarni engishga yordam beradi. Insonning o‘zi tomonidan qo‘llab - quvvatlanadigan va mustahkamlangan yaxshi sog‘liq, unga uzoq va quvonchli hayot kechirishga imkon beradi. Salomatlik har bir insonning, umuman, butun jamiyatning bebaho boyligidir.

Sog‘lom turmush tarzi – axloqiy, faol, mehnat, sabr-toqat tamoyillariga asoslangan va shu bilan birga, atrof-muhitning salbiy ta‘siridan himoya qiluvchi, keksalikka qadar axloqiy, aqliy va jismoniy salomatlikni saqlashga imkon beradigan hayot. Sog‘lom turmush tarziga quyidagilar kiradi: samarali mehnat, ratsional ovqatlanish, biologik ritmga rioya qilish, optimal harakat rejimi, shaxsiy gigiyena, kundalik rejimga rioya qilish. Sog‘lom turmush tarzi haqida turlicha qarashlar ilgari surilgan bo‘lib, falsafiy va sotsiologik yo‘nalish vakillaridan P.A.Vinogradov, B.S.Erasov, O.A.Milshteyn, V.A.Ponomarchuk, V.I.Stolyarov va boshqalar sog‘lom turmush tarzini global ijtimoiy muammo, butun jamiyat hayotining ajralmas qismi deb hisoblaydilar. Salomatlikning uch turi mavjud bo‘lib, bular jismoniy, aqliy va axloqiy (ijtimoiy) salomatlikdir. Jismoniy salomatlikning mohiyati shundan iboratki, agar barcha organlar va tizimlar yaxshi ishlasa, unda butun inson tanasi (o‘zini-o‘zini boshqarish tizimi) to‘g‘ri ishlaydi va rivojlanadi. Ruhiy salomatlik miyaning holatiga bog‘liq bo‘lib, u fikrlash darajasi va sifati, diqqat va xotiraning rivojlanishi, hissiy barqarorlik darajasi, irodaviy fazilatlarining rivojlanishi bilan tavsiflanadi. Axloqiy salomatlik insonning ijtimoiy hayotining asosi bo‘lgan axloqiy tamoyillar bilan belgilanadi. Shaxsning axloqiy salomatlik belgilari, eng avvalo, mehnatga ongli munosabatda bo‘lish, madaniyat xazinalarini o‘zlashtirish, oddiy turmush tarziga zid bo‘lgan odat va odatlardan faol ravishda voz kechishdir.

Sog‘lom turmush tarzi inson hayotining turli jabhalarini rivojlantirish, faol uzoq umr ko‘rish va ijtimoiy funksiyalarni to‘liq bajarish uchun zarur shartdir. Sog‘lom turmush tarzining dolzarbligi ijtimoiy hayotning murakkablashishi, salbiy o‘zgarishlarni keltirib chiqaradigan texnogen, ekologik, psixologik, siyosiy va harbiy xavfning kuchayishi natijasida inson tanasiga stresslarning ko‘payishi va o‘zgarishi bilan bog‘liq. Sog‘lom turmush tarzi inson hayotining turli jabhalarini rivojlantirish, faol uzoq umr ko‘rish va ijtimoiy funksiyalarni to‘liq bajarish uchun zarur shartdir. Sog‘lom turmush tarzining dolzarbligi ijtimoiy hayotning murakkablashishi, salbiy o‘zgarishlarni keltirib chiqaradigan texnogen, ekologik, psixologik, siyosiy va harbiy xavflarning kuchayishi natijasida inson tanasiga stresslarning ko‘payishi va o‘zgarishi bilan bog‘liq. Sog‘lom turmush tarzi quyidagi asosiy elementlarni o‘z ichiga oladi: “samarali mehnat, oqilona mehnat va dam olish rejimi, yomon odatlarni yo‘q qilish, optimal harakat rejimi, shaxsiy gigiyena, chiniqish, ratsional ovqatlanish va boshqalar”. Samarali mehnat sog‘lom turmush tarzining muhim elementidir. Inson salomatligiga biologik va ijtimoiy omillar ta‘sir qilib, ularning asosiysi mehnatdir. Mehnat va dam olishning oqilona rejimi sog‘lom turmush tarzining zarur elementidir. To‘g‘ri va qat‘iy rioya qilingan rejim bilan tananing aniq va zaruriy ish ritmi ishlab chiqiladi, bu ish va dam olish uchun maqbul sharoitlarni yaratadi va shu bilan salomatlikni mustahkamlash, mehnat qobiliyatini yaxshilash va mehnat unumdorligini oshirishga yordam beradi.

Yangilanayotgan O‘zbekistonda inson salomatligi, jismoniy barkamolligi, sog‘lom turmush tarzi madaniyatiga egaligi o‘ta muhim ijtimoiy qadriyat hisoblanadi. Millat salomatligini

ta'minlash, xalq genofondini bekam-u ko'st saqlash sog'lom turmush tarzi tufayligina etarlicha ijobiy tarzda hal etiladi. Bu esa, jamiyatning barcha ijtimoiy institutlari; oila, o'quv-tarbiya maskanlari, mahalla hamda mustaqil ta'lim oldiga jamiyatimiz fuqarolariga sog'lom turmush tarzi mazmuni va mohiyatini anglatish, yoshlarni sergak va bilimdon, barkamol shaxs qilib tarbiyalash masalasini ko'ndalang qilib qo'yadi.

Sog'lom turmush tarzi O'zbekistonda amalga oshirilayotgan yangilanish jarayonida odamlar o'rtasidagi sog'lom munosabatlar va namunaviy hulqning shakllantirish jarayonini tartibga soladi hamda tezlashtiradi. Sog'lom turmush tarzini shakllantirishda motivatsiya omili ham muhim ahamiyatga ega bo'lib, motivatsiya shaxsning ma'lum bir faoliyatni bajarishga kirishishi, harakatga keltirishi, uning muhimligini asoslashi va anglatishini o'zida ifodalaydi.

Sog'lom turmush tarzi murakkab ijtimoiy jarayonlarni o'zida ifodalaydi va sog'lom turmush tarzining mezonlariga shaxsning jamoatchilik va mehnat jarayonlarida faollik ko'rsatib, samarali ijodiy faoliyat bilan mashg'ul bo'lishi, oilada va kundalik turmushda namunali yashashi, o'zidagi jismoniy va ma'naviy qobiliyatlarni ro'yobga chiqarishga intilishi, tabiiy va ijtimoiy muhit bilan mutanosiblikda yashashi, sog'lom va barkamol inson bo'lib shakllanish uchun o'z shaxsini bosqichma-bosqich rivojlantirib borishga intilishi, nosog'lom turmush tarziga xos zararli odatlarning ta'siriga tushib qolishdan o'zini asrashga intilib yashashi, hayotda to'g'ri yashayotganidan qoniqish hosil qilib, zavqlanib yashashga intilishi, sog'lom turmush tarzini o'zi uchun bir umrga maqsad qilib tanlashi va shu yo'lda faoliyat olib borishi kabi qimmatli insoniy sifat va xususiyatlarni kiritish mumkin.

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YANGI O‘ZBEKISTON ZAMONAVIY TA’LIM TIZIMIDA SOG‘LOM TURMUSH TARZI TAMOYILINING KONSEPTUAL ASOSLARI

Atamuratova Surayyo Shavkatovna

Xorazm viloyati Urganch shaxri Urganch

Abu Ali Ibn Sino nomidagi Jamoat salomatligi texnikumi

“Asab kasalliklari va teri tanosil kasalliklari” da
hamshiralik ishi fanlari o‘qituvchisi.

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***Annotatsiya.** Rivojlangan jamiyatda aholining sog‘lig‘ini saqlash har bir mamlakatda ustuvor vazifalardan biri hisoblanadi. Bu ijtimoiy-iqtisodiy va ilmiy-texnik sohalarda davlatning rivojlanishi uchun muhim ahamiyatga ega. Ushbu maqolada Yangi O‘zbekiston zamonaviy ta’lim tizimida sog‘lom turmush tarzi tamoyilining konseptual asoslari yoritib berildi.*

***Kalit so‘zlar:** Sog‘lom, turmush tarzi, uzoq umr, gigiena, jismoniy tarbiya, yosh avlod, sog‘liq, jamiyat.*

CONCEPTUAL FOUNDATIONS OF THE PRINCIPLE OF A HEALTHY LIFESTYLE IN THE MODERN EDUCATIONAL SYSTEM OF NEW UZBEKISTAN

***Abstract.** Maintaining the health of the population in a developed society is one of the priorities in each country. It is important for the development of the state in the socio-economic and scientific and technical spheres. This article covered the conceptual foundations of the principle of a healthy lifestyle in the modern educational system of New Uzbekistan.*

***Keywords:** healthy, lifestyle, long life, hygiene, physical education, younger generation, Health, Society.*

КОНЦЕПТУАЛЬНЫЕ ОСНОВЫ ПРИНЦИПА ЗДОРОВОГО ОБРАЗА ЖИЗНИ В СОВРЕМЕННОЙ СИСТЕМЕ ОБРАЗОВАНИЯ НОВОГО УЗБЕКИСТАНА

***Аннотация.** В развитом обществе поддержание здоровья населения является одним из приоритетов в каждой стране. Это имеет важное значение для развития государства в социально-экономической и научно-технической сферах. В данной статье освещены концептуальные основы принципа здорового образа жизни в современной системе образования Нового Узбекистана.*

***Ключевые слова:** здоровье, образ жизни, долголетие, гигиена, физкультура, молодое поколение, здоровье, общество.*

O‘zbekistonda sog‘lom avlodni tarbiyalash masalasi davlat siyosatidagi eng muhim masalalardan biridir. O‘zbekistonning tashqi siyosatida o‘zaro tenglik va manfaatli hamkorlik masalasiga asosiy e‘tibor qaratilayotgan bo‘lsa, ichki siyosatda fuqarolarning bahtli va farovon hayot kechirishi, ularning sog‘lom turmush tarzini ta‘minlash masalasi dolzarb ahamiyat kasb etmoqda. Sog‘lom turmush tarzining rivojlanishida diniy va dunyoviy qadriyatlarni uyg‘unlashtirish O‘zbekistonning kelgusi taraqqiyot yo‘lini milliy va umuminsoniy qadriyatlar uyg‘unligi asosida belgilab beradi

Yangi jamiyatning zamonaviy tarbiya konsepsiyasi inson shaxsini, ya’ni barkamol, yetuk, qo‘yilgan maqsadga erkin va o‘z kuchi bilan erisha oladigan yoshlarni shakllantirishga qaratilgandir. Bu bir tomondan, shaxsning har tomonlama garmonik rivojlanishini, ikkinchi tomondan, uning butun rivojlanishi jarayonida ruhiy, jismoniy, ma’naviy sog‘lom o‘shini

ta'minlashni o'z ichiga oladi. Inson hayoti va sog'ligi eng katta ijtimoiy boylikdir. Bu oila, maktab va inson tarbiyasi, kamolot bilan shug'ullanuvchi maskanlar oldiga sog'lom turmush tarzini shakllantirish masalasini ko'ndalang qo'yadi. Millat sog'ligi tabiiy ravishda, sog'lom turmush tarzi orqali hal etiladi. Inson hayoti tabiati bilan uyg'unlikda kechadi. Insonlar tomonidan sodir etilgan salbiy xatti-harakatlar natijasida tabiat muvozanati buziladi. Buning natijasida ushbu xatti – harakatlar inson salomatligiga yomon ta'sir ko'rsatadi.

Darhaqiqat, tabiat, shuningdek, atrof-muhit musaffoligiga erishish kishilar o'rtasida keng yoyiladigan va inson salomatligiga jiddiy xavf soladigan kasalliklarning kelib chiqishining oldini oladi. Turli yuqumli kasalliklarning kelib chiqishida muhim manba bo'luvchi omillar sifatida issiq va sovuq havo, ochlik, ruhiy istirob, buzilgan taomni iste'mol qilish, tozalik va atrof-muhit ozodaligiga rioya qilmaslik, turli zararli hashorat va kemiruvchilarning ko'payishi hamda havoning ifloslanishi kabilar misol bo'ladi. Sog'lom turmush tarzini targ'ib qilish har xil yo'nalishlarda olib borilishi lozim. Bu, bir tomondan, yoshlar va kattalarga sog'lom turmushga oid ma'lum bir tibbiy va gigienik bilimlarni berishga, ularga sog'lom turmush tarzini organizm rivojiga qanday ta'sir etish haqidagi tasavvurlarning uyg'onishiga qaratilgan bo'lsa, ikkinchi tomondan, ta'lim – tarbiyada gigienik qoidalariga amal qilish, o'zini va yon atrofida qilarni sog'lig'ini asrashni kundalik odatga aylantirish ko'nikmalarini shakllantirishga bog'liqdir.

Jahon miqyosida aholi salomatligi yoshlarni turmush tarzini tashkil etish bo'yicha innovatsion dasturlar va loyixalar ustida ishlar olib borilishi va ularni tashkil etish masalasi yuqori cho'qqiga ko'tarilmoqda. Yoshlarning sog'lom turmush tarzini shakllantirish bu Yangi O'zbekiston Respublikasida yoshlarga oid davlat siyosatining bosh maqsadini asosini tashkil qiladi. Yangilanayotgan O'zbekistonda barkamol avlod g'oyasi asosida mazkur davlat siyosatiga molik muammoning ijtimoiy-huquqiy negizi yaratildi. Jumladan, O'zbekiston Respublikasining yangilangan Konstitutsiyasi, "Ta'lim to'g'risida"gi Qonuni, "Kadrlar tayyorlash milliy dasturi to'g'risida"gi, "Yoshlarga oid davlat siyosati to'g'risida"gi, "Fuqarolar sog'lig'ini saqlash to'g'risida"gi, "Odamning immunitet tanqisligi virusi bilan kasallanishining (OIV kasalligining) oldini olish to'g'risida"gi, "Nogironlarni ijtimoiy muhofaza qilish to'g'risida"gi, "Jismoniy tarbiya va sportni rivojlantirish to'g'risida"gi qarorlari, "Bola huquqlari kafolatlari to'g'risida"gi, "Voyaga etmaganlar o'rtasida nazoratsizlik va huquqbuzarliklarning profilaktikasi to'g'risida"gi, "Alkogol va tamaki mahsulotlarining tarqatilishi hamda iste'mol qilinishini cheklash to'g'risida"gi, "Aholining ijtimoiy himoyaga muhtoj qatlamlarini aniq yo'naltirilgan tarzda qo'llab-quvvatlashni kuchaytirish to'g'risida"gi, "O'zbekiston Respublikasida nogironlarni ijtimoiy himoya qilish to'g'risida"gi Qonunlar, "Oila kodeksi", "Mehnat kodeksi" O'zbekiston Respublikasi Vazirlar Mahkamasining "Etim bolalar va ota-ona qaramog'idan mahrum bo'lgan bolalarni turar joylar bilan ta'minlash chora-tadbirlari to'g'risida"gi, "Ta'lim muassasalarida o'quvchilarning sog'lom ovqatlanishi uchun shart-sharoitlarni ta'minlash chora-tadbirlari to'g'risida"gi qarori, "Imkoniyatlari cheklangan shaxslar uchun ixtisoslashtirilgan kasb-hunar kollejlari to'g'risida"gi Nizom, "16 yoshgacha bo'lgan bolalarga nogironlikni tayinlash tartibi to'g'risida"gi Nizom hamda hukumatning shu masalaga oid qator qaror va farmoyishlari qabul qilindi va amaliyotga kiritildi. Ayniqsa, yoshlarning tibbiy, huquqiy, jismoniy va sog'lom turmush madaniyatini shakllantirish, ular o'rtasida giyohvandlik, narkomaniya, OITS kasalliklariga qarshi kurashishga e'tibor kuchaytirilganligini O'zbekiston Respublikasi Prezidentining "O'zbekiston Respublikasida OIV infeksiyasi tarqalishiga qarshi kurash samaradorligini oshirishga doir

qo'shimcha chora tadbirlar to'g'risida"gi Qarori hamda O'zbekiston Respublikasi Vazirlar Mahkamasining "OITSGa qarshi kurash markazlarining tashkiliy tuzilmasini va faoliyatini takomillashtirish chora-tadbirlari to'g'risida"gi qarorlarida:

- yoshlarning huquq va erkinliklarni ro'yobga chiqarish;
- sog'lom turmush madaniyatini shakllantirish;
- ularni ijtimoiy muhofazalashning qat'iy tizimini yaratish;
- yoshlarning ijtimoiy faolligini oshirish, manfaatlarini yanada kengroq ro'yobga chiqarishni ta'minlash;
- nogironlarni to'laqonli hayot kechirishlariga, jamiyatning ijtimoiy-iqtisodiy va siyosiy turmushida faol qatnashishlari uchun shart-sharoitlar va imkoniyatlar yaratish;
- bolalikdan nogiron yoki hayotda orttirilgan jarohatlar natijasida yordamga muhtoj bo'lgan yoshlarga tibbiy yordam ko'rsatish;
- jismoniy tarbiya va sportni rivojlantirish orqali yoshlar sog'lom turmush madaniyatini shakllantirish;
- sog'lom farzandlar tug'ilishiga ta'sir etuvchi turli mikroelementlarni ular organizmiga yetkazish;
- ekologiya, atrof-muhitning yoshlar STMga ta'siri masalalariga ilmiy yondoshish;
- yoshlarning ma'naviy va jismoniy rivojlanishiga ta'sir etuvchi zararli odatlarni oldini olish va ularga qarshi kurashish;
- o'smirlar o'rtasida qonunbuzarlik va jinoyatchilikning oldini olish masalalariga qaratildi.

Mamlakatimizda har bir shaxs salomatligini asrab-avaylashga alohida e'tibor qaratilmoqda. O'zbekiston Respublikasini yana-da rivojlantirish bo'yicha Harakatlar strategiyasida "Jismonan sog'lom, ruhan va aqlan rivojlangan, mustaqil fikrlaydigan, Vatanga sodiq, qat'iy hayotiy nuqtai nazarga ega yoshlarni tarbiyalash, demokratik islohotlarni chuqurlashtirish va fuqarolik jamiyatini rivojlantirish jarayonida ularning ijtimoiy faolligini oshirish, bolalar va yoshlar o'rtasida sog'lom turmush tarzini shakllantirish, ularni jismoniy tarbiya va sportga keng jalb etish" bo'yicha muhim vazifalar belgilab berildi. Bu borada jamiyatimiz a'zolari, qolaversa, o'quvchi-yoshlarda sog'lom turmush tarzi ko'nikmalarini shakllantirish hamda rivojlantirishga, ularni jismoniy tarbiya va sportga yo'naltirish borasida ko'plab ilmiy-nazariy va amaliy asoslardagi tadqiqotlarning olib borilishi zaruratini belgilaydi.

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A COMPARATIVE ANALYSIS OF VULGARISMS IN ENGLISH AND UZBEK LANGUAGES

Xo'jaqulova Muxlisa Ibrogim qizi

Termiz state university Master's student

Mamataliyeva Navbahor Xo'jamberdiyevna

F.f.f.d(PhD)

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Abstract. The article discusses the specific linguistic aspects of vulgarisms expressing the character of people and other features of their personalities in the language of Khorezmian dastans. These issues are based on the texts of manuscripts and lithographs spread in the Khorezm region.

Key words: vulgarism, dialectal vulgarism, comparative analysis, dialectism, ethnography, ethnographic vulgarism.

СРАВНИТЕЛЬНЫЙ АНАЛИЗ ВУЛЬГАРИЗМОВ В АНГЛИЙСКОМ И УЗБЕКСКОМ ЯЗЫКАХ

Аннотация. В статье рассматриваются специфические лингвистические аспекты вульгаризмов, выражающих характер людей и другие особенности их личностей в языке хорезмийских дастанов. Эти выпуски основаны на текстах рукописей и литографий, распространенных в Хорезмской области.

Ключевые слова: вульгаризм, диалектный вульгаризм, сравнительный анализ, диалектизм, этнография, этнографический вульгаризм.

Introduction The language of Khorezm dastans with its delicate linguistic units has already attracted the attention of our linguists. It is an important fact of life that colorful linguistic and poetic elements and ethnographic expressions are preserved in the language of our dastans. Determining their role and importance in the study of the Uzbek language and dialects poses great challenges for today's linguistics.

2. Main part In particular, in the texts of our dastans, vulgar linguistic means related to the Khorezm region, Oghuz and Kipchak dialects are characterized by their dialectal ethnographic aspects. In this article, we will try to make scientific comments on some of the lexical units of our dastans, as well as compare these vulgar units with alternative forms in the Uzbek literary language: Mäñläyqarä – the one whose forehead is black. This vulgar unit can be interpreted as “the one with black forehead” in its connotative meaning. However, this vulgar unit is actively used as a poetic tool to create meanings such as “the one with bad character” or “stubborn”. It should be noted that vulgarism mäñläyqarä has stayed in this form, is one of the vulgarisms that is always ready in speech, in its connotative sense it is almost never used. There is a change in its sound system, and we see that the third person possessive affix in Uzbek language “-i” at the end of the first part has omitted as the two components interact. In our opinion, the occurrence of this sound phenomenon is the coincidence of the sounds “y” and “i”. As a result, the expressive power of vulgarism, which creates a rough poetic image, is further enhanced. This vulgarism can be found in the dastan “Kampir” (Old Woman) in the series of “Gorogly” dastans: Odamga xayri tegmaydigan manglayqora, pes bir kampir bor edi. (Gorogly, p.210) Meaning in English: “Once there was a stubborn, bad charactered old woman, who never helps other people”. Pes – this

vulgarism is also far from its original meaning. It is literally a unit related to the Persian language, meaning “dirty, filthy; white spots on the skin; a white spot on the skin caused by a lack of pigment.”[1] In the language of dastans and in many dialects of the Uzbek language, we see that it is actively used in the sense of a person with very bad characters and manners. In the above passage, it is used as a poetic means of expressing character in this sense; Jalatay – (jolotoy) this vulgarism is used to create a poetic image in the sense of belligerent, bully (who is obstinate and makes other people to do what he says, even it harms them). The word is a dialectal vulgarism and is actively used in the language and dialects of Khorezmian dastans. It is often found in the poetics of the Gorogly series of dastans. For example: “...Sardor navkarsiz bo‘lmasligi garak dab, o‘ttiz-qirq dehqonchilik, mol qarash alinnan galmidovun jolotoy toifa yigitlardan alina yig‘nab bardilar...” (Gorogly, p.51) Meaning in English: “So that the captain would not be without a soldier, a group of thirty or forty obstinate young men were recruited, who could not look after the cattle and could not do any farm work.” or: “...bu na yotish, buvangni go‘zzini o‘yg‘one-ISSN : 2620 3502 p-ISSN : 2615 3785 International Journal on Integrated Education Volume 4, Issue 2, February 2021 | 204 yangangni olib getgan Arab Rayhonnas qasd olish o‘rnina o‘n-o‘n besh jolotoy bilan yeb-ichib yotisha uyalmaysanmi!?”; Meaning in English: “What a lying is this? Aren't you ashamed to eat and drink with fifteen stubborn people instead of taking revenge on Khunkharshah, who beheaded your grandfather, killed your uncle, and on Arab Rayhon, who kidnapped your sister-in-law?” Zāññār - zan+gar, zangar literally means “perverted woman”. However, this zāññār vulgar unit deviates from its original meaning in Khorezmian dastans and dialects. Often, this vulgarism is used in the dialect to mean bullies. In the following passage from the dastan “Birth of Gorogly”, this vulgarism creates a unique poetic image: “...Ganjimbek do‘g‘ri Go‘ro‘g‘lini aldina girib, qahri galib aytdiki, ey zang,,ar, Go‘ro‘g‘li, seni elga bosh etib, ko‘rganimiz shu bo‘ldimi, dedi. (Gorogly, p.51); Meaning in English: “Ganjimbek entered in Gorogly’s room directly and said angrily: “O bully, Gorogly, is that what we saw, after we made you a leader to the people?” Sirġiya is a vulgarism used for describing warlike teenagers or tomboys. In Khorezmian dialects, this vulgarism is synonymous with qirġin, birmāk, “diññisiz” (restless). Depending on its place as a means of poetic imagery, it can also be synonymous with vulgarism in the sense of “zāññār” (bully). It is found in the series of dastans “Gorogly” “...chor dog‘li Chondibel viloyatinda, takali turkman yurtinda Go‘ro‘g‘li dagan jalatay, sirg,,iyo bir yigit bor...” (dastan “Married Avaz”, p.99); Meaning in English: “Once there was a man named Gorogly, who was a warlike and bully in the four-mountain-Chandibel region.” Iljāymaq – means “to smirk, grimace”, is a vulgar synonym for “to laugh” and “to smile”. For example: “...Ganjimning og‘zi yorim tanob bo‘lib, iljayib o‘rninnan turib, egilib-bukilib qullug‘ qilavardi...” (dastan “Arabian Rayhon”, p.97) Meaning in English: “Ganjim’s mouth got wider and wider, he smirked, stood up, and went on bowing and bowing” or: “...kampirni-da maxtab yubara berdi. Ana kampirdi ovzi qulog‘ina yetib, iljayib, alpatakda-yelpatak bo‘lib chiqib ketdi...” (dastan “Khandon botir”, p.320). Meaning in English: “He also praised his old woman, and the old woman felt very happy and smirked, and went out honorably”. These passages belong to the Kipchak dialects of the dastans, and the vulgar word “iljaymoq” serves to reveal the personality of the negative characters. Ähmaq is a vulgarism used to exaggerate one's rudeness. The vulgar word is derived from the Arabic words “stupid; who does not act wisely, who does foolish things.”[2] The vulgar word, which creates a negative poetic image of this person's

character, can be used in both our literary language and dialects. We think there is another aspect to consider. Most of the vulgar units of the inactive layer are found mainly in the prose parts of the texts. But sometimes we see vulgar units in poetry. By using vulgar words in poetic texts, the color of negativity is expressed several times more strongly, because in such parts there is an opportunity to repeat vulgar words. Repetition is known to increase the expressiveness of a particular linguistic unit several times. For example, the following passage from the "Gorogly" series: Safar ko'sa, eshit so'zim, ahmoqsan, kulli ahmoqsan, Ko'r bo'lodir ikki ko'zing, ahmoqsan, kulli ahmoqsan... (dastan "Khandon botir")

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3. Modern Uzbek literary language

AYOLLARDA TUG'RUQDAN KEYINGI DEPRESSIYANING HAR XOL DARAJALARI

Sulaymonova Durdona Muzaffarovna

Samarqand Davlat Universiteti

Psixologiya va ijtimoiy siyosiy fanlar fakulteti,
amaliy psixologiya yo'nalishi 4-bosqich talabasi.

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Annotatsiya. Ushbu maqolada depressiya va uning turlari xususida mulohazalar berilgan.

Ayniqsa, ayollarda tug'ruqdan keyingi depressiyaning har xil darajalari haqida ta'kidlangan. Ayollarda tug'ruqdan keyingi depressiya turlarining sog'liqni saqlashdagi ahamiyatga molikligi o'rganiladi. Ayollarni ushbu depressiyadan chiqishi uchun yo'l-yo'riqlar va shart-sharoitlar ko'rsatiladi.

Kalit so'zlar: depressiya, psixologik maslahat, atipik depressiya, bipolyar va manik depressiya, psixotik depressiya.

DIFFERENT LEVELS OF POSTPARTUM DEPRESSION IN WOMEN

Abstract. This article discusses depression and its types. In particular, it has been noted that there are different levels of postpartum depression in women. The significance of types of postpartum depression in women in health care is studied. Guidelines and conditions are shown for women to get out of this depression.

Key words: depression, psychological counseling, atypical depression, bipolar and manic depression, psychotic depression.

РАЗНЫЕ УРОВНИ ПОСЛЕРОДОВОЙ ДЕПРЕССИИ У ЖЕНЩИН

Аннотация. В данной статье рассматривается депрессия и ее виды. В частности, отмечено, что у женщин существуют разные уровни послеродовой депрессии. Изучено значение типов послеродовой депрессии у женщин в здравоохранении. Показаны рекомендации и условия выхода женщин из этой депрессии.

Ключевые слова: депрессия, психологическое консультирование, атипичная депрессия, биполярная и маниакальная депрессия, психотическая депрессия.

Depressiya bu inson hayoti uchun xavfli bo'lgan omillardan biridir. Chunki bu ahvoldan shunchalik ko'p odam shikoyat qiladiki, ularning son-sanog'i yo'q. Psixologiyada bir-biridan farqli bo'lgan ma'lum turdagi depressiyalar mavjud:

1. Depressiv buzilish. Ushbu muammoning belgilari odamning ish qobiliyatini buzishi, uxlash, sevimli narsalar qilish va hokazolar bilan ifodalanadi. O'tkir ruhiy tushkunlik bepul harakatlarni cheklaydi. Eng ko'p uchraydigan alomatlar kuchaygan kayfiyat va qiziqishning yo'qolishi hisoblanadi.

2. Surunkali ruhiy tushkunlik. Bunday holatda, ruhiy tushkunlik holati juda uzoq vaqt davomida inson bilan birga bo'ladi. Ushbu shakl o'tkir depressiyadan ko'ra yengilroq.

3. Atipik depressiya. Ushbu turdagi ruhiy tushkunlikda odatiy belgilarga qo'shimcha ravishda tuyadi, uyquchanlik, og'irlik va emotsional beqarorlik kuchaydi.

4. Bipolyar yoki manik depressiya. Ushbu turdagi ruhiy tushkunlik, ajitasyon va boshqalar kabi juda murakkab ruhiy kasalliklar bilan ajralib turadi. Bu ruhiy tushkunlikning 2 darajali darajasi mavjud.

5. Mavsumiy depressiya. Ehtimol, ko'pchilik bu kabi tushkunlikdan aziyat chekmoqda. Har yili bir vaqtning o'zida paydo bo'ladi (ko'pincha bu kuz-qish davri).

6. Psixotik depressiya. Psixiatriyada odatiy belgilarga qo'shimcha ravishda, bu turdagi ruhiy tushkunlik gallusinatsiyalar va boshqa psixoz tiplari bilan birga keladi. Bunday depressiya davrida haqiqat bilan aloqada uzilish bo'lishi mumkin.

7. Postpartum depressiya. Statistik ma'lumotlarga ko'ra, ayollarning taxminan 75% tug'ruqdan keyingi aziyat chekmoqda. Ko'plab yosh onalar vaziyatni kuchaytirib, tushkunlikka tushishmoqda. Semptomlar har xil bo'lishi mumkin, masalan, siz sababsiz yig'laysiz, bola g'azablanish va jirkanishga sabab bo'ladi, o'zingizni butunlay zaif his qilaisiz.¹⁴⁴

Ayollarda o'g'ir va yengil tug'ruqdan keyin turli xil tushkunliklar kelib chiqishi mumkin.

Bu muammolar ko'pchilik yosh onalarni va ayollarni bezovta qilishi mumkin. Bunday holat ayollarda kamdan kam holatda kuzatiladi, simptomlari esa ancha og'ir.

Bunda:

1. O'zini anglamaslik;
2. Farzand haqida haddan ortiq ko'p o'ylash;
3. Gallyutsinatsiya va xayolparastlik;
4. Uyqu muammolari;
5. Haddan ortiq asabiylashish;
6. Boshqalar unga zarar yetkazishiga ishonish hissi;
7. O'ziga yoki chaqalog'iga zarar yetkazishga urinishlar kuzatiladi.

Jahon sog'liqni saqlash tashkiloti ma'lumotlariga ko'ra, tug'ruqdan keyin ayollarning kamida 13 foizi depressiyani boshdan kechiradi. Shu bilan birga, bemorlarning deyarli to'rtinchi qismi hatto kasal ekanliklariga shubha ham qilmaydi. Bu juda xavflidir, chunki tug'ruqdan keyingi depressiya hayot uchun xatarli holat bo'lib, ba'zida o'z joniga qasd qilishga olib kelishi mumkin. O'z vaqtida choralar ko'rish va shifokor bilan maslahatlashish uchun nafaqat ayolning o'zi, balki uning yaqinlari uchun ham depressiya rivojlanishining alomatlarini bilish juda muhim: bu holat o'z-o'zidan o'tib ketmaydi.

Farzand ko'rgan yosh onalarning nafaqat jismoniy holati, balki kayfiyatida ham salbiy o'zgarishlar yuz berishi, oddiy tushkunlik bora-bora uni depressiya holatiga olib borishi ham mumkin.

Onaning doimiy yolg'izlik va toliqishdan shikoyat qilishi, yig'loqilik, tez hafa bo'lish, kayfiyatning tushkunligi va uyqusizlik, diqqatni bir joyga to'play olmaslik, jahldorlik, jizakilik, tez-tez nizoli vaziyatlarni yuzaga keltirish, onaning o'z sog'ligi va bola kelajagi haqida havotirli o'y-hayollarga borishi, atrofda yuz berayotgan hodisalarga befarqlik, doimiy bosh og'rig'i tug'ruqdan keyingi depressiyaning belgilari hisoblanadi.¹⁴⁵

Bunday holatning oldini olish uchun tibbiyot xodimlari va onaning yaqinlari nazoratni kuchaytirishlari, unga ruhiy madad berishlari muhimdir. Patronaj hamshirasi yosh onada depressiya holatini payqasa, darhol oila a'zolarini ogohlantirishi, havfli asoratlari haqida tushuntirish berishi lozim. Yaqinlarining qo'llab-quvvatlashi yosh onaning irodasini mustahkamlaydi, depressiyani oson engib o'tishiga ko'maklashadi.

¹⁴⁴ <https://uz.tierient.com/depressiya-turlari/>

¹⁴⁵ K.Qulimova. Depressiya va uning turlari, alomatlari. Toshkent. "Sharq". 2007. 45-bet.

Ayrim hollarda onadagi ruhiy tanglik o'ta kuchli bo'lib, u mutaxassis yordamisiz depressiya holatidan chiqib keta olmaydi. Bunday vaziyatda, albatta psixolog yordamidan foydalanish kerakligini tushuntirish zarur. Aks holda, depressiya boshqa og'ir oqibatlariga, xususan, psixopatik holatning yuzaga kelishi, psixik jarayonlar funksiyasining buzilishi, ahloqiy o'zgarishlar (suisid qilishga urinish) kabilarni keltirib chiqishi mumkin. Psixolog psixoterapiya va autogen mashg'ulotlar qo'llash orqali depressiyadan chiqib ketishga ko'mak beradi. Tug'ruqdan keyingi depressiyaning og'ir ko'rinishlarida psixoterapiya tibbiy muolajalar bilan bir vaqtda olib borilishi maqsadga muvofiqdir.

Depressiya hayot sifatini pasaytiradi, shuning uchun iloji boricha tezroq undan chiqib ketish kerak. Quyida biz yosh onalar uchun quyidagi maslahatlarni berishimiz mumkin:¹⁴⁶

Uyqu va dam olishning yetishmasligi depressiyani yanada kuchaytiradi. Shuning uchun, kuniga kamida 8 soat uxlashni ta'minlash kerak. To'liq dam olish uchun soat 23:00 gacha uyquga yotish kerak. Yotoqxonada tinch va qorong'u bo'lishi lozim. Xonadagi havo haroratiga ham e'tibor qaratish muhim. Zamonaviy odamning hayot ritmi ko'proq poygaga o'xshaydi, ular ko'p ishlab, kam oladi. Depressiyaga tushganlar esa ko'proq dam olishi kerak. Bunda chuqur nafas olish va chiroyli tasvirlarni vizualizatsiya qilishga asoslangan meditatsiyalar juda yaxshi yordam beradi. Ko'pincha, ruhiy tushkunlikdan chiqish uchun sharoitni o'zgartirish kifoya: uyda mebellar o'rnini almashtirish, sayohatga borish, teatr va ko'rgazmalarga tashrif buyurish, yangi turmush tarzini yaratish lozim. Jamiyat insonga katta ta'sir ko'rsatadi. Tushkunlikka tushgan, baxtsiz odamlar bilan muloqot depressiya holatiga olib keladi. Shuning uchun, faol, quvnoq va baxtli odamlar bilan muloqot qilishga harakat qiling.

Yangi qiziqarli odamlar bilan tanishish uchun biron bir o'quv mashg'ulotlariga borish, sevimli mashg'ulot klublariga qo'shilish mumkin. Psixologik holat jismoniy faoliyat bilan bevosita bog'liqdir. O'rtacha jismoniy mashqlar kayfiyatni yaxshilaydi. Siz buni odatiy mashqlar va kichik yugurish bilan boshlashingiz mumkin, sport klubiga borish, raqs yoki yoga bilan shug'ullanish ulardan ham yaxshiroqdir. Bu nafaqat jismoniy faoliyatni ta'minlaydi, balki ayni paytda vaziyatni va atrofni o'zgartirishga imkon beradi.

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¹⁴⁶ Depression faoliyat. Elektron jurnal. Ma'lumotlar ba'zasi. 2003. 157-bet.

ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ В СФЕРЕ БАНКОВСКИХ УСЛУГ

Утемуратова Бибихон Даниловна

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Аннотация. Банковская система является одним из основных звеньев финансового рынка, развитие которого, с одной стороны, дает толчок развитию финансового сектора страны, а с другой стороны, в результате финансирования реального сектора приводит к развитию деятельности производственных объектов, развитию экономики за счет финансирования малого бизнеса и частного предпринимательства.

Ключевые слова: Банк, инновации, кредит, малый бизнес, Доход, финансы.

INNOVATIVE TECHNOLOGIES IN THE FIELD OF BANKING SERVICES

Abstract. The banking system is one of the main links in the financial market, the development of which, on the one hand, gives impetus to the development of the country's financial sector, and on the other hand, as a result of financing the real sector, leads to the development of production facilities, economic development through financing of small businesses and private entrepreneurship.

Keywords: Bank, innovation, credit, small business, Income, finance.

В современном мире, в котором мы сейчас живем, все в абсолютной степени меняется, как говорят «со скоростью света». На рынке банковских услуг происходят различные процессы способствующие развитию новых продуктов банковского сектора услуг. Одно из самых перспективных, необходимых в любой сфере деятельности, да и просто в повседневной жизни, это нововведения, а именно электронные инновации в сфере банковских услуг. На современном этапе развития сферы банковских услуг протекает под влиянием таких факторов, как обострение конкуренции на рынке, так и остро стоящих кризисных явлений вытекают следующие тенденции: это, прежде всего, рост объема банковских услуг, их разнообразие, внедрение более новых услуг для проживающего населения и предприятий, повышение уровня значения инновационных новшеств и технологий, и их существование в современном мире [1]. Поиск более нового инструментария и направлений в развитии сферы банковских услуг при данных условиях приобретает особую актуальность в сложившихся условиях.

Как известно, сегодня в мире растет число стран, которые стремительно развиваются за счет внедрения инновационных моделей развития, экспорта передовых идей, "ноу - хау" и "умных" технологий. Надо признать, что в определенный срок работа, проделанная в нашей стране в этом направлении, оказалась неудовлетворительной. Президент также сказал об этом в одном из своих выступлений: "мы должны сначала создать эффективную систему привлечения кредитов и инвестиций из-за рубежа, научиться точно использовать каждый кредит. Наступила эпоха, когда в этом вопросе семь раз отмеряли, один раз резали, тщательно обдумывали последствия.

В связи с этим крайне важно сформировать программу инновационного обновления государства, подготовить новое поколение кадров, новый класс инвесторов, эффективно использующих инновации и инвестиции. Для этого необходима сильная национальная идея, национальная программа по технологическому развитию Узбекистана и модернизации внутреннего рынка. Эта программа должна дать возможность быстрее

вывести Узбекистан в число развитых стран мира". Как мы уже говорили в заключение, роль банков в финансировании финансовых проектов возрастает.

Использование мобильного, как средства удаленного дистанционного банковского обслуживания, достаточно широко применяется в банковской сфере не только в России, но и за рубежом. Распространение данной модели осуществляется в очень короткий срок с достаточно большой скоростью. Особое влияние на данное распространение оказали три очень важных выделяющихся фактора:

- 1) растущая конкуренция,
- 2) такой фактор, как фактор времени,
- 3) быстро развивающиеся средства коммуникации.

С развитием средств связи и одновременного увеличения числа людей, которые начали пользоваться данными услугами, и поспособствовали наибольшему ускорению развития дистанционного банковского обслуживания.

В банковской практике развитых стран под влиянием широкого спектра внешних факторов развиваются следующие тенденции: новые банковские продукты и услуги на базе новых информационных технологий; виртуальные банковские и финансовые технологии: управление банковскими счетами, кассовые расчеты, электронная подпись, заключение договоров, финансовые организации; комплексное использование новых информационно-коммуникационных технологий для электронного и смешанного маркетинга; внутреннее сбор, хранение и аналитическая обработка информации; новые возможности внутреннего контроля и аудита; изменения в квалификации банковских специалистов: продукт-менеджер, бренд-менеджер, консультант, специалист по транзакциям; определены новые автоматы самообслуживания. Повышение качества банковских услуг с использованием активных и пассивных инструментов коммерческих банков, а также совершенствование стратегии эффективного управления активными операциями за счет привлечения клиентов, секьюритизации активов, автоматизации, разработки инновационных методов "New Privat" и дистанционного управления с акцентом на активные операции, в основе секьюритизации активов лежит предложение коммерческих банков увеличить операции с ценными бумагами и доходность за счет выпуска вторичных облигаций на основе кредитов, предоставленных в соответствии с государственной программой. В результате были сделаны следующие выводы: более широкое внедрение инновационных видов услуг по привлечению клиентов в банк с изучением мнения сотрудников банка и клиентов, принятие мер по переходу на онлайн-режим всей документационной работы в банках в больших масштабах с целью экономии времени клиентов, повышение доверия населения и хозяйствующих субъектов к банковской системе.

Внедрение всевозможных инновационных технологий в банковскую сферу позволяет расширять клиентскую базу, повышать долю банковского самообслуживания в общем числе банковских сделок. Постоянное наращивание инновационного потенциала, внедрение новых и более улучшенных существующих технологий в банковской сфере позволят им реализовать свои конкурентные преимущества не только в какой-то определенный краткосрочный период, но и в перспективном направлении занимать лидирующие позиции на мировом уровне.

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УМУМИЙ ЎРТА ТАЪЛИМ МАКТАБЛАРИДА ПСИХОЛОГИК ЁРДАМ КЎРСАТИШНИНГ ИЛМИЙ-АМАЛИЙ ТОМОНЛАРИ.

Бердиева Р.Д.

Тошкент вилояти. Чирчиқ шаҳар 13-мактаб психологи.

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Аннотация. Психологик ёрдам кўрсатиши амалиёти ўз методологиясига эга бўлиб, бунда психологик хизмат кўрсатишининг мақсадини белгилаб олиши муҳим ҳисобланади. Мақолада таълим муҳитида психологик ёрдам кўрсатиши масаласига доир фикр-мулоҳазалар юритилган.

Таянч сўз ва тушунчалар: таълим муҳити, психологик фаолият, педагогик муҳит, психологик коррекция, психологик ёрдам, психологик ҳолат, психологик билим, ривожланиши психологияси, ижтимоий мавқеи.

SCIENTIFIC AND PRACTICAL ASPECTS OF PROVIDING PSYCHOLOGICAL HELP IN GENERAL SECONDARY SCHOOLS.

Abstract. The practice of providing psychological assistance has its own methodology, in which it is important to determine the purpose of providing psychological services. The article contains comments on the issue of providing psychological support in the educational environment.

Key words and concepts: educational environment, psychological activity, pedagogical environment, psychological correction, psychological support, psychological condition, psychological knowledge, developmental psychology, social status.

НАУЧНЫЕ И ПРАКТИЧЕСКИЕ АСПЕКТЫ ОКАЗАНИЯ ПСИХОЛОГИЧЕСКОЙ ПОМОЩИ В ОБЩЕЙ СРЕДНЕЙ ШКОЛЕ.

Аннотация. Практика оказания психологической помощи имеет свою методику, в которой важно определить цель оказания психологической помощи. В статье содержатся комментарии по вопросу оказания психологической поддержки в образовательной среде.

Ключевые слова и понятия: образовательная среда, психологическая деятельность, педагогическая среда, психологическая коррекция, психологическая поддержка, психологическое состояние, психологические знания, психология развития, социальный статус.

Ўқувчи шахси камол топишини таъминлаш таълимий материалларни фаол тарзда ўзлаштириш масаласига урғу бериш лозимлигини тақозо этмоқда. Бу ўз навбатида таълим жараёнини таъминлашга кўмакловчи мутахассисларнинг функционал ролига талаб ошиб борилаётганлигини кўрсатмоқда. Таълим жараёнини таъминлашга кўмакловчи мутахассислар деганда, педагог, ўқувчилар ва уларнинг ота-оналарининг касбий-педагогик, индивидуал-шахсий мазмунларга эга бўлган муаммоларини илмий методикалар ёрдамида ўрганиб, мутахассис сифатида таклиф ва тавсияларни берибгина қолмасдан, аниқланган нуқсоннинг психологик коррекциясини амалга ошириш учун фаолият юритувчи психолог, дефектолог ва логопедларни тушуниш лозим. Гарчи улар фаолиятининг мақсади ва шакли бир-биридан фарқланса-да, аммо фаол ият объекти ўқувчи шахси ҳисобланади. Улар фаолияти давомида ўқувчи шахсини ўрганиб, мактаб таълимининг амалиётига психологик

билимларни киритиб, педагог томонидан ўқувчи шахсининг ички дунёсини чуқур билиш учун амалий ёрдам кўрсатадилар.

Психологик ёрдам олиш, биринчидан, отаоналар умумий маданиятининг таркибий қисми ҳисобланмиш психологик маданиятга, иккинчидан, педагогнинг (синф раҳбарининг) ўқувчи шахсига бўлган муносабатига, учинчидан, мактаб шароитида психологик ёрдам кўрсатишнинг талаб даражасида йўлга қўйилганлигига боғлиқдир.

Психологик ёрдам кўрсатиш амалиётида қўлланиладиган услублар сифатида психологик тренинг (назарий жиҳатдан психологик тренинглар шакллантирувчи, ривожлантирувчи, ўргатувчи каби турларга ажратилади), эркин ассоциациялар, йўналтирувчи интервью, видеоёзувлар таҳлили, аудио мулоқот, дилдан суҳбат, яхши кўрган жонзот, чалкашлаштириш, релаксация, ҳиссий кечинмаларни жонлаштириш, ижтимоий ролни мустаҳкамлаш, тасаввур этиш, психодрама, психологик моделлаштириш, жисмоний фаоллик, арт-терапия, учлик самараси кабиларни кўрсатиб ўтиш мумкин. Булар қаторида психологик тренинг Т.В.Зайцеванинг таъкидлашича, «маданий қурол» сифатида ўқувчининг ривожланишини таъминлаш учун функционал аҳамият касб этади. Аммо психологик ёрдам олишга барча ҳам тайёр эмаслигини, гоҳида психологнинг фаолиятини тиббиёт ходимининг фаолиятдан ажрата олмаётганликда ҳам кузатиш мумкин. Мутахассислар буни шахсий маданият тизимида психологик маданиятни етарлича шаклланмаганлиги деб баҳолашади.

Тадқиқотда қатнашган респондентларнинг 21 нафари бу саволга «Ҳа, вақти-вақти билан мактаб психологига мурожаат этиб, фарзандимни мактаб дастури бўйича материалларни ўзлаштириши, хулқига доир маслаҳат олиб тураман» деган жавобни келтирган. Бу тоифадаги ота-оналар психологик ёрдам олиш моҳияти ни англовчилар ҳисобланади ва улар ўз вазифалари доирасида масъулиятни ҳис этадилар. Тадқиқот натижаларининг хулосалари бу ота-оналар индивид, шахс, жинс ва ёш хусусиятлари, инсоннинг психологик ҳолати, ўйин, ўқув ва мулоқот фаолияти кабилар ҳақида етарлича тасаввурга эга эканлигини кўрсатди. Бу ота-оналарни психологик саводхонлиги юқори бўлганлар сирасига киритиш мумкин. Мактаб психологининг фаолияти механизмининг такомиллаштириш мақсадида бу тоифадаги ота-оналарнинг тажрибаларини оммавийлаштириш масаласини ўйлаб кўриш даркор. Тадқиқотда қатнашган ота-оналардан яна 18 нафари бу саволга «Жавоб беришга қийналаман», 2 нафари эса «Йўқ» деган жавобни келтирган. Бу кўрсаткич ота-оналарнинг психологик саводхонлигини кўтариш масаласини долзарблаштиради ва мактаб психологининг вазифалари кўламида психологик маърифат мавзуси алоҳида ўрин тутиши лозимлигини кўрсатади.

Ижтимоий-психологик сўровномада «Мактаб психологига қайси масалалар юзасидан кўп мурожаат этасиз?» деган савол жойлаштирилди. Кўзланган мақсад эса ота-оналарнинг фарзандларини ақлий, ҳиссий-иродавий, когнитив каби психологик соҳалари динамикасини кузата олиш ёки кузата олмаслигини белгилашдан иборат эди. Сўровнома саволига жавоб берган 45% ота-оналар болани дезадаптацияси, кўркув ҳолатига тушиши, ахлоқий меъёрларни бузиши, фаолиятини бошқариш қийинлиги, сабрсизлиги ҳамда ўйинни бошқа фаолият туридан муҳим деб ҳисоблаши каби ҳолатлар юзасидан безовта бўлганликлари учун мактаб психологига мурожаат этганликларини кўрсатиб ўтганлар. Бу кўрсаткич отаоналарнинг айримлари фарзандларининг ривожланиши ҳақида

қайғуришларини кўрсатади. Психология фанлари доктори, Россия фанлар академиясининг академиги А.А.Реан психологияда ривожланиш инсонни психикаси ва ҳуққидаги сон ва сифатли структуравий қайтарилмас қонуниятли ўзгаришларнинг жараёни ҳисобланади, деб таъкидлаган. Шундай экан, бу тоифадаги ота-оналар фарзанд тарбияси бўйича тажрибага эга эканликлари, таълим-тарбия динамик жараён ҳисобланишини англай олишларини билдиради. Мактаб психологи бу тоифадаги ота-оналар билан ишлашда, уларга боланинг психологик ривожланишига таъсир кўрсатадиган омиллар хусусидаги психологик маърифат ишларини олиб бориши мақсадга мувофиқдир. Тадқиқотда қатнашган 30% ота-оналар фарзандларини ўқув материалларини ўзлаштира олмаслиги, уятчанлиги, агрессияни намоён этганлиги ҳамда жуда ҳам ҳаракатчан (гиперфаол) эканлиги сабабли мактаб психологига мурожаат этганликларини кўрсатиб ўтган. Бу ота-оналар фарзанд тарбияси бўйича тасаввурга эга бўлсалар-да, аммо улар ёш даврларининг психологик хусусиятлари ҳақида етарлича тажрибага эга эмаслигини кўрсатади. Шунинг учун бу тоифадаги ота-оналарга педагогик психологияга доир маълумотлар етказиб, уларга ёш даврлари психологияси, ўйин ва ўқув фаолиятининг структураси, ирода психологияси, ҳис-туйғу мавзулари бўйича тренинглар ўтказиб, психологик ёрдам кўрсатиш лозим бўлади. Бу вазифа мактаб психологининг касбий вазифаларидан бири саналади. Аслида, психологик ёрдам кўрсатиш ўқувчи шахси ривожланишини таъминлаш йўлида тўсиқ бўлувчи турли шакл ва мазмундаги психологик нуқсонларнинг диагностикасини амалга ошириши ва уларнинг коррекциясини бажариш учун қўлланиладиган билим, услуб ва психотехникаларнинг натижаси ҳисобланади. Уни илмий-методологик, назарий-услубий, амалий-техник, касбий-ахлоқий, миллий-маданий, ҳуқуқий жиҳатлари мавжуд. Мактаб психологи уларга қатъий амал қилиб, отаоналарнинг амалий ёрдами билан ўқувчиларга психологик ёрдам кўрсатиши мақсадга мувофиқдир. Шунда мактаб ўқувчиси шахсининг психологик ривожланиши таъминланади.

Таъкидланишича, тарбиявий фаолиятнинг мақсади, ўқувчи (фарзанд) шахсининг ривожланишини таъминлаб, тарбиявий жараён иштирокчиси сифатида унга аниқ бир машғулот (вазифа, фаолият тури) билан шуғулланишни, атрофдагилар ва ўзига нисбатан мақбул муносабатда бўлиш тарзини шакллантиришдан иборат. Бу ўз навбатида тарбиявий фаолиятда маълум бир ижтимоий-психологик муносабатлар мажмуасининг амал қилишини тақозо этади. Мактаб психологининг фаолияти функцияларини инобатга олган ҳолда уни қуйидаги ижтимоий алоқадорлик тарзида кўрсатиб ўтиш мумкинки, натижа бевосита ибратли ўқувчи шахсини тарбиялашга йўналтирилгандир: «Мактаб (ижтимоий институт сифатида) ↔ Мактаб психологи (фаолият субъекти сифатида) ↔ Ўқитувчи (синф раҳбари, таълим берувчи) ↔ Ўқувчи ↔ Ўқувчилар жамоаси ↔ Ўқувчиларнинг ота-оналари ↔ Педагогик жамоа ↔ Маҳалла (ижтимоий педагог, тарбиячи) + Тарбиявий фаолият (мақсад, мотив, ҳаракат) = Ибратли ўқувчи шахси». Тарбиявий фаолиятнинг натижаси кўринишида ўқувчи шахсида шаклланган янги шахсий сифатлар ифодаланиши мумкинки, уларнинг муҳимлари сифатида қуйидагиларни кўрсатиб ўтиш мумкин:

- ахлоқий меъёрлар, маиший ва ижтимоий ҳаёт тарзида амал қилувчи қоидаларни ўрганганлиги;

- дунёқарашнинг шаклланиши, англаган ҳаётий қадриятларни эгаллашга уринишларнинг амалга оширилиши;

•фаоллик кўрсатиб, атроф-муҳит ва ўзига нисбатан эътиборли бўлишининг ифодаланганлиги;

•меҳр кўрсатиш, ҳиссиётларни намоён этиш тарзини эгаллаш ва уларни намоён эта олиш;

•билим олиш учун мустақил тарзда ахборот технологияларидан фойдалана билиш;

•мулоқотга киришиш ва бошқалар билан ҳамкорликда фаолият юрита олиш;

•функционал саводли бўлиб, мақсадга эришишни ташкил эта олиш;

•касб танлашга тайёр туриб, касбий муҳит шароитига мослаша олиш ва бошқалар.

Маълум бўлишича, тарбиявий фаолиятнинг натижаси ибратли инсон ва фидойи касб соҳибини тарбиялаш учун зарур ҳисобланиб, унинг мазмундорлигини таъминлашда мактаб психологининг иштироки муҳим ҳисобланади. Мактаб психологи диагностика ўтказиш ва маслаҳат бериш, касбга йўналтириш ва психологик коррекция ўтказиш каби функцияларни бажариб, Д.И.Фельдштейннинг таъкидлашича, бу масалалар психологик тадқиқотларнинг истиқболдаги долзарб вазифалари ҳисобланади. Бу таъкид ўз навбатида мактаб психологининг касбий фаолиятини илмий ўрганиш назарий ва амалий аҳамиятга эга эканлигини кўрсатади.

Тадқиқотда қатнашган 24% ота-оналар мактаб психологининг таклифи бўйича у билан учрашганликларини кўрсатиб ўтганлигини инobatга олсак, айрим ота-оналар таълим тизимида жорий этилган психологик хизмат кўрсатиш тизимидан хабардор эмаслигини кўришимиз мумкин. Бу кўрсаткич ота-оналар психологик ёрдам олиш ҳақида тасаввурга эга эмаслигини ёки ота-оналар фарзандларининг муаммоларидан етарлича хабардор эмаслигини кўрсатади. Шунинг учун мактаб психологи фаолияти давомида ота-оналарга психологнинг вазифалари, қайси масалалар бўйича ўқитувчи ва ўқувчиларга амалий ёрдам кўрсата олиши мумкинлигини билдириши тавсия этилади. Шу тариқа ота-оналарда психологик маданиятни шакллантириш жараёни ибратли кечиши таъминланади. Бунинг учун мактаб психологи психологнинг касбий ахлоқига риоя этган ҳолда ўз функцияларини бажаришга киришиши талаб этилади.

Мактаб психологи фаолияти давомида ўқувчилар ҳамда уларнинг ота-оналарига индивидуал ва гуруҳий тарзда амалий психологик ёрдам кўрсатиши лозим бўлади. Мактаб шароитида тезкор психокоррекция ва фаол психокоррекция каби психологик ёрдам кўрсатиш турларидан фойдаланиш тавсия этилади. Бунда психокоррекция услублари ва қўлланиладиган воситалари бир-биридан фарқланади.

Назарий жиҳатдан психокоррекция мактабгача таълим муассасалари ва мактаб тизимида болани объектив реалликни идрок этишида тенгқурларига нисбатан ўйин, турли машқларни бажаришида орқага қолиш ҳолатлари кузатилганда, аниқланган нуқсонларни тузатишда қўлланилиши тавсия этилади. Психокоррекциянинг мақсадини инobatга олиб, уни уч гуруҳга ажратиш мумкин. Булар ўз навбатида мактаб шароитида амалий психологик ёрдам кўрсатиш турини белгилаш жараёни самарадорлигини таъминлаш учун хизмат қилади:

•мактаб ўқувчисини психик ривожланишини таъминловчи психокоррекция;

•мактаб ўқувчисининг ўйин, ўқув ва меҳнат фаолиятида кузатиладиган нуқсонларини тузатишга қаратилган психокоррекция;

•оилавий муносабатларда кузатилган муам моларни тузатишга (мулоқот формаси, ўзаро муносабатлар характери ва шунга ўхшаш) қаратилган психокоррекция.

Мактаб шароитида психологик ёрдам кўрсатиш амалиёти шуни кўрсатадики, ҳар бир мутахассис психокоррекция ўтказишда субъектда кузатилган нуқсонларни инобатга олган, турли психологик концепцияларга таянган ҳолда психокоррекция ўтказиши лозим. Психокоррекцияни амалга оширишда психодинамик, структурали, регулятив, субъектив фаолиятли илмий таълимотлар асосида тадбирларни ташкил этиши лозим.

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O'ZBEKISTONDA KIBERSPORTNI RIVOJLANISHI.

Kazoqov R.T.

O'zDJTSU.O'qituvchi.

Djo'rabayev A.M.

O'zDJTSU.O'qituvchi.

<https://doi.org/10.5281/zenodo.10570629>

Annotasiya. Mazkur maqolada kibersportlar haqida va O'zbekistonda kibersportning rivojlanishi haqida fikr va mulohazalar berib o'tilgan. Shuningdek kibersport o'yinlari, ularning tuzilishi va o'yin o'tqazilishi haqida kengroq yoritilgan.

Калит сўзлар: Elektron sport, tarafdorlar kibersporti, video o'yinlar madaniyati, kibersport video o'yinlar sanoati, onlayn oqimli media-platfomalalar.

DEVELOPMENT OF CYBER SPORTS IN UZBEKISTAN.

Abstract. In this article, thoughts and opinions are given about cyber sports and the development of cyber sports in Uzbekistan. Also, cyber sports games, their structure and playing are covered in more detail.

Keywords: eSports, fan eSports, video game culture, eSports video game industry, online streaming media platforms.

РАЗВИТИЕ КИБЕРСПОРТА В УЗБЕКИСТАНЕ.

Аннотация. В данной статье собраны мысли и мнения о киберспорте и развитии киберспорта в Узбекистане. Также более подробно рассмотрены киберспортивные игры, их структура и проведение.

Ключевые слова: киберспорт, фанатский киберспорт, культура видеоигр, индустрия киберигровых видеоигр, платформы потокового онлайн-медиа.

Kibersport (*Esport* - elektron sport deb ham ataladi) videoo'yinlardan foydalangan holda raqobat shaklidir. Kibersportlar ko'pincha uyushgan, ko'p o'yinchili video o'yin musobaqalari shaklida bo'ladi, ayniqsa professional o'yinchilar o'rtasida, yakka tartibda yoki jamoa bo'lib uyushtiriladi. Uyushtirilgan musobaqalar uzoq vaqtdan beri video o'yinlar madaniyatining bir qismi bo'lib kelgan bo'lsa-da, ular asosan havaskorlar o'rtasida 2000-yillarning oxirigacha, professional geymerlar va tomoshabinlarning ushbu tadbirlarda jonli translyatsiya orqali ishtirok etishi mashhurlikning katta o'sishiga olib keldi. 2010-yillarga kelib, kibersport video o'yinlar sanoatida muhim omil bo'lib, ko'plab o'yin ishlab chiquvchilari turnirlar va boshqa tadbirlarni faol ravishda loyihalashtirib, mablag' bilan ta'minladilar.

Kibersport bilan bog'liq eng keng tarqalgan videoo'yin janrlari jang, karta, jangovar royale va real vaqtda strategiya (RTS) o'yinlaridir. League of Legends World Championship eng, Dota 2's International eng, maxsus jangovar o'yin Evolution Championship Series eng, Intel Extreme Masters eng kabi turnirlar kibersportda eng mashhurlar orasidadir.

Boshqa ko'plab musobaqalar Overwatch ligasi kabi homiylik ostidagi jamoalar bilan bir qator liga o'yinlaridan foydalanadi. Kibersportning haqiqiy sport musobaqasi sifatida qonuniyligi so'roq ostida qolsa-da, ular Osiyodagi ba'zi ko'pmillatli tadbirlarda an'anaviy sport turlari bilan bir qatorda namoyish etilgan, Xalqaro Olimpiya Qo'mitasi ham ularni bo'lajak Olimpiya tadbirlariga kiritish masalasini muhokama qilgan. 2010-yillarning oxiriga kelib, bu taxmin qilingan kibersportning umumiy auditoriyasi 454 million tomoshabinga yetdi, daromad 1 milliard AQSh

dollaridan oshdi, Xitoy 2020-yilda jahon kibersport daromadining 35 foizini tashkil qildi. Onlayn oqimli media-platfomalarning, xususan, YouTube va Twitchning ommalashib borishi kibersport musobaqalarining o'sishi va targ'ibotida markaziy o'rinni egalladi. Tomoshabinlarning qariyb 85% erkaklar va 15% ayollar bo'lishiga qaramay, ko'pchilik 18 yoshdan 34 yoshgacha bo'lgan tomoshabinlar bilan birga, ayol geymerlar ham professional tarzda o'ynay boshlashdi. Kibersportning mashhurligi va tan olinishi birinchi marta Osiyoda sodir bo'ldi, Xitoy va Janubiy Koreyada sezilarli o'sishni ko'rdi.

Katta videoo'yinlar sanoatiga qaramay, Yaponiyada kibersport nisbatan kam rivojlangan, bu asosan pullik professional o'yin turnirlarini taqiqlovchi qimor o'yinlariga qarshi keng qonunlari bilan bog'liq. Osiyodan tashqarida esports Yevropa va Amerikada ham mashhur bo'lib, mintaqaviy va xalqaro tadbirlar ushbu mintaqalarda o'tkaziladi.

Boshlang'ich tarix (1972—1989).Ma'lum bo'lgan eng qadimgi videoo'yinlar musobaqasi 1972-yil 19-oktyabrda Stanford universitetida Spacewar o'yini uchun bo'lib o'tdi. Stanford talabalari "Intergalactic spacewar olympics"ga taklif qilindi, uning bosh sovrini Rolling Stounga bir yillik obuna bo'ldi, Bryus Baumgart besh kishidan iborat bo'lgan turnirda g'olib chiqdi va Tovar(shaxs) va Robert E. Maas jamoaviy musobaqada g'olib chiqdi. Yaponiyadagi umummilliy arkada videoo'yinlar turniri, "the All Japan TV Game Championships" 1974-yilda Sega eng tomonidan Yaponiyada o'tkazildi.

Turnir Sega tomonidan mamlakatda videoo'yinlar o'ynash va sotishni rag'batlantirish uchun mo'ljallangan edi. Yaponiya bo'ylab 300 ta joyda mahalliy turnirlar bo'lib o'tdi,^{[14][15][16]} so'ngra butun mamlakat bo'ylab o'n olti finalchi Tokiodagi Tinch okean mehmonxonasida so'nggi saralash bosqichlarida ishtirok etdi. Sovrinlar qatoriga televizorlar (rangli va oq-qora), kassetali magnitofonlar va tranzistorli radiolar kiritildi. Sega ma'lumotlariga ko'ra, turnir arcade o'yinlari sanoatida "eng katta voqea bo'ldi" va unda Yaponiyaning yetakchi gazetalari va dam olish sanoati kompaniyalari a'zolari ishtirok etishdi.1984-yilda Konami va Centuri birgalikda Yaponiya va Shimoliy Amerika bo'ylab milliondan ortiq o'yinchilarni jalb etgan xalqaro yengil atletika arcade o'yinlari musobaqasini o'tkazdilar. 1984-yilda Play Meter buni "yilning eng shov-shuvli hodisasi" va "sanoatda ilgari erishilmagan miqyosdagi voqea" deb atagan.2016-yil holatiga ko'ra, u Ginnesning rekordlar kitobiga ko'ra, barcha davrlarning eng katta uyushgan video o'yinlar musobaqasi bo'yicha rekordga ega.

1988-yilda Netrek o'yini 16 tagacha o'yinchi uchun mo'ljallangan Internet o'yini bo'lib, deyarli butunlay o'zaro faoliyat platformali ochiq kodli dasturiy ta'minotda yozilgan. Netrek uchinchi Internet o'yini, ochiq o'yin serverlarini topish uchun metaserverlardan foydalanadigan birinchi Internet o'yini va doimiy foydalanuvchi ma'lumotlariga ega bo'lgan birinchi o'yin edi. 1993-yilda u Wired jurnali tomonidan "birinchi onlayn sport o'yini" sifatida e'tirof etilgan.

Onlayn videoo'yinlarning o'sishi (1990—1999).Jang o'yini Street Fighter II (1991) ikki o'yinchi o'rtasidagi to'g'ridan-to'g'ri, turnir darajasidagi raqobat tushunchasini ommalastirdi.^[20] Ilgari videoo'yinlar eng yaxshi o'yinchini aniqlash uchun ko'pincha yuqori ballga tayanar edi, biroq bu Street Fighter II bilan o'zgardi, bunda eng yaxshi o'yinchini aniqlash uchun to'g'ridan-to'g'ri "yuzma-yuz" bir-birlariga qarshi turishardi.1990-yillarda Street Fighter va Marvel vs. Capcom kabi jangovar o'yinlarning mashhurligi 1996-yilda xalqaro Evolution Championship Series kibersport turniriga asos soldi.1990-yillardagi yirik kibersport turnirlari qatoriga 1990-yilgi Nintendo Jahon chempionati ham kirdi, u Qo'shma Shtatlar bo'ylab

gastrollarda bo'lib o'tdi va o'zining finalini Kaliforniyadagi Universal Studios Hollywoodda o'tkazdi. Nintendo 1994-yilda Nintendo PowerFest 94 deb nomlangan Super Nintendo Entertainment System uchun ikkinchi jahon chempionatini o'tkazdi.

Kaliforniyaning San-Diego shahrida bo'lib o'tgan finalda 132 nafar finalchi ishtirok etdi. Mayk Larosi 1-o'rinni oldi. Blockbuster Video, shuningdek, 1990-yillarning boshlarida GamePro jurnali bilan hamkorlikda o'tkazilgan o'zlarining Jahon Chempionatlarini o'tkazdi. AQSh, Kanada, Buyuk Britaniya, Avstraliya va Chili fuqarolari tanlovda qatnashish huquqiga ega edilar. 1994-yilgi chempionat o'yinlari NBA Jam va Virtua Racingdan tashkil topgan edi.

Global turnirlar (2000-yildan hozirgi kungacha).Janubiy Koreyada kibersportning o'sishiga 1997-yilgi Osiyo moliyaviy inqirozidan keyin Internet tarmoqlarining ommaviy qurilishi ta'sir ko'rsatdi.^[23] Shuningdek, o'sha paytdagi ishsizlik darajasi ko'p odamlarni ishsiz qolganda nima qilish kerakligini izlashga majbur qilgan deb taxmin qilinadi.Janubiy Koreyada esportning bunday o'sishiga shaxsiy kompyuter portlashi deb nomlanuvchi Komany uslubidagi internet-kafe o'yin markazining keng tarqalgani sabab bo'ldi. Sport sifatida tasniflash[tahrir.Raqobatbardosh videoo'yinlarni sport sifatida belgilash munozarali mavzudir.

Tarafdorlar kibersport tez o'sib borayotgan "noan'anaviy sport" bo'lib, "ehtiyotkorlik bilan rejalashtirish, aniq vaqt va mohirlik bilan bajarishni" talab qiladi, deb ta'kidlaydilar. Boshqalar, sport jismoniy tayyorgarlik va jismoniy tayyorgarlikni o'z ichiga oladi, deb da'vo qiladi va kibersportni aqliy sport sifatida tasniflashni afzal ko'radi. ESPN(Entertainment and Sports Programming Network)ning sobiq prezidenti Jon Skipper 2014-yilda kibersportni "sport emas" deb ta'riflagan. Rossiya 2001-yil 25-iyulda kibersportni rasmiy sport sifatida tasniflagan birinchi davlat edi.Rossiya sportidagi bir qator islohotlardan so'ng, u 2004-yil 12-martda yana sport sifatida tasniflandi.2006-yil iyul oyida u yangi sport standartlariga mos kelmagani uchun sport fanlari ro'yxatidan olib tashlandi.2016-yil 7-iyulda Sport vazirligi kibersportni sport reestriga qo'shishga qaror qildi va 2017-yil 13-aprelda kibersport yana rasmiy sport intizomiga aylandi.

Videoo'yinlar o'ziga qaram qilishi haqidagi xavotirlarga qaramay, Xitoy 2003-yilda kibersportni haqiqiy sport sifatida tan olgan birinchi davlatlardan biri edi.Bundan tashqari, 2019-yil boshiga kelib, Xitoy esport o'yinchilarini Inson resurslari va ijtimoiy xavfsizlik vazirligining kasb-hunar mahoratini sinovdan o'tkazish boshqarmasi tavsiyalari doirasida rasmiy kasb sifatida tan oldi. 2019-yil iyul oyiga kelib, 100 000 dan ortiq odam o'zlarini professional o'yinchi sifatida ro'yxatdan o'tkazdi va vazirlik besh yil ichida ushbu kasbda 2 milliondan ortiq bunday odamlarni kutayotganini aytdi.2013-yilda Kanadalik League of Legends o'yinchisi Denni "Shiphtur" Le "Xalqaro tan olingan sportchilar" toifasi bo'lgan Amerika P-1A vizasini olgan birinchi professional o'yinchi bo'ldi.2014-yilda Turkiya Yoshlar va sport vazirligi professional o'yinchilarga esport litsenziyalarini berishni boshladi. Filippinda ham 2017-yil Iyul oyida shu kabi holatlar kuzatildi. 2016-yilda Fransiya hukumati kibersportni tartibga solish va tan olish loyihasi ustida ishlay boshladi. 2020-yilda Stokgolmda bo'lib o'tishi rejalashtirilgan The International 2021 chempionati oldidan Shvetsiya Sport Konfederatsiyasi 2021-yil iyun oyida esportni sport tadbiri sifatida tan olishni rad etish uchun ovoz berdi, bu esa Valvening xalqaro o'yinchilar uchun sayohat vizalari bo'yicha tadbirni qanday tashkil qilgani haqidagi rejalarni xavf ostiga qo'ydi. Valve o'yinchilarni joylashtirish uchun Shvetsiya bilan ishlashga harakat qildi, ammo oxir-oqibat tadbirni Ruminiyaga o'tkazdi.

Olimpiya o'yinlarining tan olinishi. Olimpiya o'yinlari, shuningdek, sportni qonuniylashtirishning potentsial usulidir. 2017-yil oktabr oyida Xalqaro Olimpiya Qo'mitasi (XOQ) tomonidan o'tkazilgan sammitda e'tirof etildiki, "Raqobatbardosh" sport turlarini sport faoliyati sifatida ko'rib chiqish mumkin va o'yinchilar shu bilan solishtirish mumkin bo'lgan shiddat bilan tayyorgarlik ko'rishadi va mashq qiladilar. Ammo Olimpiada uchun ishlatiladigan har qanday o'yinlar "Olimpiya harakati qonun qoidalariga" mos kelishini talab qilinadi. Andy Stoutning yana bir maqolasiga ko'ra, 2017 Worlds Esports musobaqasini 106 million kishi tomosha qilgan. Xalqaro Olimpiya Qo'mitasi prezidenti Thomas Bach Xalqaro Olimpiya Qo'mitasi shiddatli o'yinlar va sport uchun global sanksiya organining yo'qligidan qiynalayotganini ta'kidladi. Bach ko'plab olimpiya sport turlari haqiqiy zo'ravonlik jangidan kelib chiqqanligini tan oldi, lekin „sport buning madaniyatli ifodasidir. Agar sizda kimnidir o'ldirish haqida bo'lgan elektron o'yinlar bo'lsa, buni Olimpiya qadriyatlarimizga moslashtirib bo'lmaydi“.

Shu sababli, XOQ ularga NBA 2K yoki FIFA seriyalari kabi haqiqiy sportni taqlid qiladigan o'yinlarga asoslangan ko'proq videoo'yinlarni ma'qullashni taklif qildi. Professional raqobatchilar orasida bir qator o'yinlar mashhur. 1990-yillarning o'rtalarida paydo bo'lgan turnirlar jangovar o'yinlar va birinchi shaxs otishmalarining mashhurligi bilan bir vaqtga to'g'ri keldi, ular hali ham sodiq muxlislar bazasini saqlab kelmoqda. 2000-yillarda strategiya o'yinlari Janubiy Koreya internet-kafelarida juda mashhur bo'lib, butun dunyo bo'ylab kibersport rivojlanishiga hal qiluvchi ta'sir ko'rsatdi. Musobaqalar ko'plab nom va janrlar uchun mavjud, ammo 2020-yillarning boshlarida eng mashhur o'yinlar Counter-Strike: Global Offensive, Call of Duty, Legends League, Dota 2, Fortnite, Rocket League, Valorant, Hearthstone, Super Smash Bros. Melee, StarCraft II va Overwatch o'yinlari bo'ldi. Hearthstone, shuningdek, 2014-yilda chiqarilganidan beri raqamli kolleksiya karta o'yini janrini ommalashtirdi. 2017-yilda O'zbekiston kibersport assosiasiyasi tashkil etilgan. U Rossiya kompyuter sporti federasiyasi, Asian E-Sport Federation va boshqalar bilan hamkorlikni yo'lga qo'ygan. O'zbekistonda kibersport rasman alohida sport turiga aylandi va kibersport bo'yicha bakalavriat yo'nalishlari ochilishi e'lon qilindi.

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ҚИСҚА МАСОФАГА ЮГУРУВЧИ СПОРТЧИЛАРНИНГ ИШ ҚОБИЛИЯТИНИ ТИКЛАШНИНГ ВОСИТАЛАРИ.

Казоқов Р.Т.

ЎзДЖТСУ., Ўқитувчи.

Джўрабаев А.М.

ЎзДЖТСУ., Ўқитувчи.

<https://doi.org/10.5281/zenodo.10570660>

Аннотация. Мазкур мақолада спорт машғулотлари вақтида қисқа масофага югурувчи спортчиларнинг организмини тиклаш воситалари ҳақида сўз боради. Мақола давомида асосли фикр ва мулоҳазалар бериб ўтилган.

Калит сўзлар: Педагогик воситалар, спорт машғулотлари, қисқа масофага югурувчи спортчилар организмини тиклаш.

MEANS OF RECOVERY OF WORKING CAPACITY OF SHORT-DISTANCE RUNNERS.

Abstract. This article talks about the means to restore the body of athletes who run short distances during sports training. Reasonable opinions and comments are given throughout the article.

Key words: Pedagogical tools, sports training, body recovery of short-distance runners.

СРЕДСТВА ВОССТАНОВЛЕНИЯ РАБОТОСПОСОБНОСТИ БЕГУНОВ НА КОРОТКИЕ ДИСТАНЦИИ.

Аннотация. В данной статье говорится о средствах восстановления организма спортсменов, бегущих на короткие дистанции во время спортивных тренировок. На протяжении всей статьи даются обоснованные мнения и комментарии.

Ключевые слова: Педагогический инструментарий, спортивная подготовка, восстановление организма бегунов на короткие дистанции.

Жисмоний машқлар ва юқори юкламалардан сўнг организмнинг нормал фаолиятини тиклаш ёш югурувчилар учун машғулот тизимининг ажралмас қисми ҳисобланади. Тикланиш воситаларини танлаш спортчиларнинг ёши, малакаси, индивидуал хусусиятлари, тайёргарлик босқичи, машғулот жараёнининг вазифалари, машғулот юкламаларини қуриш характери ва хусусиятлари билан белгиланади. Дастлабки тайёргарлик ва дастлабки спорт ихтисослашуви босқичларида тикланиш жараёнларини оптималлаштиришнинг асосий усули – тикланиш жараёнларининг табиий кечиши учун етарли бўлган дам олиш оралиқларини ва тўлиқ овқатланишни таъминловчи рационал тренировка ва ёш спортчиларнинг режимидир. Қўшимча тикланиш воситалари қаторида мавсумий ўзгаришларни, дам олиш ва нафас олиш машқларини ҳисобга олган ҳолда гигиеник ва қотиш характеридаги сув муолажаларидан тизимли фойдаланишни тавсия этади.

Чуқур ихтисослик ва спорт такомиллаштириш босқичларида соғломлаштириш воситалари ва тадбирларининг анча кенг қамровдан фойдаланилади. Педагогик-психологик усуллардан ташқари, тиббийбиологик воситалардан ҳам кенг фойдаланилади. Буларга: рационал овқатланиш, физио - ва гидро-процесслар, сауна, ҳар хил массаж турлари, витаминлар ва энергия ва пластик жараёнларга таъсир этувчи фармакологик препаратлар кирди.

Тиклашнинг педагогик воситалари:

Педагогик воситаларга ўқув жараёнининг мақсадга мувофиқ қурилиши, турли йўналиш ва дам олиш юкламаларининг рационал алмашилиши, умумий ва махсус тайёргарликнинг оптимал нисбати, машқлар ҳажми ва шиддати, тикловчи ва тайёргарлик циклларида ўз вақтида фойдаланиш, дам олиш машқлари, нафас олиш машқлари киради.

Педагогик воситалар асосий восита ҳисобланади, чунки уларсиз тикланишни тезлаштириш учун махсус воситалардан фойдаланиш мантиққа тўғри келмайди.

Тикланишнинг педагогик воситалари, кўпгина мутахассисларнинг фикрича (Р.Саломов ва б.), энг самарали ҳисобланади, чунки улар машғулотдан кейин тиклашни тезлаштиришга ёрдам беради. Педагогик соғломлаштириш воситаларидан оқилона ва мақсадли фойдаланиш машғулот жараёнини замонавий илмий-методик даражада амалга оширишни таъминлайди. Машғулот ва мусобақалар давомида танадан сарфланган энергия ва функционал ресурсларни тиклаш учун мушак фаолиятини рационал ташкил этувчи педагогик омиллар асосий ҳисобланади.

О.М.Мирзоев (2000, 2005) маълумотларига кўра, машғулот самарасидан энг юқори натижаларга эришиш учун қуйидагилар:

- Машғулотни рационал режалаштириш, яъни юкламаларни организмнинг функционал имкониятларига мослиги;
- умумий ва махсус воситаларнинг кетма - кетлигини алмаштириш;
- машғулот ва мусобақаларга микро, мезо ва макроциклларни оптимал вариантини тузиш;
- спортчининг коммутация фаолиятидан кенг фойдаланиши;
- қайта тиклаш микроциклларини жорий этиш;
- ўрта ва баланд тоғларда машғулотлардан фойдаланиш;
- ҳаётнинг умумий режимини оқилона йўлга қўйиш;
- алоҳида ўқув машғулотини тўғри тузишда машғулотнинг эмоционал ҳолатини яратиш;
- фаол дам олиш ва тикланишдан фойдаланиш.

В. А. Перепекин ўзининг илмий ишларида тикланишнинг педагогик воситаларини қўллашнинг қуйидаги асосий йўналишларини тавсия этадилар:

1. Ўқув жараёнини оқилона режалаштиришда тайёргарлик босқичи, машғулот ва мусобақалар ўтказиш шартлари; жинси ва ёши спортчилар, уларнинг функционал ҳолати, таълим-тарбия хусусиятлари ва иш фаолияти, маиший ва экологик шароитларни ҳисобга олиш.

2. Макро -, мезо - ва микроциклларда машғулотларни оптимал ташкил этиш ва дастурлашда, ҳар хил турдаги рационал нисбатни таъминлаш, ўқув юкламаларининг режалаштириш ва характери ва уларнинг динамик ривожлантириш.

3. Ўқув жараёнида умумий ва махсус машғулот воситаларининг бир бирига боғлиқлиги.

4. Шиддатли машғулот ва мусобақалардан сўнг зарур тикланиш даврлари билан машғулот ва мусобақа юкламаларининг боғлиқлиги.

5. Машғулот жараёнида турли микроциклларнинг мослиги: тортувчи, ривожлантирувчи, зарбали, мусобақа, тикловчи.

6. Спорт натижаларини яхшилаш ва тикланиш жараёнларини жадаллаштириш мақсадида тоғ шароитида машғулотларни тизимли қўллаш.

7. Машғулот юкламаларининг зарурий ўзгарувчанлиги, пасив ва фаол дам олиш даврлари, самарали тикловчи восита ва усуллардан фойдаланган ҳолда микроциклларда машғулотларни оптимал режалаштириш.

8. Қулай экологик шароитда ва ўтиш даврида фаол дам олишда жисмоний машқлардан сўнг махсус тиклаш воситаларидан фойдаланиш мажбурий.

9. Тизимли педагогик, тиббий назорат ва функционал ҳолат устидан ўз ўзини назорат қилиш, машғулот ва мусобақа юкламаларининг толерантлиги ва бу маълумотларни ҳисобга олган ҳолда спортчиларнинг машғулот жараёнини зарур коррекциялаш.

10. Тикланиш жараёнларини рағбатлантиришнинг муҳим педагогик воситаси машғулотнинг тўғри тузилишидир.

Етакчи мутахассислар А.М.Якимов ва А.С.Ревзон фикрича, қуйидаги асосий қоидаларга риоя қилиш керак.

- машғулот олдидан тўлақонли УРМни амалга ошириш, бу нафақат асосий қисм учун организмнинг жадал ривожланиши ва чиникишини таъминлайди, балки физиологик ва рухий жараёнларнинг оптимал ривожланишига ҳам шароит яратади. Ва бу, ўз навбатида, машқ давомида алоҳида машқлар серияси ўртасида тананинг янада самарали тикланишига ёрдам беради;

- бир машғулотда ўқув юкламалари оралиғида фаол дам олиш учун машқлар бажариш;

- пасив дам олишни оптимал ҳолатда тўлиқ релаксация ҳолатида қўллаш;

- машғулот юкламалари орасидаги ораликларда ва дарслардан кейинги дам олиш машқларини бажариш;

- асосий ўқув ишларини кейинчалик юқори даражада бажариш учун ижобий эмоционал муҳит яратиш учун машқлар ва махсус воситалардан фойдаланиш, бу эса янада фаолроқ тикланишни таъминлайди;

- алоҳида танланган машқларни бажариш машғулотнинг якуний қисми учун (зарбали). Оғир юкламалардан аста-секин тикланиш машғулотлардан сўнг тикланиш жараёнларини фаол жойлаштиришнинг самарали воситасидир. Шу билан бирга, паст суръатда (юррак уриши-105-120 зар/дақ) югуриш 10-15 дақиқа ва махсус машқлар мажмуасидан фойдаланиш тавсия етилади;

Электр массаж юқори частота ва кучланиш мёстимулацион фойдаланишни ўз ичига олади, лекин паст жорий (қадар 650 микроампер), танадаги ёқимли, тасалли сезгилар сабаб бўлади. Спорт фаолиятида, одатда, енг кенг ва катта мушак гуруҳлари мёстимулацияга дучор бўлади: қорин, орқа ва сонлари. Электр массаж учун қурилмаларни лойиҳалаш мушак гуруҳларининг муқобил алоқасини таъминлайди.

Психологик машғулот - аутоген машғулотнинг модификацияси бўлиб, унинг асосий элементлари: релаксация машқлари, нафас олиш машқлари, максимал изометрик мушаклар таранглиги ва ундан кейин дам олиш ҳамда кўзни юмишдир.

Д.Д.Сафарова маълумотларига кўра, психомушак машғулотнинг тўртта асосий мезонга асосланган:

- мушакларни иложи борича бўшаштириш қобилияти;
- автоматик таклиф формулаларининг мазмунини имкон қадар жонли тарзда, тасаввурнинг энг катта кучи билан, лекин ақлан чайқалмасдан ифодалаш қобилияти;
- танланган объект (тана қисми) ҳақида ўйлаш сақлаб қолиш учун қобилияти;
- керакли оғзаки формулалар билан ўзингизни таъсир қилиш қобилияти.

Идеомотор тарбия-ҳаракат методларининг руҳий ифодасидир. Ҳаракат техникаси ёки хатти-ҳаракатларининг мотор образларини яратиш онгли ва фаол бўлиши керак. Идеомотор тренингда ваколатномаларнинг учта асосий вазифаси мавжуд: дастурлаш, ўқитиш ва тартибга солиш.

А.А.Шамардин, В.В.Чёмов ва бошқа олимлар фикрига кўра идеомотор тайёрлаш вазифасини дастурлаш катта ҳаракати ғояси асосланган; стажёр — маҳорат ривожланишини осонлаштириш ваколатхоналари ҳақида; норматив — мумкин бўлган тузатиш ҳақида ўйлаб, ҳаракатлари ва индивидуал элементлар муносабатларни назорат қилиш. Идеомотор машғулотнинг таркибида ички актуализация ва ташқи амалга ошириш ўртасида фарқ бор. Тадқиқотчиларнинг фикрига кўра, идеомотор машғулотнинг тезликни ошириш (34% гача) ва ҳаракатларнинг аниқлиги (6-18%) учун энг самарали ҳисобланади.

Тиклашнинг тиббий-биологик воситалари.

Жисмоний машқлар ва мусобақа юкламаларидан кейин жисмоний машқлар ва тананинг нормал ишлашини тиклаш спорт машқларининг тўғри ташкил этилган тизимининг ажралмас қисми бўлиб, оқилона машқлар мажмуаси каби самарали таъсир этади.

Жисмоний фаолият чарчоқни келтириб чиқарадиган танадаги муайян функционал ва таркибий ўзгаришлар билан бирга келади. Чарчоқ - табиий физиологик ҳодиса, ишнинг натижаси-чарчоқ ҳиси, метаболизм, тартибга солиш, асосий физиологик тизимларнинг ишлаши, юкламага реакция, энергия захираларининг пасайиши, умумий ва махсус ишлашнинг вақтинчалик ёмонлашуви билан тавсифланади. Ю.А.Попов фикрича юкламанинг ҳодисалари мослашувнинг ривожланишини рағбатлантиради, янги, юқори даражадаги кўрсаткичларга эришишга ёрдам беради. Бир вақтнинг ўзида чарчаш туйғусининг пайдо бўлиши ҳимоя қийматига эга бўлиб, организм фаолиятидаги муайян зўриқишни билдиради ва шу билан уни ортиқча зўриқиш ва оворагарчиликдан ҳимоя қилади. Чарчоқсиз, асосан, ўқув жараёнининг ўзи йўқ. Фақат чарчаш даражаси бажарилган ишга мос келиши ва ортиқча бўлмаслиги муҳимдир. Тиббий ва биологик тикланиш воситаларидан фойдаланиш тананинг машғулот юкламаларига мослашишига ёрдам беради, энергия ресурсларини тезроқ тўлдириш имконини беради ва спортчилар томонидан йиллик циклнинг тайёргарлик ва рақобат даврларида тажрибали ортиқча жисмоний ва руҳий стрессга қаршилиқ кўрсатади.

Спортчиларнинг овқатланиши ўз организмнинг эҳтиёжларини тўлиқ қондириши, энергия ресурсларининг тез тикланишига кўмаклашиши керак. Кўпгина муаллифларнинг таъкидлашича, тикланиш чора-тадбирлари мажмуаси биринчи навбатда овқатланишни оқилона ташкил этишга асосланган, бундан ташқари, овқатланиш спортчиларнинг

машаққатли ўқув ишлари давомида юкори кўрсаткичларга ва тикланиш жараёнларининг самарали оқимига эришиш имкониятини белгиловчи етакчи омиллардан ҳисобланади.

Тананинг энергия мувозанатини сақлашда минерал тузлар, витаминлар ва муҳим озик моддалар муҳим рол ўйнайди.

Минераллар билан витаминлар мажмуасини қўллаш жисмоний кўрсаткичларга, қондаги гемоглобин даражасига, липид ва углеводлар алмашинувининг қатор кўрсаткичларига ижобий таъсир кўрсатади

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ЦИФРОВИЗАЦИЯ В СИСТЕМЕ ОБРАЗОВАНИЯ НАШЕЙ СТРАНЫ И ПРИМЕНЕНИЕ В ЦИФРОВОМ МИРЕ

Наимова Наргиза Акбаровна

Азиатский международный университет

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Аннотация. В статье анализируется значение цифровизации и обучения в цифровом мире в системе дошкольного образования, общего среднего образования и высшего образования в нашей стране, текущие мероприятия и возможности.

Ключевые слова: Дистанционное образование, цифровые технологии, цифровизация, информационная система «EDU LINK», образовательная платформа и программа HEMIS.

DIGITALIZATION IN OUR COUNTRY'S EDUCATION SYSTEM AND APPLICATION IN THE DIGITAL WORLD

Abstract. The article analyzes the importance of digitalization and learning in the digital world in the system of preschool education, general secondary education and higher education in our country, current events and opportunities.

Key words: Distance education, digital technologies, digitalization, information system "EDU LINK", educational platform and HEMIS program.

В современную эпоху, когда техника и технологии стремительно обновляются день ото дня, становится естественной ситуацией коренное изменение мировоззрения общества и его адаптация к времени. В этом случае ситуация обучения будет обновлена. Примером этого сегодня мы можем видеть создание дистанционного образования в высших учебных заведениях. Дистанционное образование, меняющаяся природа (период пандемии) и эффективное применение технологий в системе образования приводят к изменениям в преподавании и обучении. Это означает необходимость проведения большого количества педагогических исследований в области преподавания и обучения в цифровом мире.

АНАЛИЗ ЛИТЕРАТУРЫ И МЕТОДОЛОГИЯ В последние годы в нашей стране проводятся масштабные работы по коренной реформе системы образования и оценке качества образования, развитию цифрового образования. В связи с этим Указ Президента Республики Узбекистан от 29 апреля 2019 года № ПФ-5712 «Об утверждении Концепции развития системы народного образования Республики Узбекистан до 2030 года» «PISA» (Программа for International Student Assessment)) в рейтинге программы международной оценки студентов планируется в 2021 году включить Узбекистан в первые 70 стран, в 2025 году – в 60 стран, а в 2030 году – в первые 30 передовых стран. Согласно постановлению Кабинета Министров Республики Узбекистан №997 от 8 декабря 2018 года «О мерах по организации международных исследований в области оценки качества образования в системе государственного образования» Управление образования при Кабмине Министров Республики Узбекистан «Национальный центр по реализации международных исследований по оценке качества образования» создан при государственной инспекции качества образования [2]. В постановлении Президента Республики Узбекистан от 5 октября 2020 года № ПФ 6079 «Об утверждении стратегии «Цифровой Узбекистан 2030» и мер по ее реализации» в сфере цифровизации в цифровом мире развитие цифровых

технологий, реализуются новые проекты цифровой экономики, программы развития цифрового образования.

В этом постановлении в целях совершенствования цифровых навыков в сфере образования реализуются следующие меры: создать возможности для овладения цифровыми навыками, аналитическим и критическим мышлением путем предоставления учащимся цифровых технологий на начальном этапе образования, развития, передачи знаний. и навыки молодежи в условиях масштабной цифровой трансформации, которые потребуются в будущем; создание и внедрение единой платформы дистанционного образования с целью ее внедрения во всех сферах образования в будущем; внесение постоянных изменений в основные образовательные программы общеобразовательных школ с целью повышения общего уровня использования цифровых технологий учащимися; внедрение в систему образования высокоэффективной международной практики, направленной на организацию обучения в сфере технологических профессий и инновационной деятельности; увеличить количество выпускников высших учебных заведений, готовящих кадры в области информационно-коммуникационных технологий, выпускников средних специальных профессиональных учебных заведений со средним уровнем компетентности в области информационных технологий; совершенствование методов обучения информатике в общеобразовательных школах путем поощрения участия организаций в сфере информационных технологий в образовательных процессах; разработка государственных единых требований к использованию форматов оцифровки иностранных бумажных материалов, а также лабораторий по применению и изучению «Интернета вещей», робототехники, технологий искусственного интеллекта в соответствующих областях в высших учебных заведениях и оцифровки учебных материалов в образовании путем оказания поддержки; развитие и стимулирование научных исследований в области цифровых технологий, совершенствование их организационных механизмов; проведение республиканских конкурсов и мероприятий (хакатонов, конкурсов, олимпиад и т.п.), способствующих созданию идей и новых технологий; разработка и определение направления создания новых поисковых систем, в том числе решений для поиска и идентификации аудио- и видеоматериалов, использования семантики при поиске и извлечении информации, новых технологий в системе машинного перевода, а также разработки новых алгоритмов и технологии машинного обучения; разработка робототехнических комплексов и алгоритмов взаимодействия человека, совершенствование инфраструктуры сетей передачи данных, установленных датчиков и сенсорных сетей, а также создание программного обеспечения для реализации различных моделей предоставления «облачных» сервисов для проведения научных работ; дальнейшее совершенствование электронных образовательных ресурсов для системы дошкольного, среднего и высшего образования, а также обеспечение использования отечественных и международных образовательных ресурсов; развитие человеческого капитала, включая развитие профильного образования и популяризацию ИТ-профессий, улучшение институциональных условий для ИТ-предприятий и снижение административных барьеров; внедрение инновационных образовательных программ по цифровой трансформации и новым технологиям в систему школьного и дошкольного образования.

.РЕЗУЛЬТАТЫ И ОБСУЖДЕНИЕ Для обеспечения реализации вышеизложенных решений

и постановлений необходимо изучить, проанализировать, мобилизовать существующие возможности и реализовать новые идеи в дошкольном образовании, общем среднем образовании и высших учебных заведениях релиза. Прежде всего, мы увидим анализ работы и реализацию новых идей в дошкольных образовательных учреждениях относительно цифровизации и обучения в цифровом мире. Большинство наших детей, т.е. 3-6 лет, обучаются в дошкольных образовательных учреждениях нашей страны. В нашем народе есть пословица: «Знания, приобретенные в юности, – это образец, высеченный на камне». В этом возрасте развитие детей очень сильное. Считается, что влияние окружающей среды и воспитание окружающих оказывают сильное влияние и значение на всю остальную жизнь. Способность детей, еще не пошедших в начальную школу, изучать и использовать современные технологии быстро развивается в последние годы и будет продолжать развиваться. Одной из актуальных проблем современности является эффективная организация способов преподавания и обучения в цифровом мире в раннем детстве. Теоретическим решением этой проблемы является реализация новых подходов к обучению педагогов, детей и их родителей в цифровом мире. Ряд новых технологий, таких как различные программы, мобильные приложения и группы в социальных сетях, выполняют задачи основных образовательных инструментов по внедрению новых инновационных инвестиций в образование детей. Например, значение мобильного приложения «Мойвоквой ва кизча» в развитии детского мышления и творческого мышления и принятия решений в неблагоприятных ситуациях несравнимо. В зарубежных странах программа «Афлатот» предназначена для детей, не поступивших в школу, и это программа, закладывающая основы социальной и экономической грамотности. Такие программы очень важны в формировании у детей первых образовательных и жизненных навыков. В рамках цифровизации в дошкольных образовательных учреждениях ЮНИСЕФ создал цифровую образовательную платформу «Паспорт обучения» для развития дошкольного образования в Узбекистане, японское представительство JICA в Узбекистане создало «Подготовку педагогов, работающих с детьми, нуждающимися в Особая забота в Узбекистане», проект по повышению квалификации» и проект информационной системы «EDU LINK», созданный Корейско-Узбекской бизнес-ассоциацией для системы дошкольного образования. Цифровизация школьного образования Министерством образования нашей страны, интеграция информационно-коммуникационных технологий в школьное образование, развитие интерактивного общения учителей, учащихся и родителей, реализация возможностей дистанционного и самостоятельного образования. образовательная платформа разработана и реализуется на практике. В этой платформе расписания уроков для учителей автоматически реализованы в электронном журнале, управление домашними заданиями и различными отчетами, для родителей они имеют полный контроль над своими детьми через разделы дневник ученика, домашние задания и общение. Через разделы дневник, портфолио, общение для Студенты, они знают темы предстоящих уроков, общаются со своими преподавателями, собирают общие статистические данные для государственных органов, общаются и информируют при доставке новостей в подсистемы. Свою работу он делает как надо. Проект цифрового университета продолжается в системе высшего образования. В настоящее время в целях резкого сокращения количества различных отчетов и данных, поступающих от вузов,

отказа от бумажной формы их подготовки, а также оцифровки системы управления, в рамках проекта «Цифровой университет» создается «Информационная система для Разработана система «Управление процессами высшего образования» (HEMIS – Higher Education Management Information Systems). Данная информационная система включает в себя информационные системы «Административное управление», «Учебный процесс», «Научная деятельность» и «Финансовый менеджмент и статистика». Целью внедрения информационной системы управления процессом высшего образования является: - обеспечение открытости и прозрачности вузов; - автоматизация образовательных, научных, управленческих и финансовых процессов в системе высшего образования; - предотвращение бюрократических препон и снижение финансовых затрат в системе высшего образования; - Обеспечение сплоченности между вузами, студенческими организациями и организациями работодателей; - сокращение затрат времени на процессы управления и повышение эффективности работы; - контроль эффективности участников образовательного процесса; - оптимизация и ускорение процесса формирования аналитических данных и принятия решений. Цифровизация вузов и организация образования с помощью цифровых технологий означает, что студенты активно участвуют в уроках. участие, полное овладение темами, повышение любви к будущей профессии и развитие различных компетенций

ЗАКЛЮЧЕНИЕ

Сегодня цифровое образование занимает ни с чем не сравнимое место в наших образовательных системах, и речь идет не о способности наших учеников и студентов изучать науку, а о том, как они при этом учатся, как они изучают науку, как они выполняют задания. можно наблюдать их интерес и мнение по проблемам на их уровне. В результате этого развиваются такие способности учащихся, как самостоятельное обучение, адаптация к личному обучению и работа над собой. Процессы обучения происходят в цифровом контексте, а интерактивные задания на уроках и обучение в виртуальных лабораториях заставят студентов больше думать. Развивает профессиональную компетентность в интересующей области.

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KORRUPSIYADAN HOLI DUNYO -UMUMBASHARIY MAQSAD

Xudayberdiyeva Moxichehra Alisher qizi

Buxoro Davlat Universiteti Tarix-Yuridik fakulteti yurisprudensiya yo'nalishi
2-kurs 5/2-guruh talabasi.

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Annotatsiya. Ushbu maqolada axborot kommunikatsiya texnologiyalaridan foydalanilgan holda korrupsiyaga qarshi kurashishda aholining huquqiy ongi va huquqiy madaniyatini yuksaltirish, jamiyatda korrupsiyaga nisbatan muvofiqsiz munosabatni shakllantirish, davlat organlari va boshqa tashkilotlar xodimlarning huquqiy savotxonligini oshirish, ta'lim muassasalarida huquqiy ta'lim va tarbiya masalalari haqida fikr yuritilgan.

Kalit so'zlar: Korrupsiyaga qarshi kurashish, Korrupsiyaga oid huquqbuzarlik, Manfaatlar to'qnashuvi, Korrupsiya taraqqiyot kushandasi, Poraxo'rlik, Tamagirlik, Huquqbuzarlik, Davlat organlari. Jinoyat, Erkinlik, Shaxs, Ichki nazorat, Tashqi nazorat, saylov tizimi orqali kurashish.

CORRUPTION-FREE WORLD-THE UNIVERSAL GOAL

Abstract. In this article, using information and communication technologies, raising the legal consciousness and legal culture of the population in the fight against corruption, forming an uncompromising attitude towards corruption in society, improving the legal literacy of employees of state bodies and other organizations, legal education and training in educational institutions held.

Key words: Fight against corruption, Crime related to corruption, Conflict of interest, Corruption development group, Bribery, Greed, Crime, State bodies. Crime, Liberty, Identity, Internal control, External control, fighting through the electoral system.

МИР БЕЗ КОРРУПЦИИ -УНИВЕРСАЛЬНАЯ ЦЕЛЬ

Аннотация. В данной статье с помощью информационно-коммуникационных технологий повышение правового сознания и правовой культуры населения в борьбе с коррупцией, формирование бескомпромиссного отношения к коррупции в обществе, повышение правовой грамотности работников государственных органов и других организаций, проводится юридическое образование и стажировка в образовательных учреждениях.

Ключевые слова: Борьба с коррупцией, Преступления, связанные с коррупцией, Конфликт интересов, Группа по развитию коррупции, Взятничество, Жадность, Преступность, Государственные органы. Преступность, Свобода, Идентичность, Внутренний контроль, Внешний контроль, борьба через избирательную систему.

KIRISH.

Yer yuzida davlat va jamiyat paydo bo'lganidan buyon odamzod poraxo'rlik va korrupsiyani taraqqiyot va farovonlik kushandasi, adolat, tenglik, sog'lom raqobat va halollik tamoillari ustun bo'lishiga to'sqinlik qiladigan ijtimoiy illatlardan biri, deb baholab kelgan va unga qarshi kurashib yashagan. Ma'lumki, korrupsiya jamiyatni rivojlanishiga qarshi qaratilgan harakat sifatida har qanday jamiyat va davlatda ijtimoiy-iqtisodiy muammolarni keltirib chiqaradi hamda ijtimoiy-iqtisodiy muammolarni chuqurlashtirishga sabab bo'ladigan omil sifatida baholanadi. Chunki huquqiy ong va madaniyati yuksak bo'lgan va huquqiy ta'lim va tarbiya jihatdan yetuk

bo'lgan insonlar salbiy illat bo'lmish korrupsiyaga yo'l qo'ymaydilar.

Etimologik jihatdan "Korrupsiya" atamasi "Buzish, pora evaziga og'dirish" degan ma'noni anglatadigan lotincha "corruptio" so'zidan kelib chiqqan. Yuridik ensiklopediya mualliflarining ta'kidlashicha, Korrupsiya-mansabdor shaxslar tomonidan ularga berilgan huquqlar va hokimiyat imkoniyatlaridan shaxsiy boylik orttirish uchun foydalanishni ifodalovchi siyosat yoki davlat boshqaruvi sohasidagi jinoiy faoliyatdir. Bu holatni ta'lim jarayonida ham kuzatish mumkin. Bugungi kunda korrupsiyaga qarshi kurash maqsadlariga faqat jinoyat-huquqiy vositalar bilan ergashib bo'lmasligini hayotning o'zi ko'rsatmoqda. O'ylaymizki, bunday ma'naviy buzilish holatga qarshi kurashda nafaqat davlat organlari, balki jamiyat va umuman barcha fuqarolarimiz mas'uldirlar.

Shunday ekan, davlat va jamiyat, shu bilan birga nodavlat notijorat tashkilotlari bunday illatni oldini olish va unga qarshi kurashdagi birgalikdagi harakatgina samarali natijalarga erishishning eng maqbul yo'li hisoblanadi. **Korrupsiya o'zi nima?**-korrupsiya jamiyatni turli yo'llar bilan iskanjaga oladigan dahshatli illatdir. Maskur illat demokratiya va huquq ustuvorligi asoslariga putur yetkazadi, inson huquqlari buzilishiga olib keladi, bozorlar faoliyatiga to'sqinlik qiladi, hayot sifatini yomonlashtiradi va odamlar xavfsizligiga tahdid soladigan uyushgan jinoyatchilik, terrorizm va boshqa hodisalar ildiz otib, gullashi uchun sharoit yaratib beradi.

Shu o'rinda ta'kidlab o'tish o'rinliki, ushbu zarali hodisa katta va kichik, badavlat va kambag'al bo'lishlaridan qat'iy nazar, barcha mamlakatlarda uchramoqda. Ushbu zararli illatlarni bartaraf etish bo'yicha jahonhamjamiyati tomonidan bir qator samarali ishlar amalga oshirilayotgan bo'lsada, hanuzgacha u bartaraf etilmayapti.

Bugun xalqaro hamjamiyat korrupsiyaga qarshi kurashishning eng to'g'ri va samarali yo'li-korrupsiyaning sodir etilishiga imkon yaratayotgan sabab va omillarni aniqlash hamda ularni bartaraf etish deb hisoblaydi. Ushbu illatlarni bir qator faktorlar keltirib chiqarishi mumkin.

Birinchidan, jamiyat va davlat mavjud muammolarni hal qilish maqsadida ishlab chiqarilgan qonunlar va dasturlarning mukammal emasligi, qonunchilikda zidiyatlar va qarama-qarshiliklarning mavjudligi.

Ikkinchisidan, mamlakatda mustaqil iqtisodiyot faoliyat yurituvchi subyektlar faoliyati ustidan ortiqcha davlat nazoratining mavjudligi.

Uchinchisidan, davlat xizmatida moddiy manfaatdorlik, byurokratik to'siqlarning mavjudligi, mansabdor shaxslarning ijtimoiy ta'minlanmaganligi yoki ular uchun adolatli mehnat sharoiti yo'qligi, faoliyati ustidan jamoatchilik nazorati o'rnatilmaganligi.

So'ngi yillarda tub islohotlar davriga qadam qo'ygan O'zbekistonda ham taraqqiyot kushandasi bo'lgan illat-korrupsiyaga qarshi izchil kurash olib borilmoqda. Ushbu kurash davlat siyosati darajasiga ko'tarildi.

Keng jamoatchilik nazorati ortidan korrupsiya bilan bog'liq bo'lgan jinoyatlar ko'proq va tezkorlik bilan ochilmoqda.

ADABIYOTLAR TAHLILI VA METADOLOGIYA.

Hurmatli prezidentimiz tomonidan ilgari surilgan **Yangi O'zbekiston taraqqiyot strategiyasi** korrupsiyadan xoli mamlakat barpo etishni nazarda tutadi.

Ushbu strategiyaga ko'ra, mamlakatimizda korrupsiyaning oldini olish va unga qarshi muvofiqsiz kurashishning ilg'or xalqaro standartlarga asoslangan tizimini joriy etish bo'yicha izchil choralar ko'rilmoqda. Bunda quyidagi asosiy yo'nalishlarga alohida e'tibor qaratilmoqda:

Jamiyatda korrupsiyaga nisbatan murosasiz munosabatni shakllantirish, aholining huquqiy ongi va madaniyatini yuksaltirish.

Davlat va jamiyat hayotining barcha sohalarida samarali harakatlarni davom ettirish.

Korrupsiyaga oid huquqbuzarliklarni o'z vaqtida aniqlash, ularga chek qo'yish, bu yaramas illatning oqibatlarini, bunga imkon beruvchi sabablar va shart-sharoitlarni bartaraf etish, huquqbuzarliklarni sodir etilganligi uchun javobgarlikning muqarrarligi prinsipini ta'minlash.

Bu borada respublikamizda davlat va jamiyat qurilishining barcha sohalarida korrupsiyaga yo'l ochib beradigan omillarga chek qo'yishga qaratilgan 80 dan ortiq normativ-huquqiy hujjat qabul qilindi. "Korrupsiyasiz soha" loyihalari, yo'l xaritalari va dasturlar tasdiqlanadi. Parlament, xalq deputatlari kengashlari, siyosiy partiyalar va nodavlat notijorat tashkilotlarining korrupsiyaga qarshi kurashdagi roli va ahamiyati oshib bormoqda. Davlat organlari va tashkilotlari faoliyatida ochiqlik, oshkoralik va shaffoflikni ta'minlash hamda mansabdor shaxslarning aholi oldidagi hisobdorligini yo'lga qo'yish orqali davlat boshqaruvida samarali va ta'sirchan jamoatchilik nazoratini amalga oshirish uchun zarur sharoitlar yaratildi, qator nodavlat notijorat tashkilotlari bilan amaliy hamkorlik kuchaytiriladi.

Yuqoridagi vazifalar, chora-tadbirlar ijrosini bajaralishi yuzasidan bugungi kunda tumandagi sektorlar rahbarlari, huquqni muhofaza qiluvchi tashkilotlar, nodavlat notijorat tashkilotlari ijtimoiy tarmoqlar va televideniye orqali, shuningdek xalq deputatlari tuman kengashi sessiyalarida axborot va hisobotlar berib barchani xabardor qilib bormoqdalar. Bundan ko'zlangan asosiy maqsad korrupsiyaning har qanday ko'rinishiga barham berish va shaffof jamiyatda inson qadrini yanada oshirishdir.

Deyarli har kuni biz birgalikda jamiyatimizning rivojlanishiga to'siq bo'layotgan korrupsiya bilan kurashishga harakat qilyapmiz. Korrupsiya bir tashkilotning yoki bir shaxsning harakati bilan yoqolmaydi. Jamiyatda shunday illatlar borki, u ma'lum bir sohaga emas, balki butun jamiyat taraqqiyotiga to'g'anoq bo'ladi. Davlatni ich-ichidan yemiradigan ana shunday illat korrupsiya va poraxo'rlikdir. Anan shu illat sababli ko'plab davlatlarning inqirozga yuz tutgani ham tarixdan ma'lum. Korrupsiya dunyo miqyosida hal etilishi lozim bo'lgan global muammolardan biridir. Ushbu illat har qanday davlat va jamiyatning siyosiy-iqtisodiy rivojlanishiga jiddiy putur yetkazib, inson huquq va erkinliklarining poymol bo'lishiga olib keladi. Shu bois unga qarshi kurash xalqaro ahamiyat kasb etib, jahon siyosatining muhim masalalari qatoridan joy olgan.

MUHOKAMA VA NATIJALR.

Respublikamizda korrupsiyaga qarshi kurashishning huquqiy mexanizmi yaratilgan holda 2017-yil 3 yanvarda O'zbekiston Respublikasining "**Korrupsiyaga qarshi kurashish to'g'risida**"gi qonuni qabul qilindi hamda shundan so'ng bir qator normativ-huquqiy hujjatlarda korrupsiyaning oldini olish va bartaraf etish bo'yicha chora-tadbirlar belgilandi.

Qonuning 3-moddasiga ko'ra, korrupsiya-shaxsning o'z mansab yoki xizmat mavqeidan shaxsiy manfaatlatini, yaxud o'zga shaxslarning manfaatlarini ko'zlab moddiy yoki nomoddiy naf olish maqsadida qonunga xilof ravishda foydalanishi xuddi shuningdek bunday nafni qonunga xilof ravishda taqdim etilishidir. Qonuning 5-moddasida esa korrupsiyaga qarshi kurashish sohasidagi davlat siyosatining asosiy yo'nalishlari ko'rsatib o'tilgan bo'lib, ular: aholining huquqiy ongi va huquqiy madaniyatini yuksaltirish, jamiyatda korrupsiyaga nisbatan murosasiz munosabatni shakllantirish, davlat va jamiyat hayotining barcha sohalarida korrupsiyaning oldini

olishga doir chora-tadbirlarni amalga oshirish, korrupsiyaga oid huquqbuzarliklarni o'z vaqtida aniqlash, ularga chek qo'yish, ularning oqibatlarini, unga imkon beruvchi sabablar va shart-sharoitlarni bartaraf etish, korrupsiyaga oid huquqbuzarliklarni sodir etganlik uchun javobgarlikning muqarrarligi prinsioini ta'minlashdan iboratdir.

XULOSA.

Mening fikrimcha, korrupsiyaga qarshi kurashishda pora taklif qilganlar yoki olganlarni javobgarlikka tortish samarasiz usuldir. Faqat oshkoralik, shaffoflik bilan korrupsiyaga qarshi samarali kurashish mumkin. Ko'p yillardan beri Daniya korrupsiya yoq mamlakatlar reytingida peshqadamlikni bermay keladi. Buni qarangi, fuqarolari o'zini baxtli his etadigan davlatlar ro'yxatida ham aynan Daniya birinchi o'rinda turadi. Qizig'-a? Demak, qayerda korrupsiya, yani chirkin manfaatlar-u yeng Ichida ish bitirishlar bo'lmas o'sha yerda odamlar o'zini baxtli his etar ekan-da! Korrupsiya botqog'iga botgan amaldorlar jamiyat taraqqiyotiga g'ov bo'lib, umri xalqqa xiyonat qilish, yosh avlod ongini zaharlash bilan o'tishini endi keng jamoatchilik yaxshi tushunadi.

Bu illatga qarshi kurash-toza vijdonli, oriyatli ziyolilarning qalb amriga aylanmog'i lozim.

Bugungi kunda har bir davlatda korrupsiyaga qarshi kurash davom etmoqda. Har bir davlat va jamiyat korrupsiyaga qarshi kurashish yo'lini o'zi tanlaydi, aniqrog'i, qanday yo'l to'g'ri ekanini hayot ko'rsatadi. Qonunda korrupsiyaga qarshi kurashni keng qamrovda olib borish choralari ko'zda tutilgani, bu borada har bir masalaga alohida e'tibor qaratilgani bejiz emas.

Korrupsiyaga aloqador odam qonunni buzishdan tashqari, o'zining kimligini, e'tiqodi, ma'naviyati qay darajada ekanini oshkor qiladi. Bunday odam nafaqat moliyaviy ziyon-zahmat yetkazadi, balki davlatni demokratiyani behurmat qilib, obro'sini to'kadi, unga non-tuz berib katta qilgan, ilm-u hunar, obro'va mansab bergan el-yurtning yuziga oyoq qo'yadi.

O'ylashimcha, oliy o'quv yurtida talabdan yo uning ota- onasidan pora olgan, tamagirlik qilgan dekan yo boshqa mansabdor shaxs uchun iymon, vijdon,insoniylik degan tuyg'ular bo'lmaydi. Ular xarom-xarish yo'l bilan topganlarini oilasida o'z farzandlariga harom luqma yegizayotganini tushunmaydi. Bunday oilada o'sgan o'g'il- qizlar ertaga undan battar ochofat, yulg'ich, poraxo'r bo'lib o'sadi va bir kun albatta qopqonga tushib, umri panjara ortida o'tadi.

Mana shu haqiqatni oliy o'quv yurtlaridagi har bir mansabdor shaxs yaxshi bilib olishi zarur. U bugun qilayotgan qing'irliklarimni hech kim bilmaydi, sezmaydi, deb o'ylaydi. Voholanki, bugun odamlarning ko'zi ochilmoqda. Oliy o'quv yurtida qaysi dekan yoki boshqa mansabdor shaxs shunaqa qing'irliklar qilayotganini atrofidaqilar yaxshi bilishadi. Oriyatli, vijdonli ziyolilar ular haqda tegishli idoralarga xabar berib qo'yishini o'zlarining vijdoniy burchi, pokiza yashashga intilgan xalq oldidagi qarzi deb bilmoqdalar. Shunga yarasha oliy o'quv yurtlari ham asta-sekin tozalanmoqda!

O'zining g'arazli maqsadi uchun har qanday tubanlikdan tap tortmaydigan mas'ul shaxs nafaqat oliy o'quv dargohiga, shu bilan bir qatorda butun jamiyatga ziyon yetkazadi. Raxbar hammaga o'rnak bo'lib, halol ishlab, fidoiqlik ko'rsatish o'rniga, kishi bilmas poraxo'rlik qilsa, yosh kandlar undan nimani o'rganadi? Qanaqa o'rnak oladi? Darhaqiqat, har qanday vaziyatda ham halol odam hayotda g'olib bo'lib, baxtli-saodatli yashaydi. Bugun butun jamiyatimiz ana shunday pokiza hayotga intilmoqda. Shu o'rinda ta'kidlab o'tish lozimki, ommaviy axborot vositalarning korrupsiyaga qarshi kurashdagi asosiy vazifasi ijtimoiy kayfiyatni yoritish: cho'qqining o'tkir nuqtasiga yetib kelganimizni eslatib turishdan iborat.

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3. Yangi O'zbekiston taraqqiyot strategiyasi.
4. BMTning korrupsiyaga qarshi konvensiyasi.

EXPLORING INNOVATIVE APPROACHES TO TEACHING

Berdiyeva Sitora Utkerovna

Asia International University, English chair.

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Abstract. *In the ever changing field of education, pedagogy has seen a boom in innovation as a result of the search for more efficient teaching techniques. This article sets out to dissect the cutting-edge practices and trends that are transforming conventional teaching strategies. The need for educational institutions and educators to adjust to a changing world makes the investigation of novel teaching strategies critical. This paper explores the many facets of educational innovation, looking at how innovative approaches, technology, and learner-centered approaches are creating a lively and stimulating learning environment. In a time when learning takes place anywhere, this investigation aims to shed light on the way to a more efficient, diverse, and adaptable learning environment.*

Key words: *Pedagogical innovation, teaching methodologies, educational technology, active learning, blended learning, student engagement, flipped classroom, gamification.*

ИЗУЧЕНИЕ ИННОВАЦИОННЫХ ПОДХОДОВ К ПРЕПОДАВАНИЮ

Аннотация. *В постоянно меняющейся области образования педагогика переживает бум инноваций в результате поиска более эффективных методов обучения. В этой статье рассматриваются передовые практики и тенденции, которые трансформируют традиционные стратегии обучения. Необходимость для образовательных учреждений и педагогов приспособляться к меняющемуся миру делает исследование новых стратегий обучения критически важным. В этой статье исследуются многие аспекты образовательных инноваций, рассматривается, как инновационные подходы, технологии и подходы, ориентированные на учащихся, создают живую и стимулирующую среду обучения. Во времена, когда обучение происходит где угодно, цель этого исследования - пролить свет на путь к более эффективной, разнообразной и адаптируемой учебной среде.*

Ключевые слова: *педагогические инновации, методики преподавания, образовательные технологии, активное обучение, смешанное обучение, вовлечение учащихся, перевернутый класс, геймификация.*

A key element of a successful and interesting language education program is innovation in language instruction. Since education and technology are always changing, teachers of languages and other subjects are always looking for fresh, innovative ways to improve the quality of instruction they provide for their pupils. Developing innovative methods for teaching languages that encourage active learning, critical thinking, and cross-cultural understanding is what makes language education innovative, not only utilizing the newest tools or technology.

Using technology in the classroom is one of the main components of innovative language instruction. The way that languages are taught and learnt has been completely transformed by technology, from interactive language learning software and applications to online learning environments that pair students with native speakers everywhere.

The application of project-based and experiential learning is another innovative approach to language instruction. In order to use their language abilities in a meaningful way, language

students are encouraged to engage on real-world projects such making podcasts, movies, or blogs in the target language. This method helps students become more proficient in the language while also teaching them important teamwork and communication skills.

Furthermore, the idea of "flipped classrooms" has become more popular in language instruction. In a flipped classroom, students receive their teaching materials outside of class via online readings or videos, and their in-class time is devoted to language practice, group projects, and active learning activities. Increased student involvement and more individualized training are made possible by this paradigm.

Global understanding and cultural competency are also essential components of creative language instruction. Authentic resources, cross-cultural communication exercises, and a variety of cultural materials are being incorporated by educators into curricula to assist students comprehend the language they are learning and the cultures that go along with it better. This strategy encourages tolerance, empathy, and a respect for cultural diversity.

In addition, gamification and game-based learning techniques have become a well-liked innovation in language instruction. Teachers can inspire students, foster a competitive atmosphere, and reinforce language skills in an engaging way by including game components into their language classes.

The benefits of innovation in teaching languages are numerous and impactful, contributing to the overall effectiveness and enjoyment of language learning. Some of the key benefits include:

1. **Increased Engagement:** Cutting-edge teaching strategies like gamification, project-based learning, and technology integration help draw in students and inspire them to take an active role in the classroom. This enhanced involvement may result in improved language memory and a more enthusiastic approach to learning.

2. **Enhanced Linguistic Proficiency:** Cutting-edge pedagogies frequently place a strong emphasis on the practical use of language abilities in everyday situations. Through the use of projects, games, and realistic resources that promote active language usage, children can enhance their speaking, listening, reading, and writing skills more efficiently.

3. **Cultural Understanding:** Cutting-edge language instruction frequently combines a variety of cultural resources, cross-cultural dialogue exercises, and online learning opportunities that introduce students to various cultural viewpoints. As a result, there is an increase in empathy, tolerance, and comprehension of the cultural setting in which the language is used.

4. **Personalized Learning:** Cutting-edge techniques for teaching languages, like technology-enhanced education and flipped classrooms, enable a more individualized approach to learning. In addition to participating in interactive activities tailored to their unique learning preferences and having access to content at their own speed, students can also obtain more individualized feedback and assistance from their teachers.

In conclusion, innovation in language teaching encompasses a wide range of strategies, methods, and tools that aim to improve the effectiveness and relevance of language education. By embracing innovative approaches, language instructors can create dynamic and engaging learning environments that support students in becoming proficient and culturally competent language learners. With the continuous evolution of technology and educational practices, the future of language teaching is sure to bring even more exciting innovations. The benefits of innovation in teaching languages are far-reaching, contributing to the creation of dynamic, effective, and

culturally rich language learning experiences. These benefits empower students to become proficient, culturally aware, and communicatively competent in the languages they are learning.

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THE IMPACT OF E -ACCOUNTING IN MODERN BUSINESSES

Alimova Shamsiya Abidovna

Asian International University, Bukhara.

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Abstract. *There has been constant growth and development in information technology which had brought the digital revolution in our daily economic, social and cultural fields. This technological development changed the methods and ways of carrying out tasks within the scope of accounting transactions and activities through the use of electronic media. One of the digital applications produced on this issue is E-accounting. E-accounting is a new development in the field of accounting adopted at the international level. E-accounting stands for electronic accounting with the characteristics of high speed, accuracy and with an immediate result. Accordingly, source documents and accounting records exist in a digital form instead of on paper in an electronic accounting system. It helps businesses keep their financial data and accounting software in a safe, secure environment allowing real-time access to authorized users irrespective of their location or computing platforms.*

Key words: *accounting, business, access.*

ВЛИЯНИЕ ЭЛЕКТРОННОГО БУХГАЛТЕРСКОГО УЧЕТА НА СОВРЕМЕННЫЙ БИЗНЕС

Аннотация. *Наблюдался постоянный рост и развитие информационных технологий, которые привели к цифровой революции в нашей повседневной экономической, социальной и культурной сферах. Это технологическое развитие изменило методы и способы выполнения задач в рамках бухгалтерских операций и деятельности за счет использования электронных средств массовой информации. Одним из цифровых приложений, разработанных по этому вопросу, является электронная бухгалтерия. Электронная бухгалтерия - это новая разработка в области бухгалтерского учета, принятая на международном уровне. E-accounting расшифровывается как электронный учет с характеристиками высокой скорости, точности и немедленного результата. Соответственно, исходные документы и бухгалтерские записи существуют в цифровой форме, а не на бумаге в системе электронного учета. Это помогает предприятиям хранить свои финансовые данные и бухгалтерское программное обеспечение в надежной среде, обеспечивая авторизованным пользователям доступ в режиме реального времени независимо от их местоположения или вычислительных платформ.*

Ключевые слова: *бухгалтерский учет, бизнес, доступ.*

E-accounting is a newly emerging concept in the field of accounting. In E-accounting, source documents and accounting records exist in digital form instead of on a paper. This concept is accepted at an international level. It saves a lot of time and energy and saves paper and finally reduces the cost in any type of organization. On a daily basis, there is advancement in technology and new software is coming up for the recording of accounting transactions. Accordingly, accounting is one of the important functions of

every organization; it is also called the mirror image of the business. The traditional accounting is a very time-consuming process of accounting compared to modern accounting practices. E-accounting involves education through various computer-based/internet based

accounting tools such as digital tools kits, web links, international web-based materials, various internet resources, institute and company databases which are internet based, internet-based accounting software and electronic financial spreadsheet tools to provide effective and efficient decision making. This study is intended to look at the topic impact of

E-accounting practices adopted by modern businesses. It was found from studies that many organizations are failing in business, not because of unavailability of high technology or trained staff, poor quality of material or management problems; but because of the accounting practices adopted by the businesses. Therefore, there is a need for businesses to adopt E-accounting as a replacement for traditional practices for efficient performance. E-accounting or online accounting is the application of online and internet technologies to the business accounting function. It is a new development in the field of accounting and is adopted at the international level. E-accounting or online accounting is that in which all the transactions are recorded in an online server or database, just like a website or blog or web blog. Before opening or making use of the accounts, a login id and password is required. In E-Accounting, the accountant and employer both feel satisfied because it is cheap and without software defaults or failure. As the accounts are saved in an online server or database, there is no need of manual recording. By this means we can save a large amount of money on the manual book. An electronic accounting system can be helpful in the effective process of accounting through the following features

- Universal access.
- Large Scale Business Record.
- Multiple site access.
- Zero system administration for end-users.
- Frugality because of service offering to a large number of customers.
- A single/ multiple, shared database (s).
- Enhancements and fixes continuously developed and installed by the service provider.
- Fast Record with Advanced Technology

Online accounting through a web application is typically based on a simple monthly charge and zero administration approach to help businesses concentrate on core activities and avoid the hidden costs associated with traditional accounting software such as installation, upgrades, exchanging data files, backup and disaster recovery.

Accurate financial and accounting information is very important for organizations to maintain a position over the competitors in the market. In a fast-paced world, the clients need to have access to their financial data at any point in time to know their financial positions.

This is possible through e-accounting.

E-accounting helps businesses keep their financial data in a safe, secure environment, allowing real time access to authorized users, irrespective of their location or computing platform.

This is possible due to an Application Software that allows access to users of financial information with different levels of permission and password. In this regard, below are the main benefits and problems of e-accounting.

- It saves time and money.

- Gain greater control of finance by moving from paper records to computerized accounting software.
- Send sales invoice and other documents directly to another business accounts for the recipient to approve without having to reenter the information
- E-accounting may improve the effectiveness of accounting and reporting task, budgeting, controlling and auditing which may reflect on the organization effectiveness as well.
- Organization's entire accounting project can be easily outsourced by the accounting system.
- It generates employment opportunities for software developers and accountants.
- No need for inhouse bookkeepers' training and expertise.
- No communication difficulties between the accountant and business owner or
- Organization due to load/work pressure.
- Cost saving on office space (rent for additional offices)
- Transactions that affect the company's bank account can be sent automatically to the
- Online accounting application.
- They are portable. The company can access its documents from almost any computer with a broadband connection.
- If the company's computer crashes, its documents are still safe on the server.
- Accounting packages now allow a business to trade in multiple currencies with ease.
- Data can be kept confidential by taking advantages of security password system that most accounting programs provide.

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RAQOBATDOSHLIKNI OSHIRISHDA INNOVATSION SALOHIYATNING AHAMIYATI

Qudratova Gulzoda Mahmudovna

Osiyo xalqaro universiteti o'qituvchisi.

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Annotatsiya. Ushbu maqolada raqobatdoshlikni oshirishda innovatsion salohiyatning ahamiyati to'g'risida mulohazalar olib borilgan. Bu mulohazalardan ko'rinadiki innovatsion salohiyat tadbirkorlik faoliyati uchun muhim ahamiyat kasb etadi va jamiyat rivojiga chuqur ta'sir ko'rsatadi. Bu esa har jabhada raqobatdoshlikni oshiradi.

Kalit so'zlar: tadbirkorlik, raqobatdoshlik, innovatsiya jarayonlari, normalar, tadbirkorlik sub'ektlari.

THE IMPORTANCE OF INNOVATIVE POTENTIAL IN INCREASING COMPETITIVENESS

Abstract. This article discusses the importance of innovative potential in increasing competitiveness. From these considerations, it can be seen that innovative potential is important for entrepreneurial activity and has a profound impact on the development of society. This increases competitiveness on all fronts.

Keywords: entrepreneurship, competitiveness, innovation processes, norms, business entities.

ВАЖНОСТЬ ИННОВАЦИОННОГО ПОТЕНЦИАЛА В ПОВЫШЕНИИ КОНКУРЕНТОСПОСОБНОСТИ

Аннотация. В этой статье рассматривается важность инновационного потенциала для повышения конкурентоспособности. Из этих соображений видно, что инновационный потенциал приобретает важное значение для предпринимательской деятельности и оказывает глубокое влияние на развитие общества. Это повысит конкурентоспособность по всем направлениям.

Ключевые слова: предпринимательство, конкурентоспособность, инновационные процессы, нормы, субъекты предпринимательства.

Mustaqillik yillarida tadbirkorlik faoliyatini rag'batlantirish, qulay ishbilarmonlik muhitini vujudga keltirish, davlatning boshqaruv funksiyalari va ruxsat beruvchi normalarni qisqartirish, byurokratik to'siq va g'ovlarni olib tashlash, iqtisodiyotda davlat ishtirokini kamaytirish bo'yicha institutsional va tarkibiy o'zgarishlarni amalga oshirish, xususiy mulk huquqini himoya qilish va uning ustuvor mavqeyini yanada kuchaytirish, kichik biznes va xususiy tadbirkorlik rivojini rag'batlantirish, tadbirkorlik sub'ektlarini tekshirishlarni tubdan qisqartirish, tadbirkorlik faoliyatiga butunlay yangi va samarali ma'muriy-huquqiy boshqaruvni joriy etish borasida amalga oshirilgan islohotlar natijasida aholining hayot darajasi va farovonligini yuksaltirishda tadbirkorlikning roli va o'rni ortib bormoqda.

“Agar xalq boy bo'lsa, davlat ham boy va kuchli bo'ladi”, degan tamoyilni amalga oshirish, mamlakatning ijtimoiy-iqtisodiy rivojlanish jarayonlarini tartibga solishda davlat ishtirokini kamaytirish, davlat boshqaruvi tizimini markazlashtirishdan chiqarish va demokratlashtirish bilan bog'liq muammolarning ilmiy yechimini topish dolzarb ahamiyat kasb etadi.

Dunyo bozorida raqobat kuchayib borayotgan bir sharoitda mamlakatimizda iqtisodiyotning zamonaviy, ya'ni innovatsion shaklini barpo etish bo'yicha izchil choratadbirlar amalga oshirilmoqda. Shu maqsadda O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev¹⁴⁷tashabbusi bilan boshlangan ilm-fan va ishlab chiqarishni o'zaro bog'laydigan mustahkam mexanizm bosqichma-bosqich joriy etilmoqda. Bunda olimlar o'z tadqiqotlarini iqtisodiyot va jamiyatning muayyan ehtiyojlariga yo'naltirsa, iqtisodiyot tarmoqlari ularning innovatsion faoliyatini moliyaviy qo'llabquvvatlashdan manfaatdor bo'ladi.

Jahon tajribasi shuni ko'rsatmoqdaki, har tomonlama rivojlangan innovatsion tizimga ega mamlakatlardagina innovatsiya jarayonlari samarali amalga oshirilib, texnologiyalar va boshqa ilmtalab mahsulotlar tijoratlashtirilmoqda. Bu jarayonda davlatning ishtiroki, iqtisodiyotning real sektori va yetakchi kompaniyalarning innovatsiya faoliyatini qo'llab-quvvatlashi muhim ahamiyatga egadir. Zero, ilm-fan davlatning texnologik taraqqiyoti va jamiyatning ijtimoiy-iqtisodiy rivojlanishini ta'minlaydigan ushbu integratsiya mexanizmining asosini tashkil qiladi.

O'zbekistonda mustaqillikning dastlabki yillaridan boshlab mamlakatimiz ilmfani, yetakchi ilmiy maktablarini yanada rivojlantirish uchun mustahkam poydevor yaratishga alohida e'tibor qaratildi. Davlatimiz tomonidan qabul qilingan farmon va qarorlar yangi tarixiy voqe'larga mos keladigan fan-texnika va innovatsiya sohasida davlat siyosatini izchil amalga oshirish uchun o'ziga xos rag'bat bo'ldi.

Mahalliyashtirish dasturini samarali amalga oshirish O'zbekistonda chet elnikidan qolishmaydigan, eksportbop mahsulotlar ishlab chiqarish, aholini ish bilan ta'minlash, hududlar infratuzilmasini yaxshilash, sanoat rivojini yanada jadallashtirish, narxlarning pasayishiga xizmat qiladi. Yurtimizda import o'rnini bosadigan maxsulotlarni ishlab chiqarayotgan korxonalar safining kengayishi mamlakatimizda yaratilgan qulay tadbirkorlik muhiti bilan bevosita bog'liq.

Natijada yurtimiz bozorlarida "O'zbekistonda ishlab chiqarilgan" belgisi ostida har tomonlama qulay, tejamkor, sifatli va arzon maxsulotlar turi kengayib bormoqda. Respublikada olib borilayotgan keng miqyosli ishlab chiqarishni mahalliyashtirish asosida ish yuritayotgan tadbirkorlik subyektlariga qator imtiyoz va yengilliklar berish ko'zda tutilgan. Jumladan:

- tadbirkorlik faoliyatini rivojlantirishni qo'llab-quvvatlash davlat jamg'armasi tomonidan mahalliyashtiriladigan mahsulotlarni ishlab chiqarish bo'yicha loyihani amalga oshirish uchun jalb etiladigan kreditning 50 foizi miqdoriga kafillik berish va tijorat banklari kreditlari foiz stavkalarining 5 foiz miqdorgacha o'rnatilgan tartibda qoplanishi;

- uch yoki undan ortiq ishtirokchilar mahalliy ishlab chiqaruvchilar mavjud bo'lgan taqdirda, davlat xaridlari buyurtmachining tanloviga ko'ra mahalliy ishlab chiqaruvchilar o'rtasida amalga oshirilishi ayrim tarmoqlarning mahsulotlarini davlat tomonidan xarid qilishda mahalliy ishlab chiqaruvchilar mahsulotlariga nisbatan 20 foizgacha narx preferensiyasi qo'llanishi mumkinligi O'zbekiston Respublikasi Investisiyalar va tashqi savdo vazirligi huzuridagi eksportni rag'batlantirish agentligi ayrim turdagi mahsulotlarni eksport qiluvchilarga tijorat banklarining eksportdan oldingi kreditlari bo'yicha foizli xarajatlarni qoplashga kompensasiyalar, tijorat banklarining kreditlari bo'yicha kafillik, temir yo'l transportida tashish xarajatlarning 50

¹⁴⁷ Ashurov, M. S. (2022). Zamonaviy sharoitda O'zbekistonda innovatsion faoliyatning holati va va uni rivojlantirishning ustuvor yo'nalishlarI. Nazariy va amaliy tadqiqotlar xalqaro jurnali, 2(1), 15-30.

foizigacha miqdorini qoplash uchun subsidiyalar taqdim etishi, xalqaro standartlashtirish va sertifikatlash tizimlarini joriy etish;

- xorijiy mamlakatlarda milliy mahsulotlarni ro'yxatdan o'tkazish bo'yicha masalalarga moliyaviy yordam ko'rsatishi hamda eksportni sug'urtalash shart-sharoitlarini yaxshilashga ko'maklashish ishlarini olib borish.¹⁴⁸

Tadbirkorlik faoliyatini boshqarishning har bir yo'nalishi tegishli yuritish usullari bilan tavsiflanishi aniqlandi. Korxonani innovatsion texnologiyalar sharoitida ijtimoiy-iqtisodiy boshqarish usullari qatoriga quyidagilar kiradi:

- xodimlarni moddiy va ma'naviy rag'batlantirish;
- ijtimoiy tartibga solish;
- iqtisodiy hisob-kitob;
- balans usuli;
- moliyalashtirish usuli;
- narxlarni tartibga solish;
- qarz berish.¹⁴⁹

Shuningdek, tadbirkorlik faoliyatini va korxonalarni innovatsion sharoitlarda boshqarish uchun psixologik va tashkiliy-ma'muriy usullar ko'rib chiqiladi. Iqtisodiy faoliyat samaradorligini boshqarishga qaratilgan ishbilarmonlik faoliyatini boshqarishning ikkinchi jihati korxonalar egalarining bevosita qondirishidan iborat zaruriy diskursiv ta'sirga erishish bilan tavsiflanadi. Innovatsion texnologiyalar va raqamlashtirish davrida ilmiy olimlar korxonalarining ishbilarmonlik faoliyatini boshqarish bo'yicha qarashlarning yetarli darajada rivojlanmaganligi bilan ajralib turadilar, chunki ular uning faqat ikkita asosiy jihatini ajratib ayta olishadi: ijtimoiy-iqtisodiy boshqaruv va iqtisodiy faoliyat samaradorligini boshqarish usullari. Shuning uchun innovatsion rivojlanish asrida korxonalar ishbilarmonlik faoliyati darajasiga ta'sir etuvchi omillarni samarali baholay olishmaydi va korxonalar rahbarlari sifatli boshqaruv qarorlarini qabul qila olmaydi.

Tadbirkorlik faoliyatini boshqarish faoliyatning turli sohalarini qamrab oladi. Korxonalar istiqbolini belgilashda o'zgarib borayotgan iqtisodiy ijtimoiy muhit talablariga moslashish kun sayin tadbirkorlik ilmining asosiy amaliy muammolaridan biri bo'lib kelmoqda. Istiqbolli o'zgarishlarning imkon boricha yuqori aniqlikda seza bilish, raqobat kurashida samarali usullardan va shakllardan foydalanish borasidagi nazariy izlanishlar tez orada rivojlanayotgan korxonalarining amaliy tajribasiga aylanmoqda. Har bir xo'jalik sub'ekti o'ziga xos bo'lgan, antiqa innovatsion strategiyalarni tanlashi, raqobatda yangiliklarni tadbiiq qilish bilan bo'lgan kutilmagan tadbirlarni amalga oshirishi natijasida biznes sohasida yangi rivojlanish yo'llari, uslublariga qiziqish tobora ortib bormoqda.¹⁵⁰

Respublikamizning korxonalar va tashkilotlarining jahon bozorlarida o'z o'rnlarini topishlarida rivojlangan va yetakchi kompaniyalar tajribalarini o'rganishlari, ularning innovatsion

¹⁴⁸ O'zbekiston Respublikasi Vazirlar Mahkamasining 2020 yil 10 martdagi 136- sonli Qarori bilan tasdiqlangan "2020-2021 yillarda ichki va tashqi bozorlarda xaridorgir mahsulotlarni ishlab chiqarishni mahalliy lashtirish Dasturi to'g'risida"

¹⁴⁹ Innovatsiya — dvijushaya sila kitayskogo obshestva v sovremennuyu epoxu. // Ekonomist. № 4. 2008 g. S. 6.

¹⁵⁰ Vcherashniy R., Suxarev O. Innovatsii — instrument ekonomicheskogo, razvitiya // Investitsii v Rossii. 2006. № 10. S.28.

boshqaruv faoliyatlarini va taktik tadbirlarini kuzatishlari zarur bo‘ladi. Chunki xorijiy firmalar bilan iqtisodiy, ilmiy hamkorlik sohalarini belgilashda “manfaatlar yakdilligi”ni ta’minlashda har bir tadbirkor va xo‘jalik sub’ekti o‘zining maqsadlari, uzoq va qisqa muddatli strategiyasini, innovatsion siyosatini aniq belgilab olishi lozim.

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DAVLAT BOSHQARUVI ORGANLARIDA RAHBAR XODIMLAR MEHNATINI TASHKIL ETISH VA SALOHIYATINI OSHIRISHNING NAZARIY ASOSLARI.

Ikromov Elyor Ibodulloyevich

Osiyo xalqaro universiteti "Iqtisodiyot" kafedrası o'qituvchisi.

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Annotatsiya. Ushbu maqolada Inson faoliyati turlicha bo'lib, turli xil yo'nalishga qaratilgan. Rahbarlar shuni yaxshi bilishi zarurki, agar ishlab chiqarishning kelajak muammolariga o'z vaqtida ahamiyat berilmasa, unda hozirgi vaqtda sexlarda, uchastkalarda yaxshi iqtisodiy ko'rsatkichlarga erishish mumkin bo'lmaydi. SHuning uchun ishlab chiqarishda usta, sex boshlig'i va boshqa rahbarlar istiqboldagi muammolarni, ilg'or mehnat usullarini qidirib topishi, ixtirochilik ishlarini ishlab chiqishi va ularni joriy qilishi, ishchilar malakasini, bilim saviyasini ko'tarishni yaxshi bilishi va uni amalga oshirishi kerak.

Kalit so'zlar: Rahbar, kichik biznes, Boshqaruv xodimlari, byudjet, kichik va o'rta tadbirkorlikda boshqaruv xodimlari.

THEORETICAL FOUNDATIONS FOR THE ORGANIZATION AND CAPACITY BUILDING OF EXECUTIVE EMPLOYEE LABOR IN PUBLIC ADMINISTRATION BODIES.

Abstract. In this article, human activities are varied and focused in different directions. Leaders need to be well aware that if the problems of the future of production are not given timely importance, then at the moment it will not be possible to achieve good economic indicators in workshops, plots. Therefore, in production, the master, the head of the workshop and other leaders must look for problems in perspective, advanced methods of Labor, develop inventive work and introduce them, know well how to raise the skills of workers, the level of knowledge and carry it out.

Keywords: Leader, Small Business, Management staff, management staff in Budget, small and medium-sized enterprises.

ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ОРГАНИЗАЦИИ И ПОВЫШЕНИЯ ПОТЕНЦИАЛА ТРУДА РУКОВОДЯЩИХ РАБОТНИКОВ В ОРГАНАХ ГОСУДАРСТВЕННОГО УПРАВЛЕНИЯ.

Аннотация. В этой статье Деятельность человека разнообразна и направлена в разные стороны. Руководителям необходимо хорошо знать, что если вовремя не придать значения будущим проблемам производства, то в настоящее время не удастся добиться хороших экономических показателей в цехах, на участках. Поэтому на производстве мастер, начальник цеха и другие руководители должны уметь решать задачи на перспективу, искать передовые методы труда, разрабатывать и внедрять изобретательские работы, хорошо знать повышение квалификации, уровня знаний рабочих и реализовывать его.

Ключевые слова: руководитель, малый бизнес, управленческий персонал, бюджет, управленческий персонал в малом и среднем бизнесе.

Boshqaruv mehnati ijtimoiy mehnat turi bo'lib, uning asosiy vazifasi ijtimoiy mehnat jarayonida ayrim ishtirokchilarning va mehnat jamoalarining oldiga kuyilgan topshiriqlarni, rejalarni muvaffaqiyatli bajarish uchun ularning faoliyatini maqsad sari yo'naltirish va bir-biriga

muvoqiflashtirishni ta'minlashdir.

O'zbekiston Respublikasi Vazirlar Mahkamasining 2017- yil 4- oktyabrdagi «Xizmatchilarning asosiy lavozimlari va ishchilar kasblari klassifikatorini yanada takomillashtirish to'g'risida» 795-son qarori qabul qilingan bo'lib, unga asosan «Xizmatchilarning asosiy lavozimlariva ishchilar kasblari Klassifikatori» ishlab chiqilgan.

Klassifikatorda keltirilishicha, “Boshqaruv xodimlari - boshqaruv funksiyalarini amalga oshiruvchi, xodimlarga rahbarlik qiluvchi, zarur qarorlarni ishlab chiquvchi va qabul qiluvchi, tashkilot faoliyatini rejalashtiruvchi, nazorat qiluvchi va jarayonlarni tartibga soluvchi, zarur qarorlar qabul qilish uchun ma'lumotlar tayyorlovchi xodimlar. Boshqaruv xodimlari tashkilotning o'z oldiga qo'ygan maqsadlar vavazifalarga erishishi uchun zarur tashkiliy-texnik shartlarni, yuklangan funksiyalar va ishlab chiqarish dasturlari bajarilishini ta'minlaydilar. Boshqaruv xodimlari rahbarlarga va boshqaruv xodimlarimutaxassislariga bo'linadi”.

Keltirilgan ta'rifdan kelib chiqib, shuni ta'kidlash mumkinki, boshqaruv mehnatining bevosita predmeti boshqariladigan obyektning hozirgi paytdagi holatini tavsiflovchi ma'lumotdir. Mehnat natijalari esa shu obyektning oldiga kuygan maqsadni bajarish uchun uning holatini o'zgartirishga mos keladigan yechimlar, ishlar, harakatlardir.

Boshqaruv mehnatining o'ziga xos xususiyati shundan iboratki, bu mehnat bilan shug'ullanadigan xodimlarning o'zlari moddiy boylikni yaratmaydilar, lekin ular moddiy va ma'naviy boyliklarni ishlab chiqarishda u yoki bu ishlarni bajaruvchi ishchilarning qobiliyatini, hulk-atvorini, harakatini boshqarib turadilar.

Moddiy ishlab chiqarish sohasida boshqaruv mehnati muxandislik mehnati bilan uzviy bog'likdir. Boshqaruv vazifasini bajarishda rahbar bilan birgalikda mutaxassislar, texnik ijrochilar ishtirok etadi. Har qaysi boshqaruv vazifasini bajaradigan xodim tashkilotning barcha jamoalari faoliyati natijalariga bevosita ta'sir ko'rsatadi.

Tashkilot, bo'lim rahbarlari mutaxassislarni, xodimlarni tanlaydi va ularni joy-joyiga qo'yadi. Ijrochilarni, ishlab chiqarish bo'limlarining ishlarini bir-biriga muvoqiflashtiradi va xodimlar mehnatining samaradorligini ta'minlaydi.

Mutaxassislar jumlasiga muxandislar, texniklar, iqtisodchilar va boshqalar kiradi. Ular yangi va takomillashtirilgan texnologik jarayonlarni, texnik va iqtisodiy me'yorlarni, shuningdek, ishlab chiqarishda zamonaviy mehnat va boshqaruv shakllari, usullarini ishlab chiqadi hamda ularni ishlab chiqarishga joriy etadi. Butun tashkilotning ish faoliyati ularning ishiga bog'liq bo'ladi.

Texnik ishlarni bajaruvchilar-hisobchilar, kotiblar, kompyuterlarda ishlaydigan operatorlar va boshqalar. Ular boshqaruv vazifasini bajarish uchun dastlabki axborotni yig'ish, ularni uzatish, qayta ishlash, har xil xujjatlarni tayyorlash va rasmiylashtirish ishlarini amalga oshiradi.

Boshqaruv mehnatining moddiy ishlab chiqarish sohasidagi ta'rifi xodimlarlar mehnati kabi umumli mehnat bo'lib, bu ish bilan band bo'lgan xodimlarga, mehnat jamoasining bir qismi deb qaraladi. Shuning uchun boshqaruv mehnati natijalari ishlab chiqilgan va ijro etilgan qarorlar yoki xujjatlar soni bilan emas, balki uning tashkilot yoki bo'linmaning barcha jamoalari faoliyatiga ko'rsatgan ta'siri bilan baholanadi. Qarorlarni qabul qilish va ularni amalga oshirish jarayonida boshqaruv apparati turli ishlab chiqarish bo'g'inlarining kuch- g'ayratlarini birlashtiradi.

Har qanday hollarda ham boshqaruv mehnati barcha zarur boshqaruv vazifalarining eng kam harajat hamda vaqt sarf qilgan holda sifatli bajarilishini ta'minlashi kerak.

Rahbar faoliyatining xarakteri turli-tumandir. Rahbar tashkilotchi, ma'mur, mutaxassis-tarbiyachi, jamoat arbobi ro'lida ish olib boradi. Tashkilotchi sifatida ish olib borganda u boshqaruv mehnatining ishlab chiqarishni ilmiy tashkil etish bo'yicha ega bo'lgan bilimlariga tayanadi va amalda qo'llaydi. Boshqaruv va ishlab chiqarishni uyushtirish jarayonida ro'yobga chiqqan masalalar o'z vaqtida hal etilmasa, u tezda yuqori bo'g'in rahbarlarga yoki tashkilot rahbariga yetib boradi. Shuning uchun rahbar bo'linmani, jamoani boshqarganda mehnatni yuqori darajali ilmiy asosda uyushtirishga katta ahamiyat beradi. Chunki o'z vaqtida xal qilinmagan har bir muammolar uchun u tashkilot rahbariga javob beradi.

Jamoa oldiga qo'yilgan maqsadni bajarish uchun yunaltilgan tashkilotchilik ishini rahbar o'zining ijodiy ishi, ya'ni maqsadga muvofiq qarorlarni tanlash bilan birga qo'shib olib boradi.

Boshqaruvchi sifatida rahbar o'z ko'l ostidagilariga huquqiy mezonlarga rioya qilgan holda ma'muriy usulda ta'sir ko'rsatishdan foydalanadi. Rahbarning o'zi mutaxassis bo'lishi, o'z xodimi oldiga faqat vazifalarni yuklash bilan qanoatlanmasdan, balki masalalarning qanday usulda hal qilish yo'llarini bilishi zarur.

Rahbar tarbiyachi, ustozsifatida o'z xodimlarini irodali, kamtar qilib, baynalmilallik, vatanparvarlik ruhida tarbiyalaydi. Jamoa arbobi sifatida o'zining ishini kasaba uyushma qo'mitasi va boshqa jamoat tashkilotlari bilan birgalikda olib boradi, muhim madaniy-tarbiyaviy va boshqa tadbirlarni ishlab chiqadi, shuningdek, saylov idoralarida katnashadi.

Shunday qilib bir xil faoliyat bilan shug'ullanadigan, ma'lum mansab vazifasini bajaradigan rahbarning mehnatini oddiy mutaxassisning mehnati bilan bir xil deb hisoblab bo'lmaydi. Chunki rahbar bajaradigan ish serqirra va turli-tumandir.

Rahbarning mehnatini faqat aqliy mehnat desak, u yetarli bo'lmaydi. Rahbar har xil ma'muriy-tashqiliy echimlarni qidirish jarayonida muxandis-texnik xodimlar, ixtirochilar bilan birga ijodiy mehnat bilan ham shug'ullanadi.

Rahbar tarbiyaviy ishlarni amalga oshirganda uning pedagoglik faoliyati namoyon bo'ladi.

Odatda rahbarlar har xil mehnatni ketma-ket bajarmasdan, balki parallel ravishda bajaradilar. Bu rahbarning tashkilotchilik, tarbiyaviy va boshqa ishlarini birga olib borganida ko'rinib turadi. Rahbar mehnatining mazmunini aniqlash uning har qaysi turdagi faoliyati mazmunini tahlil qilishdan kelib chiqadi.

Rahbarning ma'muriy-tashqiliy va tarbiyaviy faoliyati bilan bog'liq bo'lgan ishni turt turga bo'lish mumkin:

1. Xizmatchi – bu og'zaki axborotni qabul qilish va uzatishni bildiradi.
2. Boshqaruvchi - qarorlarni ijrochilarga yetkazish.
3. Muvofiklashtiruvchi - boshqaruv obyektining tarkibiy qismlarini bir-biri bilan uzviy bog'lash.
4. Nazorat-baholovchi - qarorlarning ijrosini nazorat qilish jamoa va uning a'zolari ishiga baho berish, rag'batlantirish va jazolash.

Boshqaruv obyekti bo'lgan korxonalar (sex, uchastka)larning oldiga kuyilgan vazifalarni o'z vaqtida bajarilishida eng muhim masalalarni tayyorlashda va ularni zudlik bilan xal etishda,

zarur qarorlarni qabul qilishda rahbarning ijodiy bilimi alohida ahamiyatga egadir.

Bu yechimlar ko'rilayotgan masalalarga, savollarga ko'ra texnik, tashqiliy-iqtisodiy va boshqa harakterlarga ega bo'lishi mumkin.

Masalalarni yechish yo'lini kidirib topish ikki xil- analitik va konstruktiv jarayonlardan iborat.

Birinchisi – axborot olish, uni bilish, tushunish, o'kish, masalan, xujjatlar, adabiyotlar va u yoki bu obyekt hamda jarayonlar bilan bevosita tanishib chikish.

Ikkinchisi - o'tkazilgan tahlilga asosan zarur qarorlarni ishlab chiqish va qabul etish.

Rahbar ishining mazmuni, uning ishlab chiqarish jamoasini boshqarishda bajaradigan vazifasi bilan aniqlanadi.

Rahbar bevosita ishlab chiqarishni tayyorlash va unga xizmat ko'rsatish, korxonani yuqori sifatli xom ashyo bilan ta'minlash, ishlab chiqarishni tezkor boshqarish va uni muvofiklashtirish, moliyaviy vositalar bilan ta'minlash, jamoaning ijtimoiy rivojlanishini boshqarish va boshqalar bilan bog'liq bo'lgan ishlarni bajarishda ishtirok etadi.

Rahbarning faoliyati – bu rahbarlik vazifasini amalga oshirish asosida ishlab chiqarish va mehnat jamoalariga maqsadli rahbarlik qilish jarayonidan iborat bo'lib, davlat mehnat jamoalarini va ishchi shaxsni yagona maqsadga erishishini ta'minlashdir.

Rahbarlikning umumiy vazifalari – rejalashtirish, uyushtirish, tartibga solish, nazorat va hisob-kitob qilishdir.

Rejalashtirish. Bu boshqaruv obyektini rivojlantirish uchun uning maqsadini aniqlash va unga rishish uchun zarur vositalarni hamda rejali ish harakatlarini tuzishdir. U o'z ichiga boshqaruv obyektlarining kelajakda rivojlanishini bashorat qilish va uni zamonaviylashtirish ishlarini oladi.

Uyushtirish. Bu ishlab chiqarish obyektini va boshqaruv tizimini tanlash, ularni tuzish va tizimning tuzilishi birliklari orasidagi nisbatini va ularning o'zaro munosabatlarini aniqlashdan iborat.

Tartibga solish. Bu boshqaruv obyektini ishlash jarayonida reja topshiriklaridan chetga chikish hollarini bartaraf etish uchun tizimning har xil bug'inlari orasidagi zarur nisbatni ushlab turishga karatilgan.

Nazorat - baholovchi ishlab chiqarish jarayonining borishini kuzatish va uning rivojlanishining ishlab chiqilgan rejaga muvofiqligini tekshirishdan iboratdir.

Hisob-kitob qilish, ya'ni reja ko'rsatkichlarining bajarilishini tekshirish. Hisob yakuniy axborotni to'plashga va uni tahlil qilishga yordam beradi. SHuningdek, u axborot manбайдan foydalanib, tizimning kelajakdagi harakat dasturini ishlab chikishga imkon yaratadi. Bu vazifalarning mohiyati va ulardan to'g'ri foydalanish mehnat jamoalariga muvaffakiyatli rahbarlik qilishning garovidir.

Har qanday boshqaruv tizimi korxonaga, sex, bo'lim bir-biri bilan uzviy boglangan obyekt va subyektdan tashkil topgan bo'ladi. Rahbar — yakka boshchi sifatida subyektni bevosita boshqarishda o'z qo'l ostidagilar faoliyati uchun yuqori rahbarlar oldida javobgar shaxsdir.

Rahbarning tutgan o'rni va roli korxonaning boshqaruv tizimidagi vazifasining turiga bog'liq bo'ladi. Bu belgiga ko'ra rahbarlik muntazam va funksional turlarga bo'linadi.

Birinchisiga ustalar, katta ustalar, uchastka boshliqlari, sex boshliqlari, ishlab chiqarish rahbarlari, korxonaga direktorlari, birlashmalarning bosh direktorlari kiradi.

Ikkinchisiga — funksional tuzilishlarning bo‘limlari va xizmatlari kiradi. Masalan, iqtisodiy-rejalashtirish bo‘limi, mehnatni, ish haqini tashkil qilish bo‘limi, bosh mexanika, energetika bo‘limi va boshqa bo‘limlar shular jumlasidandir.

Muntazam ishlaydigan rahbarlar vazifasiga korxonalar yoki uning bo‘linmalari oldiga kuyilgan topshiriqlarni muvaffaqiyatli bajarish uchun uning ixtiyorida barcha resurslar majmuasiga har tomonlama muvofiklashtirilgan holda ta‘sir etish kiradi. Shuning uchun muntazam rahbarlikning qarorlari dasturiy xususiyatga ega bo‘lib, funksional rahbarlikdan farqi shuki, ular qabul qiladigan qarorlar faqat muntazam rahbarlik roziligiga asosan kuchga kiradi.

Rahbarning ishlab chiqarishda egallagan joyi va roli boshqaruv darajasiga bog‘liq. Rahbarlikning harakteri boshqaruvning turli darajalarida har xildir.

Shunday qilib, korxonalar, birlashma miqyosida boshqaruv oliy darajali boshqaruv bo‘lib, korxonalar, birlashma rejalarini va ishlarini uyushtirish bo‘yicha rahbarlikni amalga oshiradi.

Ishlab chiqarish bo‘limlari va sexlarini boshqarish o‘rtacha darajadagi boshqarishga kiradi. Bunda korxonalar direktori tomonidan sexga belgilangan rejalarini, topshiriqlarni bajarish bo‘yicha tezkor rahbarlik ta‘minlanadi.

Pastki darajadagi boshqaruvga ishlab chiqarish uchastkalarini boshqarish kiradi. Bunda ishlab chiqarish jarayonlarini bajarish bo‘yicha bevosita ishchilarga rahbarlik qilinadi. Demak, barcha darajalarda ma‘lum vazifalar xal qilinadi. Korxonalar faoliyatiga taalluqli istiqbol qarorlar, muhim masalalar, muammolar oliy darajadagi rahbarlikda ko‘riladi. Ishlab chiqarishga taalluqli muayyan muammolar esa pastki va o‘rta darajalarda xal qilinadi.

Rahbar mehnatining mazmuni va harakteri uning ishlab chiqarishda tutgan o‘rni va roli bilan belgilanadi. Lekin u korxonalar, sex, uchastkaning boshqaruv tuzilishi bilan uzviy bog‘liq bo‘ladi. Bunday hol funksional boshqaruv apparati mavjud bo‘lgan korxonalarining direktorlari va ularning muovnlari, ishlab chiqarish va sex rahbarlariga xosdir.

Boshlang‘ich ishlab chiqarish jamoalari rahbari mehnatining mazmuni uning tutgan o‘rni va roli, shuningdek rahbarning vazifasi, huquqi, burchi, mas‘uliyati bilan anivdanadi.

Boshlang‘ich jamoani boshqarish jarayonida rahbarlar o‘z lavozimlariga mos qonun-qoida, nizom, yuriqnoma va boshqa xujjatlardan foydalanadilar. Mashinasozlik korxonalarida boshlang‘ich jamoalarning uchastka va bo‘limlarini usta va katta usta boshqaradi. Koidaga asosan bularning ishi, vazifasi aniq, bir-biridan chegaralangan bo‘lishi shart. Lekin ba‘zi bir paytlarda ishlab chiqarishda usta va katta ustaning vazifalari aniq chegaralanmaganligi sababli ma‘lum chalkashliklarning kelib chiqishiga sabab bo‘ladi. Masalan, katta usta, kichik ustaning ishiga aralashib, bevosita ishchilarga buyruq berishi, bundan ishchilar taajjublanib kimning topshirig‘ini bajarishni bilmasdan, natijada berilgan topshiriklar o‘z vaqtida bajarilmasligi mumkin. Bu esa ishlab chiqarishga salbiy ta‘sir ko‘rsatadi.

Ustaning vazifasi o‘z qo‘li ostidagi ishchilarga bevosita topshirik berish va uni vaqtida bajarilishini talab qilishdan iborat. Katta ustaning vazifasi esa o‘z bo‘limidagi ustalarni boshqarish va ularning ishini muvofiqlashtirishdir. SHuning uchun har bir rahbar o‘zining vazifasini to‘liq, chegaradan chiqmasdan, xalol va vijdonan bajarishi shart. SHundagina ishlab chiqarishda rahbarlar ko‘zlagan maqsadlariga erishishi mumkin.

Ba‘zi bir jamoa rahbarlari faqat bugungi ishlab chiqarish ko‘rsatkichlarini yaxshilash ustida bosh qotiradilar, lekin ishlab chiqarishning kelajak natijalari ularni qiziqitirmaydi. Rahbarlar shuni yaxshi bilishi zarurki, agar ishlab chiqarishning kelajak muammolariga o‘z

vaqtda ahamiyat berilmasa, unda hozirgi vaqtda sexlarda, uchastkalarda yaxshi iqtisodiy ko'rsatkichlarga erishish mumkin bo'lmaydi. SHuning uchun ishlab chiqarishda usta, sex boshlig'i va boshqa rahbarlar istiqboldagi muammolarni, ilg'or mehnat usullarini qidirib topishi, ixtirochilik ishlarini ishlab chiqishi va ularni joriy qilishi, ishchilar malakasini, bilim saviyasini ko'tarishni yaxshi bilishi va uni amalga oshirishi kerak. SHuningdek, rahbar xodimlar o'zlarining xususiy malakasini oshirib turishi, bozor munosabatlarini yaxshi tushunishi, iqtisodiy bilim darajasini kutarishi zarur. Faqat shundagina ishlab chiqarish jamoalarini samarali boshqarish ishlari yaxshi yo'lga qo'yilgan deb ishonch xosil qilish mumkin bo'ladi.

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АССА И ВАЖНОСТЬ ЕГО РАСПРОСТРАНЕНИЯ В УЗБЕКИСТАНЕ

Намозова Мафтуна Уткировна

Ташкентский финансовый институт, 3-курс, группа БИА-40
namozova.maftuna2004@gmail.com +998977333855

Бабаева Гузал Яшиновна

Научный руководитель, доцент кафедры «Банковский учет и аудит»

babaeva-guzal@mail.ru +998935634083

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Аннотация. Современная бухгалтерия и финансы становятся все более сложными и требуют высокой квалификации профессионалов для обеспечения устойчивого развития бизнеса и экономики. В этом контексте, аккредитованный бухгалтер (АССА) представляет собой одну из ключевых фигур, способных обеспечить качественное финансовое управление. Именно в этом свете становится актуальным исследование важности распространения и внедрения квалификации АССА в Узбекистане.

Ключевые слова: Профессиональная аккредитация, финансовая сфера, экономический анализ, квалификация АССА, учебные программы, корпоративное финансирование, управление рисками, образовательные учреждения, бухгалтерский учет, экономическое развитие, экономическая интеграция, бухгалтерская практика, структуры АССА, профессиональные стандарты, финансовое управление.

ACCA AND THE IMPORTANCE OF ITS DISSEMINATION IN UZBEKISTAN

Abstract. Modern accounting and finance are becoming increasingly complex and require highly qualified professionals to ensure sustainable business and economic development. In this context, an accredited accountant (ACCA) is one of the key figures capable of providing high-quality financial management. It is in this light that the study of the importance of the dissemination and implementation of ACCA qualifications in Uzbekistan becomes relevant.

Keywords: Professional accreditation, financial sphere, economic analysis, ACCA qualification, training programs, corporate finance, risk management, educational institutions, accounting, economic development, economic integration, accounting practice, ACCA structures, professional standards, financial management.

Целью данного исследования является анализ важности распространения и внедрения квалификации АССА в Узбекистане, а также выявление влияния этой профессиональной аккредитации на финансовую сферу и экономику страны. Для достижения этой цели были сформулированы следующие задачи: оценивание текущего распространения АССА в Узбекистане, выявление факторов, способствующих или препятствующих его росту, и рекомендации для эффективного распространения этой ассоциации среди местных кадров.

Актуальность данной исследовательской работы проявляется в современном контексте, где финансовая сфера и бухгалтерия становятся все более сложными и требуют высокой квалификации профессионалов для обеспечения стабильности бизнеса и экономики. В Узбекистане, как и во многих других странах, растет необходимость в квалифицированных аккредитованных бухгалтерях (АССА), способных обеспечить эффективное финансовое управление и соблюдение международных стандартов.

Следовательно, исследование важности распространения и внедрения квалификации АССА в Узбекистане является актуальным, так как оно может пролить свет на важные вопросы в области образования и бухгалтерской практики, а также оценить влияние этой профессиональной аккредитации на экономическое развитие страны.

Британская ассоциация сертифицированных присяжных бухгалтеров, объединяющая профессионалов в области финансов, учета и аудита (англ. Association of Chartered Certified Accountants сокр. АССА) — это глобальная ассоциация профессионалов в области финансов, учета и аудита, регулируемая королевской хартией. Ассоциация наделена Управлением по регулированию квалификаций и экзаменов (Ofqual правом выдачи профессионально-технических квалификаций. Ассоциация объединяет 208 000 членов и 503 000 студентов в 178 странах. Штаб-квартира АССА находится в Лондоне с главным административным офисом в Глазго. АССА работает через сеть из более чем 104 офисов и центров в 52 странах — с 323 утверждёнными партнерами по обучению (ALP) и более чем 7300 утвержденными работодателями по всему миру, которые обеспечивают развитие сотрудников. Является членом Международной федерации бухгалтеров. Учебная программа АССА легла в основу глобальной учебной программы Организации Объединенных Наций под названием Руководство по национальным требованиям к квалификации профессиональных бухгалтеров.

«Дипломированный сертифицированный бухгалтер» является охраняемым законом термином. Лица, которые называют себя дипломированными сертифицированными бухгалтерами, должны быть членами АССА и, если они практикуют в поле деятельности, подпадающем под юрисдикцию АССА, должны соблюдать дополнительные правила, такие как наличие сертификата о прохождении практики, страхование гражданской ответственности и сдача инспекций. АССА также лицензирует управляющих в деле о несостоятельности в Великобритании.

Квалификация АССА призвана обеспечить профессиональные знания, умения и навыки, а также профессиональные ценности в области финансов, бухгалтерского учета и аудита по МСФО (Международные Стандарты Финансовой Отчётности). Наличие квалификации АССА помогает финансовым специалистам в построении успешной карьеры в любой области: они могут работать в государственном или частном секторе, бухгалтерской фирме, иностранной компании или заниматься собственным бизнесом.

Квалификационные экзамены АССА¹⁵¹:

Уровень	Экзамены
Базовый уровень	F1 Бухгалтер и Бизнес
	F2 Управленческий учет

¹⁵¹ Квалификация АССА: все, что вы хотели о ней узнать – МСФО на практике № 2, Август 2011 (msfo-practice.ru) <https://msfo-practice.ru/285068>

Уровень	Экзамены
	F3 Финансовый учет
	F4 Корпоративное право
	F5 Управление эффективностью
	F6 Налогообложение
	F7 Финансовая отчетность
	F8 Аудит и сопутствующие услуги
Профессиональный уровень	P1 Корпоративное управление, риск и этика
	P2 Корпоративная отчетность
	P3 Анализ бизнеса
	Экзамены на выбор (два из четырех)
	P4 Финансовый менеджмент
	P5 Управление эффективностью
	P6 Налогообложение
	P7 Аудит и сопутствующие услуги

Квалификация АССА призвана обеспечить профессиональные знания, умения и навыки, а также профессиональные ценности в области финансов, бухгалтерского учета и аудита по МСФО (Международные Стандарты Финансовой Отчётности). Наличие квалификации АССА помогает финансовым специалистам в построении успешной карьеры в любой области: они могут работать в государственном или частном секторе, бухгалтерской фирме, иностранной компании или заниматься собственным бизнесом.

Согласно постановлениям Президента Республики Узбекистан от 12 сентября 2017 года №ПП-3270 «О мерах по дальнейшему развитию и повышению устойчивости банковской системы Республики» и от 24 февраля 2020 года №ПП-4611 «О дополнительных

мерах по переходу на международные стандарты финансовой отчетности», обучение сотрудников банков по международной программе подготовки бухгалтеров «АССА» (Сертифицированный присяжный бухгалтер) внесена в Комплекс мероприятий (Приложение №1 первого приказа, пункт 45) предусмотренных для проведения банками начиная с 2018 года. Данный комплекс внесён в Стратегию действий по пяти приоритетным направлениям развития Республики Узбекистан в 2017-2021 годах. В пункте 30 данного постановления придается большое значения разработке коммерческими банками долгосрочных стратегий развития, направленных на качественную трансформацию банков в финансово стабильные и конкурентоспособные банковские учреждения, функционирующие на основе передовой практики и международных стандартов.

Также весомым выигрышем обучения по программе АССА считается освоение международных стандартов аудита (МСА) и финансовой отчетности (МСФО), что подготавливает выпускников к работе по этим стандартам на профессиональном уровне. Данная тенденция выполняет задачи, описанные в Постановлении Президента РУз от 19 сентября 2018 года (ПП-3946), «О мерах по дальнейшему развитию аудиторской деятельности в Республике Узбекистан».

«2020 год - переходный период для субъектов предпринимательства по подготовке к применению МСФО (обучить специалистов по МСФО, разработать учетную политику, проанализировать соответствие ИТ-систем для подготовки отчетности по МСФО, а также оценить готовность бизнеса к изменению в соответствии с требованиями МСФО).

С 1 января 2021 года определенный перечень юридических лиц, представляющих общественный интерес (акционерные общества, коммерческие банки, страховые организации и юридические лица, отнесенные к крупным налогоплательщикам) переходят на обязательное применение МСФО. Данные лица до окончания 2021 года должны обеспечить достаточную для качественного применения МСФО численность работников бухгалтерских служб не менее 3 специалистов.»

Из документа «Внедрение международных стандартов финансовой отчетности (МСФО) в Узбекистане»,

-Министерство финансов Республики Узбекистан.

Министерством финансов совместно с представителями профессионального сообщества ведутся переговоры с Международной ассоциацией присяжных сертифицированных бухгалтеров (Association of Chartered Certified Accountants — АССА, Великобритания) по распространению успешной мировой практики подготовки специалистов в области МСФО, включающей поэтапную международную аккредитацию негосударственных образовательных организаций по переподготовке и повышению квалификации в области бухгалтерского учета и аудита (учебные центры) и учебных программ профильных высших образовательных учреждений. По результатам проведенной работы планируется подписание Меморандума о взаимопонимании между Министерством финансов Республики Узбекистан, Палатой аудиторов Узбекистана и Ассоциацией присяжных сертифицированных бухгалтеров (АССА), включающего реализацию совместного плана действий по подготовки кадров в рамках международной сертификации бухгалтеров

В условиях стремительно развивающейся экономики современного мира, где бухгалтерия и финансы играют ключевую роль в обеспечении устойчивого экономического роста, открытие официального офиса Association of Chartered Certified Accountants (ACCA) в Узбекистане становится стратегически важным событием. В отличие от соседних стран, включая Казахстан, где уже успешно функционирует официальный офис ACCA, а также центры, Узбекистан в настоящее время лишен этой привилегии.

Несколько аспектов, подчеркивающих важность открытия официальных офисов и центров ACCA в Узбекистане:

1. **Профессиональная аккредитация и качество финансового управления:** Официальное присутствие ACCA в Узбекистане будет способствовать повышению профессионализма в сфере бухгалтерии и финансов. Обладание квалификацией ACCA признается мировым стандартом в области финансового управления, что в свою очередь способствует повышению качества финансовых практик и обеспечивает соответствие высоким международным стандартам.

2. **Экономическое развитие и привлечение инвестиций:** Присутствие ACCA может стать дополнительным стимулом для развития экономики Узбекистана. Открытие официальных офисов и центров позволит создать экосистему, способствующую обмену знаниями и опытом между местными и мировыми экспертами. Это, в свою очередь, сделает страну более привлекательной для иностранных инвестиций и способствует созданию более устойчивой и конкурентоспособной экономики.

3. **Образование и профессиональный рост:** Официальные офисы ACCA предоставят узбекским студентам и профессионалам возможность получить квалификацию мирового уровня без необходимости выезда за границу. Это стимулирует профессиональный рост местных кадров, делая их конкурентоспособными на мировом рынке труда.

4. **Стимулирование инноваций и лучших практик:** Открытие официальных офисов ACCA в Узбекистане содействует притоку современных методологий, инноваций и лучших практик в области бухгалтерии и финансов. Соответственно, создание центров ACCA способствует развитию новых подходов к управлению финансами, необходимых для адаптации к быстро меняющемуся бизнес-окружению.

Заключение

В завершение исследования о важности распространения Association of Chartered Certified Accountants (ACCA) в Узбекистане, становится ясным, что эта профессиональная аккредитация имеет потенциал стать ключевым катализатором для подъема качества финансового управления и развития экономики страны.

Современная бухгалтерия и финансы, становясь все более сложными, требуют наличия высококвалифицированных специалистов. ACCA, как мировой стандарт в области бухгалтерии и финансов, предоставляет возможность для обучения и сертификации кадров, что в свою очередь способствует повышению профессионализма в сфере.

Открытие официальных офисов и центров ACCA в Узбекистане предоставит местным студентам и профессионалам уникальную возможность получения мирового образования и квалификации, не выезжая за границу. Это будет способствовать не только поднятию образовательных стандартов в стране, но и укреплению позиций узбекских профессионалов на глобальной арене труда.

Помимо образовательных аспектов, присутствие АССА в Узбекистане сможет стать мощным импульсом для экономического развития. Экспертиза и стандарты, предоставленные АССА, будут служить основой для повышения качества финансового управления в бизнес-среде, что в конечном итоге может привести к привлечению инвестиций и созданию более конкурентоспособной экономики.

Таким образом, распространение АССА в Узбекистане не только соответствует современным требованиям в области образования и профессионализма, но и предоставляет стратегическую возможность для устойчивого экономического роста и развития страны в глобальном контексте.

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KO`RISHIDA NUQSONI BO`LGAN SHAXSLARGA TAVSIYA ETILADIGAN KASB-HUNARLAR

Xusnuddinova Zulayho

CHDPU Pedagogika fakulteti Maxsus pedagogika kafedrası o`qituvchisi

To`rayeva Jasmina

CHDPU Pedagogika fakulteti

Maxsus pedagogika: tiflopedagogika 2-bosqich talabasi

Raximova Durdona

CHDPU Pedagogika fakulteti

Maxsus pedagogika: tiflopedagogika 2-bosqich talabasi.

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Annotatsiya. Ushbu maqolada ko`zi ojiz shaxslarning imkoniyatlaridan kelib chiqqan holda egallashi mumkin bo`lgan kasblar hamda ularning afzalliklari to`g`risida so`z yuritilgan.

Bundan tashqari, ko`zi ojiz o`spirin yoshlarning kasb tanlashda nimalarga ahamiyat berishi lozimligi bayon etilgan.

Kalit so`zlar: ko`rishida nuqsoni bor shaxslar, kasbiy imkoniyat, massaj terapevti, qo`l barmoq uchi sezgisi, dasturchi, musiqachi, tiflopedagog.

PROFESSIONS RECOMMENDED FOR PERSONS WITH VISUAL IMPAIRMENT

Abstract. This article discusses the professions that blind individuals can acquire based on their capabilities, as well as their benefits. In addition, it is described what a blind teenager should pay attention to when choosing a profession.

Keywords: persons with visual impairment, professional opportunity, massage therapist, hand fingertip sensation, programmer, musician, tiflopedagog.

ПРОФЕССИИ, РЕКОМЕНДУЕМЫЕ ЛЮДЯМ С НАРУШЕНИЯМИ ЗРЕНИЯ

Аннотация. В этой статье рассматриваются профессии, которыми могут заниматься слепые люди, исходя из их возможностей, а также их предпочтений. Кроме того, в нем объясняется, на что следует обращать внимание слепым подросткам при выборе карьеры.

Качество слова: лица с нарушениями зрения, профессиональные возможности, массажист, ощущение кончика пальца руки, программист, музыкант, тифлопедагог.

Ko'zi ojiz odamlar jismoniy jihatdan nuqsoni borligi tufayli kasb-hunar tanlashda cheklangan. Shunga qaramay, ko'zi ojiz odam o'zini rivojlantirishi va o'z qobiliyatlarini yuzaga chiqarishi uchun yetarli kasblar mavjud. Aslida, ko'zi ojiz odam deyarli har qanday gumanitar kasbni egallashi, matematik, iqtisodchi, moliyachi bo'lishi mumkin. Faqat ish bilan ta'minlash masalasi og'riqli tomonlardan biridir...

Ko'zi ojizlarning kasbiy imkoniyatlari nafaqat ularning jismoniy va aqliy salohiyatlariga, balki ta'limga ham bog'liq. Agar ko'zi ojiz kishi universitetni yuridik, pedagogik mutaxassislik bo'yicha tugatgan bo'lsa, u tegishli sohada ishlashi mumkin.

Ko'zi ojiz odam muvaffaqiyatli shug'ullanishi mumkin bo'lgan kasbiy faoliyat turlari, agar tegishli istak bo'lsa, o'zini muvaffaqiyatli amalga oshirish uchun yetarli. Ular eshitish, vosita va taktil analizatorlarning maksimal ishtiroki bilan bog'liq bo'lgan kasblarni o'z ichiga oladi. Bular,

birinchi navbatda, *massaj terapevti, musiqachi, tiflo-nashriyot majmuasi xodimi, qadoqlovchi, tiflopedagog* va boshqalar. Shubhasiz, yuqoridagi kasblarni o'zlashtirish uchun qo'shimcha kasb-hunar ta'limi olish yoki hech bo'lmaganda maxsus kurslarni o'tash kerak. Biroq, bu yerda ham uydan tashqarida mustaqil harakatlanish va zamonaviy texnik vositalardan erkin foydalanish ko'nikmalariga ega bo'lish juda muhimdir. Albatta, ko'zi ojiz odamlar uchun mavjud bo'lgan faoliyat yo'nalishlari ro'yxati yuqorida ko'rsatilgan kasblar bilan cheklanmaydi.

Amalda ko'rish qobiliyati cheklangan ko'plab nogironlar, mavjud cheklovlarga qaramay, maktablar, universitet va kollej o'qituvchilari, turli ommaviy axborot vositalari jurnalistlari va muharrirlari, tarjimonlar, yuristlar, menejerlar va hatto dasturchilar sifatida ishlashga qodir ekanliklarini isbotlaganlar. Ko'pgina mutaxassislarining fikriga ko'ra, so'nggi pozitsiyaning orqasida, umuman olganda, porloq kelajak bor, chunki IT sohasi endi tobora kuchayib bormoqda. Moliya sektoridagi ba'zi muassasalar o'zlarining barcha mahsulotlarini maxsus foydalanuvchilar uchun iloji boricha qulayroq qilishga intilib, bugungi kunda ko'zi ojiz sinovchilarni ish bilan ta'minlamoqda. Albatta, bu holda ko'p narsa dasturlar tomonidan yaratilgan ma'lumotlar bazalari va boshqalar bilan o'zaro ta'sir qilish jarayonining moslashuv darajasiga bog'liq.

Darhaqiqat, ko'rish qobiliyati cheklangan odamlar juda ko'p turli sohalarida ishlashadi, hozirda ko'zi ojizlar uchun ixtisoslashgan ro'yxat yoki kasblar tanlovi mavjud emas. Ko'zi ojizlar uchun aniq kasblar mavjud bo'lmasa-da, ko'rish qobiliyati past bo'lganlar uchun boshqalarga qaraganda tez-tez mos keladigan ba'zi sohalar mavjud.

Massajchi. Ko'zi ojiz odamlar eng yaxshi massaj terapevtlari bo'lishi mumkin. Ularning ko'rish qobiliyati yo'qligi yoki zaiflashganligi sababli, bunday odamlarda qo'l barmoq uchi sezgilari kuchayadi. Ular tanadagi eng kichik bukchayishni, kuchlanishni qo'llari bilan sezadilar va massaj yordamida davolashadi. Ko'zi ojiz massaj terapevti klinikada ishlashi yoki xususiy amaliyot bilan shug'ullanishi mumkin.

Ko'zi ojiz massaj terapevtlari dunyoning ko'plab mamlakatlarida mashhur. Yaponiya va Xitoyda bu nafaqat eng mashhur, balki ko'rish qobiliyati buzilgan odamlar qila oladigan yagona faoliyatdir.

Ushbu kasbning muhim afzalligi shundaki, uni balog'at yoshida ko'rish qobiliyatini yo'qotgan odam, shuningdek, maktabda mukammal o'qish bilan maqtana olmaydigan va oliy ma'lumot olishni istamaydigan ko'zi ojiz shaxslar egallashi mumkin.

Lekin ko'zi ojiz shaxs uchun massaj terapevtining mutaxassisligini o'zlashtirish oson emas, chunki u anatomiya, farmakologiya va massajning har xil turlarini o'rganishi kerak bo'ladi. Bu juda oddiy bo'lib tuyulsa-da, lekin juda murakkab. Afsuski, ko'zi ojiz odamlar tibbiy muassasalarda ishlashga tayyor emaslar. Ko'zi ojiz xodimlarni ish bilan ta'minlash boshqa bir jismoniy jihatdan sog'lom xodimning zimmasiga yangi vazifalar yuklanishiga olib keladi. Chunki ko'zi ojiz xodim hujjatlarni to'ldirolmaydi, bemorlarning tibbiy kartalari bilan tanisha olmaydi. Bu ishlarni amalga oshirishda unga yordamchi zarur.

Ha, biz kompyuter asriga kirdik, lekin aksariyat muassasalarda hujjatlar hali ham qog'oz, bundan tashqari, bosma emas, balki qo'lda yozilgan.

Shuning uchun, kimdir ko'zi ojiz mutaxassisga qog'ozdagi ma'lumotni o'qishi, jurnallarni to'ldirishda yordam berishi kerak.

Musiqachi. San'at sohasida ishlash - bu ko'plab yo'llarni o'z ichiga olgan ijodiy martaba, ularning aksariyati ko'rishni talab qilmaydi yoki mos uskunalar bilan osongina moslashtirilishi

mumkin. Masalan, qo'shiqchi yoki asbob chalayotgan kishi kabi musiqachi bo'lish uchun umuman ko'rish kerak bo'lmasligi mumkin. Ushbu sohada ko'zi ojiz odam asbobni chalishda teginish tuyg'usiga tayanadi hamda tovushlar, ohanglar va balandliklar uchun o'tkir eshitish qobiliyatiga ega bo'lishi kerak.

Ma'lumki, ko'rishning yetishmasligi nafaqat qo'l barmoq sezgisini, balki eshitish qobiliyatini ham kuchaytiradi. Shuning uchun ko'zi ojiz odamlar orasida ko'plab iste'dodli musiqachilar bor. Ulardan ba'zilari butun dunyoga mashhur. Masalan, Stivi Uonder, Rey Charlz.

Eshitish qobiliyati va ovozi yaxshi, musiqiy ma'lumotga ega bo'lgan ko'zi ojiz odam qo'shiqchi, bastakor, ijrochi yoki musiqa o'qituvchisi sifatida o'z kasbini topishi mumkin.

Dasturchi. Texnologiyaning barcha yutuqlari tufayli ko'rish qobiliyati zaif odamlar endi texnologiya sohasiga kirishni ancha osonlashtirmoqda. Bunga kodlash, muhandislik yoki dasturiy ta'minotni ishlab chiqish kabi sohalarda ishlash kiradi.

Bugungi kunda axborot texnologiyalari sohasi yaxshi rivojlanmoqda. Ko'zi ojizlar uchun esa kompyuterni ko'rish qobiliyatiga ega odamlar bilan teng ravishda ishlatishga imkon beradigan juda ko'p sonli qurilmalar mavjud. Bu ko'zi ojiz odam dasturchi, sinovchi, tizim ma'muri va IT sohasidagi boshqa mutaxassisga aylanishi mumkinligini anglatadi. Bunday mutaxassisliklarning katta afzalligi shundaki, bu sohada uyda masofadan turib ishlash mumkin. Bu ko'rishida nuqsoni bo'lgan odamning hayotini osonlashtiradi va boshqa shaharda, hatto mamlakatda ish topish imkoniyatini oshiradi.

O'qituvchi. Ko'pincha, ko'zi ojiz bolalar uchun maxsus maktablarda shunga o'xshash muammolarga duch kelgan o'qituvchilar ishlaydi. Ular ko'rish qobiliyatiga ega o'qituvchilardan ko'ra o'z o'quvchilarining muammolarini yaxshiroq tushunishadi, maxsus bolalar uchun qaysi o'qitish usullari eng samarali bo'lishini o'z tajribalaridan bilishadi. Biroq, O'zbekiston Respublikasi Prezidentining 18.04.2022 yildagi PQ-209-son qaroriga muvofiq boshlang'ich sinflarga ko'zi ojiz o'qituvchi dars berolmaydi.

Yuqori texnologiyalarning rivojlanishi bilan, bir necha o'n yillar oldin o'ylash mumkin bo'lmagan kasblar ko'zi ojiz odamlarga taqdim etildi. Ba'zilar uchun ko'zi ojizlar hatto oliy ma'lumot olishi shart emas, faqat kurslarni o'tashi yoki hatto mustaqil ravishda ko'nikmalarni o'rganishi kerak. Masalan, **dasturchi, kopirayter, dekoder, SMM mutaxassisi, sayt ma'muri** yoki **ijtimoiy tarmoqlardagi jamoalar, qo'ng'iroq markazi operatori**.

Ko'zi ojiz odam uchun mavjud bo'lgan kasblarni tanlash cheksiz emas. Ko'rishida nuqsoni borlar hali ham jarroh, yuk mashinalari haydovchisi, veterinariya shifokori bo'la olmaydi va qila olmaydi.

Ko'zi ojiz odam o'ziga yoqmaydigan mutaxassislikni olgan bo'lsa ham, umidsizlikka tushmasligi kerak.

Ko'zi ojiz o'spirin uchun kelajakdagi kasbni tanlashda asosiy narsa uning o'z xohishi va u bilan bog'liq barcha masalalarni qanday hal qilishi haqidagi g'oyasi: o'quv materialini o'zlashtirishdan tortib, o'quv jarayonida o'z - o'ziga xizmat ko'rsatishgacha. Shuni esda tutingki, agar ko'zi ojiz talaba sizga ma'lum bo'lgan ko'rish qobiliyatiga ega bo'lmagan mutaxassislikni tugatishni o'z oldiga maqsad qilib qo'ysa va u qanday qiyinchiliklarga duch kelishini va ularni qanday yengish mumkinligini aniq tushunsa, unga haddan tashqari shaxsiy bosim o'tkazmaslik kerak: har bir yo'l o'z kashshoflarini biladi va hamma xato qilish huquqiga ega. Ko'zi ojiz o'quvchi o'z ustozlari va qarindoshlarining ishonchli qo'llab-quvvatlashini his qilib, qiyinchiliklarni yengib

o'tish imkoniyatiga shubha qilmasdan, biron bir kasbga ega bo'lish va keyingi ishga joylashish zarurligini anglashi muhimdir.

Xulosa qilib aytganda, ta'lim va ish bilan ta'minlash nafaqat ko`zi ojiz shaxsning shakllanishiga yordam beradi, balki kelajakdagi moliyaviy farovonlik va mustaqilligining asosiy kaliti bo`ladi. Ularsiz kelajakka bo'lgan maksimal mustaqillik va ishonchni topish mumkin bo'lmaydi. Demak, yuqorida ko'rib chiqilgan kasblarning ijobiy va salbiy tomonlarini diqqat bilan ko'rib chiqib, ko`zi ojiz shaxs o'z yo'lini topishi kerak. Unutmang, jasorat bilan oldinga siljigan kishi albatta o'zlashtiradi.

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TURMUSH MADANIYATINI YUKSALTIRISHDA KITOB MUTOLAASINING AHAMIYATI

Eshmuratov Ájiniyaz

Berdoq nomidagi Qaraqalpoq Davlat Universiteti óqtuvchisi

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Annotatsiya. Bu maqolada turmush madaniyatini yuksaltirishda kitob mutolasining ahamiyati, qaror va farmoyishlar haqida sóz etilgan.

Kalit sózlar: turmush, kitob, mutola, kitob dókonlari, aql, tálim, mánaviyat.

THE IMPORTANCE OF READING BOOKS IN IMPROVING THE CULTURE OF LIFE

Abstract. This article talks about the importance of reading books, decisions and orders in improving the culture of life.

Keywords: life, book, reading, bookstores, mind, education, spirituality.

ЗНАЧЕНИЕ ЧТЕНИЯ КНИГ В ПОВЫШЕНИИ КУЛЬТУРЫ ЖИЗНИ

Аннотация. В данной статье говорится о значении чтения книг, решений и приказов в повышении культуры жизни.

Ключевые слова: жизнь, книга, чтение, книжные магазины, разум, образование, духовность.

Prezidentimizning “Obod qishloq dasturi tóg‘risida”gi Farmoni ijrosini táminlash maqsadida respublika bóylab aholining huquqiy, tibbiy va turmush madaniyatini oshirish borasida keng qamrovli ishlar amalga oshirib kelinmoqda. Yurtimizda turli madaniy-márifiy tadbirlar, sayyor qabullar tashkil etilib, qishloq aholisiga qabul qilingan amaldagi qonun va boshqa me‘yoriy hujjatlar yuzasidan tegishli tushuntirishlar berilmoqda. Aholini qiziqtirgan savollarga javoblar berilishi bilan mavjud muammolarni hal qilish bóyicha ular tomonidan berilgan murojatlar qabul qilinmoqda.

Mamlakatimizda ógil-qizlarni kitobga oshno qilish, kitob mutaolaasi yordamida yot g‘oyalar tásiridan asrash, ertamiz egalarini vatanparvarlik va milliy qadriyatlar ruhida tarbiyalashga qaratilgan keng kólamli chora-tadbirlar istiqlol yillarida shakillantirilib, mazmunan tóldirib borilmoqda. Dalatimiz rahbari Shavkat Mirziyoyevning 2017 yil 12 yanvardagi “Kitob mahsulotlarini chop etish va tarqatish tizimini rivojlantirish, kitob mutolasi va kitobxonlik madaniyatini oshirish hamda targ‘ibot qilish bóyicha komissiya tuzish tóg‘risida”gi farmoyishi mamlakatimizda kitobga bólgan e‘tibor darajasini yanada oshirib, noshirlik va matbaa sohasidagi yangi islohotlarni amalga oshirishni taqozo etmoqda.

Mazkur farmoyishga binoan Ózbekiston Respublikasi Vazirlar Mahkamasi tomonidan kitob mahsulotlarini chop etish va tarqatish tizimini rivojlantirish, kitob mutolaasi va kitobxonlik madaniyatini oshirish hamda targ‘ibot qilish bóyicha kompleks chora-tadbirlar dasturi ishlab chiqildi. Dastur uch yónalishdagi masalalarni óz ichiga olgan. Bular ichida kitob mahsulotlari umumiy buyurtmasini shakillantirish, chop etish va tarqatish tizimini takomillashtirish, tarjima faoliyati va bolalar adabiyotiga ixtisoslashgan nashriyotlarga moliyaviy imtiyozlar berish, qóllab quvatlash, noshirlar va adabiyotlarni rag‘batlantirish, soliq imtiyozlari qóllash kabi masalalar yónalishi muhim ahamiyatga ega. Mazkur yónalishda belgilangan vazifalardan biri bolalar adabiyotiga ixtisoslashgan nashriyotlarga moliyaviy imtiyozlar berish, moddiy qóllab-quvvatlash

va rivojlantirish tizimini takomillashtirish b6yicha aniq takliflar ishlab chiqishdir. Ushbu vazifa sohaga tegishli vazirlik va mutassadi tashkilotlar zimmasiga yuklatilgan b6lib, uning ijrosi kelgusida bolalar adabiyotini nashr qilishga ixtisoslashgan nashriyotlarni aniqlash mezonlarini belgilash, ularga q6shimcha soliq imtiyozlari berish va moddiy q6llab-quvvatlashni y6lga q6yishni taminlashga xizmat qiladi. Bu mamlakatimizda bolalar adabiyotiga ixtisoslashgan nashriyotlar soni k6payib, shu y6nalishda chop etiladigan kitoblar salmog'i yanada oshadi degani.

Soha rivojida yana bir muhim omil borki, bu modernizatsiya jarayonidir. Gap matbaa korxonalarini texnik va texnologik yangilash haqida. 6zbekiston matbuot va axborot agentligi tizimidagi matbaa korxonalarida ham ishlab chiqarishga yangi texnologiyalarni joriy qilish ishlari bosqichma-bosqich amalga oshirilmoqda.

M6naviy jasorat sohibi deb ardoqlangan atoqli adabiyotshunos olim va tarjimon Ozod Sharofiddinov dunyodagi yetti m6jizaga t6rif berib "... yetti m6jiza inson aqlining, tafakkurining, qalbining otashin madhiyasi, inson dahosining ulug'ligiga q6yilgan mangu obida b6lib kelmoqda.

Biroq, shunday b6lsa-da, olamda yana bir m6jiza borki, uning buyukligi, muqaddasligi yetti m6jizaning jamiki ulug'vorligi, g6zalligidan kamlik qilmaydi. Bu m6jiza-kitob. Kitobning m6jizasi, m6jiza b6lganda ham birinchi m6jiza ekanligini k6pgina buyuk odamlar qayd qilgan" deb yozadi. Jumladan, yozuvchi va dramaturg S. Sveyg "Qayerdagi kitob bor ekan, u yerda odam 6zi bilan 6zi holi, 6z k6lami doirasida qolib ketmaydi, u 6tmish va bugungi kunning barcha olamshumul yutuqlariga, butun insoniyatning fikr va tuyg'ulariga oshno b6ladi", deb yozadi.

Yozuvchi va faylasuf J. Svift "Kitoblar aql farzandlaridir" desa, pedagog va yozuvchi Y.A.Komenskiy "Kitoblar donishmandlikni yoyish qurolidir" deydi, faylasuf va tarixchi F. Bekon esa "Kitoblar zamon t6lqinlarida suzuvchi va 6zining qimmatbaho yukini avlodlardan-avlodlarga avaylab eltuvchi tafakkur kemalardir", deb yozadi. Ana shu tariqa buyuk allomalar, donishmandlar va yozuvchi-yu olimlar kitobning m6jizaga, nurga, tafakkur quvvati va ustuniga, mangulik va m6naviyat timsoliga, bilim manbaiga, sodiq d6stga, davr k6zqusiga 6xshatganlar. Eng muhimi, kitob jaholatga qarshi m6rifat bilan kurashda yengilmas kuchdir.

Bugun mamlakatimizda m6naviy islohotlar jarayoni sifat jihatidan 6zining yangi va yanada yuksak pog'onasiga qadam q6ydi. Jamiyatimiz hayotida bebaho va betakror qadriyat va an'analarni qaror toptirishga, hususan, xalqimiz, ayniqsa, yosh avlodning m6naviy-intellektual salohiyati, ongu tafakkuri va dunyoqarashini yuksaltirishda, ona Vatani va xalqiga muhabbat va sadoqat tuyg'usi bilan yashaydigan barkamol shaxsni tarbiyalashda beqiyos ahamiyatga ega b6lgan kitobxonlik madaniyatini oshirishga alohida e'tiborning mahsuli sifatida qabul qilingan "Kitob mahsulotlarini nashr etish va tarqatish tizimini rivojlantirish, kitob mutolaasi va kitobxonlik madaniyatini oshirish hamda targ'ib qilish b6yicha kompleks chora-tadbirlar dasturi t6g'risida"gi 6zbekiston Respublikasi Prezidenti qarori soha taraqqiyotiga keng y6l ochgan tom m6nodagi muhim hujjat b6ldi.

Axborot texnologiyalari beqiyos darajada rivojlanib borayotgan, virtual dunyo turli-tuman axborot oqimi bilan t6lib-toshgan hozirgi zamonda yoshlarning m6naviy va badiiy-estetik ong-tafakkurini tarbiyalash, ularda kitobxonlik madaniyati va k6nikmasini shakllantirish har qachongidan ham dolzarb ahamiyat kasb etmoqda. Ushbu qaror bilan kitob mahsulotlarini nashr etish va tarqatish tizimini rivojlantirish, kitob mutolaasi, xususan, elektron kitob 6qish va kitobxonlik madaniyatini oshirish hamda targ'ib etish b6yicha kompleks chora-tadbirlar dasturi tasdiqlandi.

Dasturda, eng avvalo, kitob mahsulotlarini chop etish va tarqatish, matbaa sohasini yanada jadal rivojlantirishga oid normativ-huquqiy bazani takomillashtirish, ijtimoiy ahamiyatga ega бўlgan kitoblarni, xususan, bolalarga móljallangan adabiyotlarni chop etishni davlat tomonidan qóllab-quvvatlashga alohida e'tibor qaratilgan.

Mamlakatimizda keyingi yillarda kitob savdosi va kitob dókonlarga birmuncha e'tibor qaratilgan bólsa-da, lekin xizmat kórsatish sifati va dókonlar soni aholining ósib borayotgan mánaviy talablariga tóg'ri kelmasdi. Shu bois mazkur hujjatda har bir shahar va tumanda kitob savdosiga ixtisoslashgan dókonlarni tashkil etish, ularni qóllab-quvvatlash maqsadida esa yuridik shaxs maqomidagi tadbirkorlik subyektivlariga foydalanmayotgan davlat mulki obyektlarini tekin foydalanishga berish, savdo aylanmasida kitob sotish ulushining hajmi 70 foizdan kóp бўlgan yuridik shaxs maqomidagi subyektlariga alohida statistik hisobi yuritilishi va ular 2020 yil 1 yanvariga qadar yagona soliq tólovidan ozod etilishi kózda tutildi. Shu bilan birga ilmiy-nazariy, ilmiy-ommabop va kórgazmali adabiyotlardan iborat ixtisoslashgan kitob dókonlari faoliyatini rivojlantirish ham alohida tilga olib ótildi. Málumki, avvallari kitob va kitobxonlikni keng miqyosda tizimli targ'ib-tashviq qilishga yetarli e'tibor berilmaganligini mamlakatimiz jamoatchiligi vakillari turli yig'in va mashvaratlarda, ommaviy axborot vositalarida kuyinib gapirganlariga guvoh бўlganmiz. Qarorda kitob mutolaasi va kitobxonlik madaniyatini oshirishga doir targ'ibot ishlarini tizimli va samarali tashkil etish, bu borada kitobxonlar, kutubxonachi va targ'ibotchilar órtasida “Eng kitobxon maktab”, “Eng kitobxon mahalla”, “Eng kitobxon oila”, “Eng faol kutubxonachi” kabi kórik-tanlovlarning saralash va respublika bosqichlarini ótkazish belgilandi. Bu esa mamlakatimizda kitobxonlik harakati ommaviy tus olishiga óziga xos turtki bóladı.

Mustaqillik yillarida Ózbekiston xalqaro hamjamiyatdan munosib órin egallab va xorijiy mamlakatlar bilan keng qamrovli siyosiy, iqtisodiy va madaniy-gumanitar aloqalarni yólga qóydi.

Xalqimiz, ayniqsa yoshlarimiz jahon madaniyati va adabiyotidan bahramand bólishi uchun keng imkoniyatlar yaratildi. Sóz yuritilayotgan qarorda ham “jahon adabiyotining eng sara namunalarini ózbek tiliga tarjima qilish bóyicha davlat buyurtmalari berish” vazifasi belgilandi. Bu asosan jahon adabiyotining nodir namunalarini tarjima qilish va targ'ib qilishga ixtisoslashgan “Jahon adabiyoti” jurnali ijtimoiy jamoasi zimmasiga ham alohida mas'uliyat yuklaydi.

Prezidentimiz qarorida mazmunan sayoz, milliy mánaviyat va qadriyatlarimizga, axloq me'yorlariga mos kelmaydigan, yoshlar tarbiyasiga salbiy tásir kórsatadigan adabiyotlarni tayyorlash, bosib chiqarish va tarqatishning oldini olish yuzasidan mutasaddi idoralar zimmasiga aniq vazifalar yuklangan. Millatimiz kelajagiga daxldor бўlgan mazkur masalaning ahamiyatini hisobga olib, bu borada jamoatchilik vakillari - yozuvchilar, olimlar, óqituvchilar, ota-onalar ham mas'ul ekanliklarini unutmasligimiz lozim.

Davlatimiz rahbari Shavkat Mirziyoyev ótgan yili saylovchilar bilan uchrashuvlarda va shu yil turli sohalar vakillari bilan ótkazgan video-selektorlarda xalqimizni, ayniqsa, yoshlarni kitob óqishga dávat etib, yanvar oyida ayni masala yuzasidan farmoyish ham qabul qilgan edi. Biz sóz yuritayotgan qaror ham Prezidentimizning bu boradagi izchil siyosatining mantiqiy davomi sifatida yuzaga chiqqan. Bugun, zamonaviy axborot va innovatsion texnologiyalar rivojidan hamda internet imkoniyatlaridan aqlimiz shoshib qolayotgan bir paytda, odam bolasi hayotida kitobning órni va ahamiyati yóqoldi, deguvchilar kóplab topiladi. Bu kabi qarash nihoyatda yuzaki va soxta ekanligini hayotning ózi isbot etmoqda.

Birgina misol: xalqaro tadqiqotlar va sórovlar rivojlangan G'arb mamlakatlarida internetdan foydalanuvchilar soni qanchalik oshayotgan bólsa, kitob sotib olish va óqish ham xuddi shunga muvofiq ravishda ósayotganligini kórsatgan. Vaholanki, bu tadqiqotlar internet texnologiyalari nihoyatda taraqqiy qilgan va uning xizmatlari kun sayin oshayotgan G'arb davlatlarida ótkazilgan. Bu narsa kitobning órnini hech narsa bosa ololmaganini, uning mójizaviy kuch-qudrati oldida internetdek eng qulay va zamonaviy vosita ham ojiz qolishini kórsatayapti.

Prezidentimizning "Kitob mahsulotlarini nashr etish va tarqatish tizimini rivojlantirish, kitob mutolaasi va kitobxonlik madaniyatini oshirish hamda targ'ib qilish bóyicha kompleks chora-tadbirlar dasturi tóg'risida"gi qarori bugun dunyoda shiddat bilan kechayotgan intellektual raqobat va musobaqa hamda xalqimizning kun sayin oshib borayotgan mánaviy ehtiyoj va talablariga hamohang ekanligi bilan katta ahamiyat kasb etadi hamda mamlakatimiz va jamiyatimiz taraqqiyotiga xizmat qiladi. Muhtaram Yurtboshimiz óz máruzalarining biridi "Innovatsiya bólmaz ekan, bugungi davr shiddati, fan-texnikaning mislsiz yutuqlari bilan hamqadam bólolmaymiz", deb ayni haqiqatni aytgan edilar.

Tálim bóyicha Xalqaro komissiya tomonidan XXI asr - fan texnika taraqqiyoti davrida tálim oldiga 4 ta ustuvor maqsad qóyilgani alohida e'tirof etiladi: yashashni, anglashni, bajarishni órganish hamda birgalikda yashash, anglash va bajarishni órganish.

Barcha mamlakatlar oldiga aynan shu maqsadlarni amalga oshirish, innovatsion yondashuv asosida yoshlarning bor qobiliyat va iqtidorlarini yuzaga chiqara olish talabi qóyilgan.

Óz navbatida aholining turli toifalarini "Hayot davomida tálim olish" prinsipi asosida mehnat bozorida óz órnini topishga imkoniyat yaratish lozim.

Bu jarayonda óquv muddatlari tabaqalashgan tizimni joriy etish, yangi kasblar va mutaxassisliklar, óquv yuklamalari, tálim standartlari tuzilmasining tubdan yangilangan shakllarini yirik ish beruvchi korxonalar va tashkilotlar, vazirlik hamda idoralardan malaka talablari asosida qayta ishlab chiqishdek óta mas'uliyatli va murakkab vazifalarni samarali hal etish talab etiladi.

Ózbekiston Respublikasi Prezidentining "2019-2021 yillarda Ózbekiston Respublikasini innovatsion rivojlantirish strategiyasini tasdiqlash tóg'risida"gi Farmonida "Jamiyat va davlat hayotining barcha sohalari shiddat bilan rivojlanayotgani islohotlarni mamlakatimizning jahon sivilizatsiyasi yetakchilari qatoriga kirish yólida tez va sifatli ilgarilashini táminlaydigan zamonaviy innovatsion g'oyalar, ishlanmalar va texnologiyalarga asoslangan holda amalga oshirishni taqozo etadi", deb alohida tákidlangan.

Darhaqiqat, tálimni innovatsion rivojlantirish sohasida taraqqiy etgan davlatlarning tajribasini chuqur órganish va tatbiq etish, xalqaro hamkorlikni rivojlantirish, xalqaro loyihalarni amalga oshirish bugun har qachongidan muhimdir.

Xalqaro hamkorlik, óz navbatida, tálim sifatini yaxshilash, mutaxassislar va boshqaruv personalini malakasini oshirish, respublika hududlarida xorijiy investitsiya loyihalarini jadal sur'atlar bilan amalga oshirish hamda vazirlik va idoralarning buyurtmalari asosida maqsadli kadrlar tayyorlash, ish joylarini malakali kadrlar bilan táminlash imkonini beradi.

Taraqqiy etgan mamlakatlarning tálimda erishgan bilim va tajribalarini órganish va tatbiq etish, innovatsion pedagogik texnologiya-lardan maksimal darajada foydalangan holda óquv jarayonini tashkil etish imkonini beradi.

Yosh avlodni vatanparvarlik ruhida tarbiyalashda kitobning órni va ahamiyati beqiyosligi hisobga olinib, kórgazma va festivallar ham an'anaviy ótkazib kelinmoqda. "Ózbekiston matbuoti" milliy forumi va uning doirasidagi "Bolalar adabiyoti" kórgazmasi, Qoraqalpog'iston Respublikasi va viloyatlar markazlarida "Adabiyotga e'tibor - mánaviyatga, kelajakka e'tibor" shiori ostida ótkazilayotgan "Kitob bayrami", "Sog'lom va mánaviy yetuk avlod - yurt kelajagi" shiori ostida tashkil etilayotgan "Bolalar kitobi" festivallarida nashriyotlar tomonidan sónggi yillarda nashr etilgan adabiyotlar, shu jumladan, bolalar kitoblari, ayniqsa, óquv-márifiy kitoblar, ensiklopedik lug'at va málumotnomalarning erkin savdosi uyushtirilmoqda, shoir va yozuvchilar, yosh ijodkorlarning uchrashuv va mushoiralari, noshir va matbaachilar bilan muloqotlari tashkil etilmokda.

Bugun dunyoda mislsiz kashfiyotlar, axborot tarqatishning yangidan-yangi usullari paydo bólib, bularning bari hayotimizni shiddat bilan qamrab olmoqda. Ushbu jarayonda dunyoqarashi, siyosiy-huquqiy madaniyati tóliq shakllanib ulgurmagan óg'il-qizlarimiz turli g'arazli maqsadlarda tarqatilayotgan axborot oqimi domiga tushib qolish ehtimoli yóq emas. Shuning uchun bolalar va yoshlarga móljallangan nashrlar faoliyatini yanada takomillashtirish, ertamiz egalarini vatanparvarlik, milliy qadriyatlarga hurmat ruhida tarbiyalash bilan bir qatorda ularni turli mánaviy tahdidlar va xurujlarning salbiy tásiralaridan himoyalashga qaratilgan chora-tadbirlarni hayotga izchil tatbiq etish, manfaatlarimizga mos keluvchi adabiyotlar bilan doimiy táminlab borishni davrning ózi taqozo etmoqda.

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KONSTITUTSIYA – ERKIN VA FAROVON HAYOTIMIZ, MAMLAKATIMIZNI YANADA TARAQQIY ETTIRISHNING MUSTAHKAM POYDEVORIDIR

To‘yev Bahodir Baxtiyorovich

Buxoro viloyati yuridik texnikumi

“Xususiy-huquqiy fanlar” kafedrası o‘qituvchisi

baxodirtuyev@gmail.com

Telefon: +998(90) 710 77 40

<https://doi.org/10.5281/zenodo.10573457>

Annotatsiya. Mazkur maqolada O‘zbekiston Respublikasi Konstitutsiyasi erkin va farovon hayotimiz, mamlakatimizni yanada taraqqiy ettirishda tutgan o‘rni va ahamiyati, shuningdek, bosh qomusimizda jamiyat va davlat, davlat hokimiyati va boshqaruv organlari tuzilishi hamda faoliyatining asosiy prinsiplari, ularning vakolatlari, fuqarolarning asosiy huquq va burchlari, jamiyat va shaxs o‘rtasidagi munosabatlar belgilab berilganligi haqida bir qancha fikrlar bayon etilgan.

Kalit so‘zlar: Kontitutsiya, qonun, inson, jamiyat, davlat, huquq, urf-odat, prinsip, vijdon erkinligi.

THE CONSTITUTION IS A SOLID FOUNDATION FOR OUR FREE AND PROSPEROUS LIFE AND FURTHER DEVELOPMENT OF OUR COUNTRY

Abstract. In this article, the role and importance of the Constitution of the Republic of Uzbekistan in our free and prosperous life, the further development of our country, as well as the basic principles of the structure and activity of society and the state, state power and management bodies in our country, their powers, the basic rights and duties of citizens, a number of opinions were expressed about the relationship between society and the individual.

Key words: Constitution, law, human, society, state, law, tradition, principle, freedom of conscience.

КОНСТИТУЦИЯ – ПРОЧНАЯ ОСНОВА НАШЕЙ СВОБОДНОЙ И ПРОЦВЕТАЮЩЕЙ ЖИЗНИ И ДАЛЬНЕЙШЕГО РАЗВИТИЯ НАШЕЙ СТРАНЫ

Аннотация. В данной статье раскрываются роль и значение Конституции Республики Узбекистан в нашей свободной и благополучной жизни, дальнейшем развитии нашей страны, а также основные принципы устройства и деятельности общества и государства, государственной власти и органы управления в нашей стране, их полномочия, основные права и обязанности граждан., был высказан ряд мнений о взаимоотношениях общества и личности.

Ключевые слова: Конституция, закон, человек, общество, государство, закон, обычай, принцип, свобода совести.

KIRISH

“Yangilangan Konstitutsiyamizda muhrlangan ustuvor maqsad va vazifalarni amalga oshirish kelgusi faoliyatimizning asosiy ma’no-mazmunini tashkil etadi”.

Ma’lumki, har bir davlatning shakllanishida Konstitutsiyaning o‘rni beqiyosdir. Bosh Qomusimiz millatimiz ruhiga, hayot tarzi va urf-odatlariga mos keladigan iymon-e’tiqod, insof,

diyosat, mehr-oqibat, or-nomus, iffat va hayo kabi eng ezgu fazilatlarini o'z ichiga olgan desak aslo mubolag'a bo'lmaydi.

Konstitutsiya davlatni davlat, millatni millat sifatida dunyoga tanitadigan huquqiy hujjatdir. Yaratilayotgan boshqa qonunlar konstitutsiyaviy me'yorlarga asoslanadi, me'yoriy hujjatlar ham shu asosda ishlab chiqiladi. Bosh qomusimizda jamiyat va davlat, davlat hokimiyati va boshqaruv organlari tuzilishi hamda faoliyatining asosiy prinsiplari, ularning vakolatlari, fuqarolarning asosiy huquq va burchlari, jamiyat va shaxs o'rtasidagi munosabatlar belgilab berilganligi bilan ham yanada ahamiyatlidir. Mamlakatimizda istiqomat qiluvchi turli din vakillari, jumladan, yurtimiz musulmonlari Asosiy Qomusimizda belgilab qo'yilgan huquq va erkinliklardan keng foydalanmoqdalar. Xususan, ushbu hujjatning yangi qabul qilingan tahririda vijdon hamda e'tiqod erkinligi alohida kafolatlab qo'yilgan.

Konstitutsiyamizning 35-moddasida "Hamma uchun vijdon erkinligi kafolatlanadi. Har bir inson xohlagan diniga e'tiqod qilish yoki hech qaysi dinga e'tiqod qilmaslik huquqiga ega. Diniy qarashlarni majburiy singdirishga yo'l qo'yilmaydi", deyilgan. Yurtimizda bugungi kunda 130 dan ortiq millat va elat vakillari Bosh Qomusimiz belgilab bergan teng huquqlilik va keng imkoniyatlardan foydalanib, totuvlik va hamjihatlikda yashamoqdalar. Ular ertangi kunga ishonch bilan mehnat qilib, yagona Vatan ravnaqiga o'z hissalarini qo'shmoqda. Unda nafaqat xalqchil tamoyillarga, balki ming yillar davomida rivojlanib kelgan milliy ma'naviyatimiz asoslariga ham tayanadi. Zero, har bir millat o'zining ruhiy-e'tiqodiy ildizlaridan uzilsa, inqirozga uchrashi tabiiydir. Allohga behisob shukrlar bo'lsinki, siz biz go'zal va hur diyorda tinchlik bulog'idan qonib umr guzaronlik qilib kelmoqdamiz.

Davlat va jamiyat hayotining asosiy tamoyillarini belgilab beruvchi, inson huquq va erkinliklarining huquqiy kafolati vazifasini o'tovchi Konstitutsiya – nafaqat davlatchilikning muhim ramzi, balki har bir xalqning milliy g'ururi va o'z-o'zini hurmat qilishining huquqiy timsoli hamdir.

Konstitutsiya – erkin va farovon hayotimiz, mamlakatimizni yanada taraqqiy ettirishning mustahkam пойdevoridir.

O'zbekiston Respublikasining Konstitutsiyasi xalqimiz siyosiy-huquqiy tafakkurining yuksak namunasi. U hech kimga qaram bo'lmasdan, erkin va ozod, tinch va osoyishta, farovon yashashning qonuniy kafolati bo'lib kelmoqda.

Konstitutsiyamiz asosida mamlakatimizda milliy qonunchilik tizimi, davlat organlari, fuqarolik jamiyati institutlari shakllandi, barcha jabhalarda keng ko'lamli islohotlar amalga oshirilmoqda hamda ijtimoiy-iqtisodiy, siyosiy va harbiy salohiyatimiz yuksalib, fuqarolarimizning dunyoqarashi tobora o'sib bormoqda.

Konstitutsiya — davlatni davlat, millatni millat qiladigan muhim siyosiy hujjat hisoblanadi. Boshqacha aytganda, jamiyat tayanchi va yurtimiz taraqqiyotining huquqiy kafolati, davlatimiz mustaqilligining yorqin ramzi, ko'p millatli xalqimiz xohish-irodasining qonuniy ifodasidir.

Asosiy qonunimiz yaratilishining murakkab va ayni chog'da sharaflı solnomasiga nazar solar ekanmiz, hech shubhasiz, O'zbekiston Konstitutsiyasi xalqimizning mustaqillik sari uzoq yo'ldagi izlanishlari natijasi ekaniga ishonch hosil qilamiz. Shu boisdan, o'tgan davr ichida mamlakatimizdagi tub islohot va o'zgarishlarning barchasi Bosh qomusimiz asosida amalga oshirilmoqda.

“Xalq davlat hokimiyatining birdan-bir manbaidir” degan konstitutsiyaviy norma asosida mamlakatimizda xalq davlat organlariga emas, davlat organlari xalqqa xizmat qiladigan, Konstitutsiya va qonun ustun bo‘lgan samarali va barqaror tizim shakllanmoqda. Asosiy qonunimizda ham buyuk ne‘matlar orasida eng ulug‘i — “inson uchun” degan g‘oya ilgari surilib, uni ulug‘lash, uning erkin kamol topishi uchun zarur shart-sharoitlar yaratish o‘z aksini topgan.

Binobarin, inson manfaatlari ustuvor bo‘lgan yurtdagina yuksalish bo‘ladi, bunday davlat fuqarosi har tomonlama barkamol bo‘lib, vatan uchun, xalq uchun jonini fido qilishga tayyor bo‘ladi. Eng muhimi, inson huquqlari ta‘minlangan jamiyatda raqobat muhiti paydo bo‘ladi, ijobiy o‘zgarishlar va yangilanishlar sur‘atlari jaddalashadi.

Davlat o‘z mustaqilligini e‘lon qilgan sanadan e‘tiboran dunyo sahnida yangi, suveren davlat qaror topganligini anglatasa, o‘z konstitutsiyasiga ega bo‘lishi esa, mustaqillikning huquqiy tamal toshi, huquqiy demokratik davlat, erkin fuqarolik jamiyatini barpo etishning asosi bo‘lib xizmat qiladi.

Konstitutsiya — jamiyat tayanchi va yurt taraqqiyotining huquqiy kafolati, davlat mustaqilligining yorqin ramzi, xalqning xohish-irodasining qonuniy ifodasi hisoblanadi.

Mana shu o‘tgan davr davomida mamlakatimizdagi tub islohot va o‘zgarishlarning zamirida xalqimiz hayot darajasi va sifatini yanada yaxshilash, inson huquq va manfaatlarini ustuvorligini ta‘minlashga qaratilgan o‘zgarishlar bilan takomillashib borayotgan Konstitutsiyamiz dastur-ul amal bo‘lib kelayotganligi ayni haqiqatdir.

Bosh qomusimizda Konstitutsiya va qonunlarning ustunligi mustahkamlab qo‘yilgan. Shu bilan birga, birorta ham qonun yoki boshqa normativ-huquqiy hujjat Konstitutsiyaga zid bo‘lishi mumkin emasligi qat‘iy ko‘rsatib o‘tilgan. Darhaqiqat, qonunlar ustuvor bo‘lgan davlatda barqarorlik bo‘ladi, fuqarolarning huquqlari to‘laroq ta‘minlanadi.

Bizning mamlakatimizda ham bosh qomusimizning ahamiyati va tutgan o‘rni nohoyatda yuksakdir. Konstitutsiya – davlatimizning bosh qonuni, huquq va erkinliklarimiz kafolati, davlatchilik tarixiga ega xalq, suveren davlat ekanimizning shahodati hamdir.

XULOSA

Xulosa o‘rnida shuni aytish joizki, har bir mamlakat erkin va farovon jamiyat qurishga intilar ekan, bu yo‘ldagi ulug‘vor maqsad va vazifalarini, avvalo, o‘z Konstitutsiyasida mustahkamlaydi. Zotan, unda mamlakatimizning o‘z oldiga qo‘ygan ulkan maqsad va vazifalari, xalqaro miqyosda qabul qilingan inson huquqlari va huquq ustuvorligi hamda demokratiya tamoyillari o‘z ifodasini topgan bo‘ladi.

Yurtimizda yashab, faoliyat ko‘rsatayotgan har bir inson O‘zbekiston Respublikasining Asosiy Qonuni – Konstitutsiyamizning barcha normalarini mukammal bilishi va hayotga to‘g‘ri tatbiq qilmog‘i, shuningdek, o‘ziga yuklatilgan burchlarini sezib, to‘laqonli ravishda bajarishi lozim bo‘ladi. Ushbu ishlarni amalga oshirgan kishilar ham davrimiz, ham bebaho milliy qadriyatlarimiz me‘yorlariga amal qilgan bo‘ladi.

Davlatda konstitutsiyaning joriy etilganligi va unga barchaning birdek amal qilishi bu davlatning farovonligi va tinchligini ta‘minlaydi. Buning uchun esa har bir shaxs huquqiy tarbiyalangan bo‘lishi va huquqiy ong va bilimlarga ega bo‘lishi lozimdir. Mamlakatning tinchligi va erkinligining ramzi bu davlat konstitutsiyasidir shubhasiz. Shunday ekan bosh qomusimiz mamlakatimizning yanada taraqqiy etishi va rivoji uchun hissa qo‘shadi.

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SHAXSIY MA`LUMOTLARNI HIMOYA QILISH

Rasulova Tursunoy Tòlqinovna

mutaxassislik fanlar kafedrası o`qituvchisi

rasulovaturunoy@gmail.com

<https://doi.org/10.5281/zenodo.10573490>

Annotatsiya. Ushbu maqolada shaxsiy ma`lumotlar nima, ularni himoya qilish usullari va qayta ishlash yo`llari haqida yoritishga harakat qildim. Bundan tashqari shaxsga oid shaxsiy ma`lumotlarni himoya qilish va ularni turli xil jinoyatchilar va firibgarlar qo`liga tushishini oldini olish haqida batafsil ma`lumot keltirib o`tganman.

Kalit so`zlar: Shaxsiy ma`lumot, shaxsiy ma`lumotni himoya qilish, shaxsiy ma`lumotlarni qayta ishlash.

PROTECTION OF PERSONAL DATA

Abstract. In this article, I tried to explain what personal information is, how to protect it, and how to process it. In addition, I have provided detailed information on protecting personal information and preventing it from falling into the hands of various criminals and fraudsters.

Key words: Personal information, protection of personal information, processing of personal information.

ЗАЩИТА ПЕРСОНАЛЬНЫХ ДАННЫХ

Аннотация. В этой статье я попытался объяснить, что такое личная информация, как ее защитить и как ее обрабатывать.

Кроме того, я предоставил подробную информацию о защите личной информации и предотвращении ее попадания в руки различных преступников и мошенников.

Ключевые слова: Персональная информация, защита личной информации, обработка личной информации.

KIRISH.

Shaxsiy ma`lumotlar deganda aniq yoki aniqlanadigan jismoniy shaxs (fuqaro) bilan bevosita yoki bilvosita bog`liq bo`lgan har qanday ma`lumot tushuniladi, ya`ni bunday ma`lumotlar, xususan, quyidagilarni o`z ichiga oladi: ism, yil, oy, tug`ilgan sanasi va joyi, manzili, oilasi, ijtimoiy, mulkiy holati, ma`lumoti, kasbi, daromadi, telefon raqami, aloqa uchun elektron pochta manzili, ma`lumotlar so`rovnomani to`ldirishda shu kabi nomzodlar qoldirgan bo`sh lavozimlarga nomzodlar to`g`risida, shu jumladan nomzodning rezyumesidagi ma`lumotlar, shuningdek boshqa ma`lumotlar kiradi. Bugungi kunda mamalakatimizning har bir fuqorosining shaxsiy ma`lumotlari saqlanadigan baza mavjud bu yagona interaktiv davlat xizmatlari markazining (OID) tizimidir. Bu tizim orqali har bir shaxs o`zining shaxsiy ma`lumotlari jamlanmasini o`zining shaxsiy elektron kaliti orqali ko`rishi va olishi mumkin.

Ma`lumotlarni qayta ishlash deganda avtomatizatsiya vositalari yordamida va / yoki bunday vositalardan foydalanmasdan amalga oshiriladigan ma`lumotlar bilan har qanday harakatlar (operatsiyalar) yoki harakatlar (operatsiyalar) majmui tushuniladi. Bunday harakatlar (operatsiyalar) quyidagilarni o`z ichiga oladi: Ma`lumotlarni yig`ish, yozib olish, tizimlashtirish, to`plash, saqlash, aniqlashtirish (yangilash, o`zgartirish), qazib olish, ishlatish, uzatish (tarqatish, taqdim etish, kirish), shaxsiylashtirish, blokirovka qilish, yo`q qilish va x.z.

Ma'lumotlar xavfsizligi – bu ularga ruxsatsiz va / yoki ruxsatsiz kirish, yo'q qilish, o'zgartirish, blokirovka qilish, nusxalash, taqdim etish, tarqatish, shuningdek ma'lumotlarga nisbatan boshqa noqonuniy xatti-harakatlarning xavfsizligini anglatadi.

Ma'lumotlarga ishlov berishda Jamiyat ma'lumotlarni ularga noqonuniy va/yoki ruxsatsiz kirishdan, ma'lumotlarni yo'q qilishdan, o'zgartirishdan, bloklashdan, nusxalashdan, taqdim etishdan, tarqatishdan, shuningdek, boshqa narsalardan himoya qilish uchun zarur huquqiy, tashkiliy va texnik choralarni ko'radi. Ma'lumotlarga nisbatan noqonuniy harakatlar.

Bu choralar, xususan:

Ma'lumotlarga ishlov berishni tashkil etish uchun mas'ul shaxsni va Ma'lumotlar xavfsizligini ta'minlash uchun mas'ul shaxsni tayinlash;

ma'lumotlarni qayta ishlash va himoya qilish bo'yicha mahalliy hujjatlarni ishlab chiqish va tasdiqlash;

Ma'lumotlar xavfsizligini ta'minlash uchun huquqiy, tashkiliy va texnik choralarni qo'llash:

1) shaxsiy ma'lumotlarning axborot tizimlarida qayta ishlash jarayonida ma'lumotlar xavfsizligiga tahdidlarni aniqlash;

2) ma'lumotlarni himoya qilish talablarini bajarish uchun zarur bo'lgan shaxsiy ma'lumotlarning axborot tizimlarida qayta ishlash jarayonida ma'lumotlar xavfsizligini ta'minlash bo'yicha tashkiliy-texnik chora tadbirlarni qo'llash, ularning amalga oshirilishi qonun hujjatlarida belgilangan ma'lumotlar xavfsizligi darajasini ta'minlaydi;

3) belgilangan tartibda muvofiqlikni baholash tartibidan o'tgan axborot xavfsizligi vositalaridan foydalanish;

4) shaxsiy ma'lumotlarning axborot tizimini ishga tushirishdan oldin Ma'lumotlar xavfsizligini ta'minlash bo'yicha ko'rilgan chora-tadbirlar samaradorligini baholash;

5) agar Ma'lumotlar mashina tashuvchisida saqlangan bo'lsa, Ma'lumotlarning mashina vositalarini hisobga olish;

6) ma'lumotlarga ruxsatsiz kirish faktlarini aniqlash va kelajakda bunday hodisalarning oldini olish choralarni ko'rish;

7) ruxsatsiz kirish natijasida o'zgartirilgan yoki yo'q qilingan ma'lumotlarni qayta tiklash;

8) shaxsiy ma'lumotlarning axborot tizimida qayta ishlangan ma'lumotlarga kirish qoidalarini belgilash, shuningdek, shaxsiy ma'lumotlar tizimidagi Ma'lumotlar bilan amalga oshirilgan barcha harakatlarni ro'yxatdan o'tkazish va hisobga olishni ta'minlash.

Ma'lumotlar xavfsizligini ta'minlash bo'yicha ko'rilayotgan chora-tadbirlar va shaxsiy ma'lumotlarning axborot tizimlarining xavfsizlik darajasini nazorat qilish;

Qonun talablari buzilgan taqdirda ma'lumotlar sub'ektlariga etkazilishi mumkin bo'lgan zararni, ko'rsatilgan zarar nisbatlarini va qonun hujjatlarida nazarda tutilgan majburiyatlarning bajarilishini ta'minlashga qaratilgan jamiyat tomonidan ko'riladigan choralarni baholash;

moddiy ma'lumotlar tashuvchilarga ruxsatsiz kirishni istisno qiluvchi va Ma'lumotlar xavfsizligini ta'minlaydigan shartlarga rioya qilish;

kabilar kiradi.

Har bir shaxsning shaxsiy ma'lumotlari o'ziga tegishli bo'lib ularning sir tutilishi va xavfsizligi ta'minlanishi shart va zarur.

Vazirlar Mahkamasining «Shaxsga doir ma'lumotlarga ishlov berish sohasidagi ayrim normativ-huquqiy hujjatlarni tasdiqlash to'g'risida»gi qarori qabul qilindi.

Ma'lumot uchun, shaxsga doir ma'lumotlar — muayyan jismoniy shaxsga taalluqli bo'lgan yoki uni identifikatsiya qilish imkonini beradigan, elektron tarzda, qog'ozda va (yoki) boshqa moddiy jismda qayd etilgan axborot, biometrik ma'lumotlar – sub'yekt anatomik va fiziologik o'ziga xos xususiyatlarini tavsiflovchi shaxsga doir ma'lumotlar, genetik ma'lumotlar – sub'yekt nasldan-naslga o'tgan yoki orttirilgan xususiyatlariga taalluqli bo'lgan, sub'yekt biologik qiyofasini tahlil qilish yoki muqobil axborot olish imkonini beradigan boshqa elementni tahlil qilish natijasi bo'lgan shaxsga doir ma'lumotlar, shaxsga doir maxsus ma'lumotlar – irqiy yoki ijtimoiy kelib chiqishga oid ma'lumotlar, siyosiy, diniy yoki dunyoqarashga oid e'tiqodlar, siyosiy partiyalar va kasaba uyushmalariga a'zolik to'g'risidagi ma'lumotlar, shuningdek jismoniy yoki ruhiy (psixik) salomatlikka taalluqli ma'lumotlar, shaxsiy hayot va sudlanganlik to'g'risidagi ma'lumotlar.

Hujjat bilan shaxsga doir ma'lumotlarga ishlov berishda ular himoya qilinganlik darajasini belgilash to'g'risidagi nizom tasdiqlanmoqda. Unga ko'ra:

mulkdor va (yoki) operatorlar shaxsga doir ma'lumotlarga ishlov berishda ularning xavfsizligiga bo'lgan tahdidlardan kelib chiqib, ushbu ma'lumotlarni himoya qilish tashkiliy va texnik chora-tadbirlarini amalga oshiradi;

shaxsga doir ma'lumotlar xavfsizligiga tahdidlar deganda, ma'lumotlar bazasiga ruxsatsiz, shu jumladan tasodifiy kirish natijasida shaxsga doir ma'lumotlarni o'zgartirish, to'ldirish, ulardan foydalanish, ularni berish, tarqatish, uzatish, egasizlantirish, yo'q qilish, nusxalash, boshqa noqonuniy harakatlarga olib kelishi mumkin bo'lgan shart-sharoitlar va omillar yig'indisi tushuniladi.

XULOSA

Harakatlar strategiyasini "Faol tadbirkorlik, innovatsion g'oyalar va texnologiyalarni qo'llab-quvvatlash yili"da amalga oshirishga oid Davlat dasturining umumxalq muhokamasi uchun e'lon qilingan loyihasida shaxsiy ma'lumotlarning huquqiy maqomini o'rnatish va ularni himoyalash mexanizmini takomillashtirish ko'zda tutilgan edi.

Norma.uz'ning yozishicha, qator hujjatlar shaxsiy ma'lumotlarni maxfiy axborot qatoriga qo'shadi («Axborot erkinligi prinsiplari va kafolatlari to'g'risida»gi Qonunning 13-moddasi, «Axborotlashtirish to'g'risida»gi Qonunning 13-moddasi, Maxfiy axborotlar sirasiga kiritilgan ma'lumotlar ro'yxatining 1-bandiga ko'ra). Buning ustiga, alohida ma'lumotlarni oshkor etganlik uchun qonunchilik bilan ma'muriy va jinoiy javobgarlik nazarda tutilgan.

Biroq huquqiy darajada «shaxsiy ma'lumotlar» tushunchasi to'liq ochib berilmagan, shaxsiy ma'lumotlarni himoya qilishning aniq bayon etilgan mexanizmlari mavjud emas.

Shu bois «Shaxsiy ma'lumotlarni himoya qilish to'g'risida»gi Qonun loyihasini ishlab chiqish rejalashtirilgan. Loyihada «Elektron hukumat» tizimi rivojlanishi munosabati bilan jismoniy shaxslar bilan ishlash jarayonida ularga oid ma'lumotlarning oshkor qilinishini taqiqlash, fuqarolarning shaxsiy va oilaviy sir daxlsizligiga bo'lgan huquqlarini himoya qilish nazarda tutiladi.

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PEDOGOGIK JAMOA EMOTSIONAL MUNOSABATLARINING IJTIMOIY-PSIXOLOGIK OMILLARI

Botirova Yorqinoy Dilshod qizi

Guliston davlat pedagogika instituti stajyor o'qituvchisi

Toshtemirova Mavjuda To'lqinovna

Guliston davlat Pedagogika instituti maktabgacha

Ta'lim yo'nalishi 1-bosqich talabasi.

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Annotatsiya. Ushbu maqolada pedagogik jamoa emotsional munosabatlarning ijtimoiy-psixologik omillari xususida mulohazalar berilgan. Pedagogik jamoada ro'y beradigan voqealar doirasida pedogogning qay darajada yetukligi namoyon bo'ladi. Pedagogning jamoa faoliyatiga qay darajada kirishib ketganligi, o'quvchilar bilan qay darajada hamkorlik qilishi ijtimoiy-psixologik omillar natijasida ko'riladi.

Kalit so'zlar: ta'lim samaradorligi, pedagogik-psixologik faoliyat, boshqaruv siyosati, emotsional daraja.

SOCIO-PSYCHOLOGICAL FACTORS OF EMOTIONAL RELATIONS OF THE PEDOGOGICAL COMMUNITY

Abstract. This article provides feedback on the social and psychological factors of emotional relations of the pedagogical community. Within the framework of events that occur in the pedagogical community, the extent to which the pedogogue matures is manifested. The extent to which the educator is involved in team activities, to what extent he cooperates with students is seen as a result of socio-psychological factors.

Keywords: educational effectiveness, pedagogical-psychological activity, management policy, emotional level.

СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКИЕ ФАКТОРЫ ЭМОЦИОНАЛЬНЫХ ОТНОШЕНИЙ ПЕДАГОГИЧЕСКОГО КОЛЛЕКТИВА

Аннотация. В данной статье даны рассуждения о социально-психологических факторах эмоциональных отношений педагогического коллектива. В рамках событий, происходящих в педагогическом коллективе, проявляется степень зрелости педагога. Насколько педагог вовлечен в коллективную деятельность, в какой степени он сотрудничает с воспитанниками, видно в результате социально-психологических факторов.

Ключевые слова: образовательная эффективность, педагогико-психологическая активность, политика управления, эмоциональный уровень.

Ta'lim muassasi ishini har jihatdan to'g'ri tashkil qilish, uning samaradorligi natijasi garovidir. Bu esa jamoa mehnati jarayonlarini oqilona yo'lga qo'yishni taqazo etadi. Binobarin, yoshlarni tarbiyalash ko'plab kishilarning umumiy mehnati jarayonida hal qilinar ekan, demak bu mehnatning muvaffaqiyati ko'p jihatdan ularning kuchlari qanchalik to'g'ri yo'naltirilganligiga, maqsadlar birligi va harakatlar muvofiqligi qanday ta'minlanayotganligiga bog'liqdir. Aks holda birgalikda qilinayotgan jamoa mehnatining samaradorligi pasayib ketishi mumkin. Maqsadlarni tushunish birligini amalga chiqarish, so'ngra bu maqsadlarga erishish jarayonida o'zaro aloqalarni ta'minlash maktabni boshqarishning muhim vazifasi bo'lib, bu vazifaning pirovard natijasi asosan rahbarning faoliyatiga bog'liq.

O'qituvchilar jamoasining psixologik xususiyatlarini o'rganish, pedagogik faoliyat va o'qituvchi muloqotining o'zaro munosabati masalasi psixologiya fanida bir qadar tadqiq qilingan muammolardan biridir. Biroq mamlakatimizda, hozirgi zamon bolalariga pedagogik ta'sir o'tkazishda o'qituvchi ishlayotgan mikromuhitning ta'siri, bu sohada o'qituvchilarda shaxslararo muloqot madaniyatini shakllantirish, pedagogik jamoani boshqarish orqali u yerda ijodiy muhit va hamkorlikni, kasbga fidoyilik va qiziqishni shakllantirish va bu muammoning psixologik imkoniyatlarini aniqlash o'z yechimini kutayotgan muammolardan biri hisoblanadi. Chunonchi, o'qituvchining o'z jamoasidagi muloqot ko'nikmalarini shakllantirishda guruhning ruhiyati, pedagogik jamoa intellektual taraqqiyoti, irodasi, dunyoqarashi va e'tiqodi, kasbiy rivojlanish darajasini aniqlash, boshqaruv tarkibining psixologik taraqqiyoti kabi psixologik yondoshuvlarga tayanish maqsadga muvofiqdir.

Bugungi kunda boshqaruvning ilmiy asoslangan va tajribada sinab ko'rilgan qoidalariga tayanmay turib, xalq xo'jaligini hamda korxonalarini samarali rivojlantirib va boshqarib bo'lmaydi. Ushbu qoidalar jamoalarni boshqarish va unga rahbarlik qilishni belgilab beradi. Hozirgi sharoitda jamoani boshqarish shakllari va usullarini belgilovchi asosiy qoidalar quyidagilardan iborat:

1. Boshqarishning ilmiylik qoidasi. Bu qoidani amalga oshirish ijtimoiy taraqqiyot qonunlarini tobora to'laroq bilib borishini va ulardan kundalik yuritish amaliyotida borgan sari to'laroq foydalanishni taqazo etadi.

2. Siyosiy va xo'jalik rahbarlarining birligi qoidasi. Bu qoida boshqaruvga siyosat bilan chambarchas bog'liq holda qarashga asoslanadi va o'z ichiga quyidagilarni oladi: ¹⁵²

- a) Umumiy xo'jalik vazifalari bilan iqtisodiy vazifalarni hal etishga siyosiy yondashuv;
- b) Boshqaruv faoliyatini yaxshilash uchun jamoaning barcha a'zolarini jalb qilish;
- v) Boshqarishni umumdavlat maqsadlariga yo'naltirish. ¹⁵³

3. Tarmoq va hududlar bo'yicha boshqarishni bog'lab olib borish qoidasi. Bunda tarmoq va bo'linmalar o'rtasida uzviy bog'liqlik yaratilishi nazarda tutiladi.

4. Boshqarishni demokratlashtirish qoidasi. Bu qoida ishlab chiqarishni boshqarish eng muhim qoidalari jumlasiga kiradi. Boshqarishni demokratlashtirish mehnatkashlar oilasini ishlab chiqarishni boshqarishga keng ko'lamda jalb qilish uchun yetarli imkoniyat yaratib beradi. Boshqaruv faoliyatida mehnatkashlarning bevosita qatnashishi aholi o'rtasida ishonchni uyg'otadi.

5. Reja asosida xalq xo'jaligini rivojlantirish qoidasi. Bu rejalashtirish vazifasining muhimligini va o'sha boshqarishning markaziy bo'g'iniga aylanishini belgilaydi.

6. Boshqarishning yakka hokimlik qoidasi. Bunda boshqaruv bir shaxs tomonidan amalga oshiriladi.

Yakka hokimlik asosida boshqarish ba'zan yaxshi, ba'zan salbiy natijalar berishi mumkin.

Bu boshqaruvchining layoqatiga, dunyoqarashi, tashkilotchiligiga, ma'naviy va axloqiy yetukligiga bog'liq bo'ladi. Boshqaruv usullari ishchi jamoalari oldiga qo'yilgan vazifalarning o'z vaqtida yuqori sifatli qilib, bajarilishini ta'minlash uchun ularga nisbatan ko'riladigan zarur chora

¹⁵² Karimova V.M., Sunnatova R.I., Tojibayeva R.N. Mustaqil fikrlash. — T.: Sharq. 2000.

¹⁵³ Usarov Djabbar Eshkulovich, & Suyarov Kusharbay Tashbaevich. (2020). Developing Pupils' Learning and Research Skills on the Basis of Physical Experiments. International Journal of Psychosocial Rehabilitation, 24(02), 1337-1346.

tadbirlarni va ta'sirchan usullarning qo'llanilishini bildiradi. Pedagogik jamoani boshqa yosh va individual o'zgaruvchanlik insoniyatning ijtimoiy-tarixiy taraqqiyoti ta'siri ostida har xil ko'rinishda namoyon bo'ladi. Individning dinamik xususiyatlariga shaxsning ijtimoiy sifatleri ta'sir etib, uning individual o'zgaruvchanligi omilini kuchaytiradi.¹⁵⁴

O'zaro munosabat doirasida o'qituvchi bilan o'quvchi o'rtasidagi ta'sirlashuvning emotsional darajasini tadqiqot predmeti tarzida qo'yilishi, xususan, tarbiyachilik faoliyatining yo'nalishida kam uchraydi. Bu muammoga oid ishlar jumlasiga G.S.Abramova, A.A.Beknazarov, R.Berns, I.B.Shuvanov va boshqalarning tadqiqotlarini kiritish mumkin. Aynan ushbu muammoga aloqador o'zbek o'qituvchisiga bag'ishlangan ilmiy izlanishlar nihoyatda kamchilikni tashkil etadi. Bu sohada A.A.Beknazarov, F.S.Ismagilova, E.G'.G'oziyev va boshqalarning ishlarini namuna sifatida sanab o'tish joiz.¹⁵⁵

L.Ya.Kolominskiy o'z tadqiqotida o'qituvchining o'quvchilarga munosabati so'zsiz muallim mehnati muvaffaqiyatlarida hal qiluvchi rol o'ynashini ta'kidlagan edi. Uning fikricha, bu pedagogik mahoratning muhim tomoni bo'lib, o'qituvchi bilan o'quvchilarning o'zaro munosabati ko'p jihatdan aynan mana shu jarayonga bog'liqdir.

Har o'quv yilining oxirida pedagoglar jamoasi faoliyati yakunlari muayyan shaklda aniqlanadi va baholanadi. Bu ish bundan keyingi ishlarning tashkil etuvchisi va boshlanishi bo'lib xizmat qiladi. Pedagog o'quv yili oxirida qilingan barcha ishlardan olingan natijalarni solishtirib u e'ki bu metodlarning qanchalik muhim ekanligiga baho berishi va shu asosda tajriba to'plashi, o'z ishini takomillashtirib borishi mumkin.

Yil davomida pedagoglar jamoasida muhokama qilish uchun barcha pedagoglarning bir xildagi tushunishi mumkin bo'lgan prinsipial masalalarni qo'yib borish ham yaxshi natija beradi. Jamoa rahbari ma'naviyat-ma'rifat ishlarining kundalik ahvolini, mashg'ulotlarga, suhbatlarga, majlislarga, turli mavzulardagi yig'ilishlarga kirish hamda ota-onalar, talabalar, pedagoglar bilan doimiy suhbatlar o'tkazish orqali o'rganib boradi va ayrim juz'iy kamchiliklarni yo'l-yo'lakay tuzatib boradi.

Shunday qilib, jamoaning rahbari va jamoa a'zolarining faolligisiz, ta'lim-tarbiya berishda samarali natijalarga erishib bo'lmaydi. Shu sababli ta'lim muassasasi rahbari doimo ularning kuchiga tayangan holda ish yuritishi va ular bilan muntazam ravishda aloqada bo'lib turishi zarur. Umuman olganda, rahbar hodimga tarbiyaviy ta'sir ko'rsatar ekan, G.Salening quyidagi so'zlari foydadan holi emas: "Shuni unutmangki, hamma uchun mos andoza yo'q. Biz, hammamiz – turli toifadamiz va muammolarimiz ham turlicha"¹⁵⁶

Ta'lim-tarbiya ishlariga yangicha munosabat mustaqillik, ma'naviyat negizi asosida hukumat qarorlarida ta'lim islohatlarida olimlar va ijodkor o'qituvchilarning izlanishlarida o'z aksini topmoqda.

O'qituvchi eng avvalo o'quv-tarbiya jarayonida o'quvchilar faolligini oshirishni esdan chiqarmasligi, yuzaga kelgan muammolarni mustaqil yechishga o'rgatishi, o'quvchi tashabbuskorligi va ijodkorligi asosida o'zining kimligini namoyish etishiga yordamlashishi zarur.

¹⁵⁴ Jabbor Usarov. (2019, June). Using Teaching Methods for Development Pupil Competencies. International Journal of Progressive Sciences and Technologies, 15(1), 272-274.

¹⁵⁵ Davletshin M.G. va boshqalar. «Yosh davrlar va pedagogik psixologiya». □ T.: TDPU. 2009.

¹⁵⁶ Очилов М., Очилова Н. Учитель одоби. – Т.: Учитель, 1997.

Buning uchun o'qituvchi shaxsiy hamda kasbiy sifat va fazilatlarini to'liq egallagan bo'lishi lozim, bunday o'qituvchilar o'quvchilar bilan ko'proq do'stona muloqotda bo'ladilar, o'zaro fikr almashadilar, mavzuga doir muammoni tahlil qiladilar va bir qarorga keladilar. O'qituvchi bu o'rinda butun e'tiborini mavzu mohiyatini o'quvchilarga singdirishga qaratib, o'quvchilar e'tiborini kechinmalarini va o'zlashtirish imkoniyatlarini alohida e'tiborga oladi.

O'qituvchi shaxsiga xos bo'lgan bilimdonlik, ijodkorlik, mustaqillik hamda pedagogik faoliyati uchun mas'uliyat va javobgarlikni chuqur his etish o'quvtarbiya jarayoni samaradorligini ta'minlashning eng muhim omillaridir. Talabalarda kasbni egallashning shakllanishi ularda majburiyat va javobgarlik hissining tarkib topishi bilan bog'liqdir.

Ularda ana shunday sifat va kechinmalar to'la shakllangan bo'lsa, bilimlarni egallash yoki kasbiy kamoloti uchun hech narsa to'siq bo'la olmaydi.

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ALISHER NAVOIY “XAMSA”SIDAGI FARHOD OBRAZI GENEZESI

Umarova Madina

Toshkent Davlat Sharqshunoslik Universiteti

Yaponshunoslik fakulteti yapon-ingliz filologiyasi 2-bosqich talabasi.

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Annotatsiya. Ushbu maqolada “Farhod va Shirin” dostonidagi bosh qahramon, ya’ni Farhodning ham tashqi, ham ichki olami pok ekanligi ta’kidlab o’tilgan.

Kalit so‘z: Komil inson, ishq, shohlik nuri, ism, iymon yo‘li.

ALISHER NAVOI GENESEE OF THE IMAGE OF FARHAD IN KHAMSA

Abstract. In this article, it is noted that the main character in the epic “Farhad and Shirin”, that is, the world of Farhad, both external and Internal, is pure.

Keyword: perfect man, ishq, Kingdom light, Name, way of faith.

ГЕНЕЗИС ОБРАЗА ФАРХАДА В “ХАМСЕ” АЛИШЕРА НАВОИ

Аннотация. В этой статье подчеркивается, что главный герой эпоса “Фархад и Ширин”, то есть и внешний, и внутренний мир Фархада чист.

Ключевое слово: Совершенный Человек, любовь, свет царства, имя, путь веры.

Kirish

Dostondagi asosiy tushuncha-bu ishq. Tug‘ilgandanoq Farhodning qalbiga otashdek ishq tashlangan. Shuning uchun ham chaqaloqning

Yuzinda ishq asrori yozilg‘on,

Ichinda dard ta’vizi qozilg‘on.

Farhodning ismi ham, Qur’oni karim: ”Al-asmou tanzilu min as-samo”, ya’ni” Ismlar osmondan tushadi “, deyilganidek, ishq osmonidan tushgan.

Farhodga ism qo‘yish jarayoni dostonida quyidagicha izohlangn.

“Himmat”dan “h”,”iqbol”dan “alif”(uni “i”deb ham,”o”deb ham,”a”deb ham ishlatish mumkin),” davlat”dan “d”ni olib, qo‘shsak “hod” paydo bo‘ladi, buni “far” ya’ni “shohlik nuri”ning keyiniga olsak, ”Farhod” so‘zi hosil bo‘ladi.

Ismning ikkinchi izohi esa quyidagicha:

“Firoq”so‘zidan “f”, “rashk” so‘zidan “r”, “hajr” so‘zidan “h”, “oh” so‘zidan “o”, ”dard” so‘zidan “d” harflarini jamlab, “Farhod” deb ism qo‘yishgan. Ismida Farhodning ma’naviy va jismoniy fazilatlari aks etgan.

Farhodning faqat o‘zi va ko‘ngli pok bo‘lmasdan, tili va so‘zi ham pok bo‘lgan. Tangri taolo tug‘ilishidan ruhiga payvasta etgan ishq unga favqulodda iste’dod, tug‘ma qobiliyat ato etgan edi. Bir marta ko‘rgan sahifasini qayta ochmas, chunki hammasi yodida qolar, o‘qib o‘tmoq, uqib o‘tmoq, uning shiori edi. Nafaqat ilmni, balki boshqa hunarlarni ham shunday mahorat bilan egallardi.

Farhod insoniy o‘zligini yo‘qotmay, poklanish yo‘lida davom etgan, nafsoniy istak, shaytoniy intilishlarga qarshi kurashgan komil inson obrazidir. Nafsni yengish quroli-bu ishq. Farhodning oshiqligi uni bu nafs lashkari bilan kurashga otlantiradi, ishq unga kuch, sabot va iroda ato etadi. Tasavvufda ishq deganda faqat mehr, sevgi emas, uni Allohga yaqinlashtiradigan barcha ezguliklar yig‘indisi tushuniladi.

Xulosa

Shu ma'noda Farhod o'zbek adabiyotida mukammal yaratilgan komil inson obrazidir. Farhod yo'li-ishq, iymon yo'li mashaqqatli, ammo oxiri xayrli va sharaflil bo'ladi.

Farhod obrazi hamon tarbiyaviy ahamiyatga ega bo'lib, yoshlarni oliyjanob fazilatlar ruhida, insonparvarlik va vatanparvarlik, erksevarlik va ma'rifatparvarlik, mardlik va xalq ishiga sadoqat ruhida tarbiyalashga xizmat qilib kelmoqda.

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ТУРКЕСТАНСКАЯ НАРОДНАЯ КОНСЕРВАТОРИЯ

Жумабаев Абдирасул Ережепбаевич

Ассистент преподаватель Нукусского филиала
Государственной Консерватории Узбекистана.

Муратбаева Айзада Ахметовна

Студентка 3-го курса Нукусского филиала
Государственной Консерватории Узбекистана.

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Аннотация. В данной статье описывается об идеи создания Туркестанской Народной консерватории, становление и развитие, первые его основы, первый основной состав правления Туркестанской Народной консерватории.

Ключевые слова: консерватория, музыка, народ, концерт, исполнитель, инструмент.

TURKESTAN NATIONAL CONSERVATORY

Abstract. This article describes the idea of creating the Turkestan People's Conservatory, its formation and development, its first foundations, the first main composition of the board of the Turkestan People's Conservatory.

Key words: conservatory, music, people, concert, performer, instrument

Великий вождь трудящихся В. И. Ленин, страстно заинтересованный в процветании всех народов, населяющих Советский Союз, в беседе с Кларой Цеткин отмечал, что самое важное со времени завоевания власти пролетариатом это пробуждение и стремление масс к культуре. «Миллионы мужчин и женщин, говорил он, -принадлежащих к различным национальностям и расам, стоящих на различных ступенях культуры все они устремились к новой жизни. Грандиозна задача, стоящая перед Советской властью. Она должна за годы, за десятилетия загладить культурный долг многих столетий». Вместе с тем, великолепно понимая, что «культурная задача не может быть так быстро разрешена, как задачи политические и военные», В. И. Ленин предостерегал строителей новой от поспешности и необдуманности: «в вопросах культуры торопливость и размахистость вреднее всего. Это многим из наших молодых литераторов следовало бы намотать себе хорошенечко на ус.

Таким образом, перед молодым Советским государством с первых дней установления власти наряду с важнейшими политическими и народно-хозяйственными проблемами была поставлена задача свершения культурной революции.

Рассматривая искусство и, в частности музыкальное, как могучее средство гражданского воспитания, Коммунистическая партия и Советское правительство считали необходимым лучшие достижения мировой культуры сделать достоянием широчайших народных масс. С этой целью по всей стране для новой демократической аудитории распахнулись двери театральных и концертных залов, картинных галлерей, музеев и библиотек. Наряду с этим деятели Коммунистической В. И. Лениным, А. В. Луначарским понимали, что для приобщения широких масс к высокому искусству прежде всего необходимо поднять общий образовательный и культурный уровень народа. Советское правительство с первых дней своей деятельности приступило к осуществлению самого широкого народного просвещения и образования.

В Ташкенте - административном и культурном центре Туркестанского края решением Совета рабочих и солдатских депутатов от 21 апреля 1918 г. создан Туркестанский народный университет, которому были предоставлены большие полномочия по организации культурно-просветительных учреждений края. Среди преподавателей народного университета были страстные любители музыки, горячо заинтересованные в пропаганде музыкального искусства.

Одним из них был Е. А. Чернявский. Физик по образованию, он смолоду увлекался музыкой, свободно исполнял партии первой скрипки в Харьковском университетском симфоническом оркестре и в камерных ансамблях. Именно Е. А. Чернявскому принадлежит идея создания Туркестанской народной консерватории, высказанная им в беседе с ректором университета А. В. Поповым 13 мая 1918 г.

А. В. Попов - сам большой любитель музыки (виолончелист) - живо отозвался на это предложение. Е. А. Чернявский с энтузиазмом взялся за организацию консерватории. В результате Туркестанская народная консерватория была открыта уже 15 июня 1918 г. Подобная оперативность определяется не только личными достоинствами Е. А. Чернявского человека инициативного и энергичного, горячего поборника музыкального просвещения, но и всей атмосферой первых послереволюционных лет, насыщенных пафосом созидания. Не случайно газета «Просвещение», разъясняя цель и задачи народных университетов и консерватории, говорит о них как об учреждениях подлинно массовых, «создававшихся в порыве революционного творчества». До Великой Октябрьской социалистической революции узбекский народ, владевший богатейшим и своеобразным музыкальным наследием, не знал нотной письменности. Бережно храня в памяти свои музыкальные сокровища, он передавал их от поколения к поколению посредством устной традиции. Музыкальная жизнь народа протекала в привычных формах, сложившихся в веках. Музыка звучала во время различных празднеств и обрядов, на базарных площадях и в чайханах. Восточные правители, наслаждавшиеся в своих роскошных дворцах искусством народных музыкантов, проявляли полное равнодушие к вопросам народного просвещения, тем более музыкального образования. Выдающиеся мастера узбекского и профессионального музыкального исполнительства передавали свои народные знания лишь немногим ученикам, уделявшим музыке недолгие часы досуга.

Со времени присоединения Средней Азии к России музыкальная жизнь крупных городов края стала разнообразнее и богаче. Среди европейского населения городов было немало музыкально образованных людей и любителей музыки, по инициативе которых создавались музыкальные, хоровые, музыкально-драматические кружки и общества. Музыкальные знания можно было приобрести либо у частных преподавателей, либо в общеобразовательных учебных заведениях, мужской и женской гимназиях, в программы которых иногда включались музыкальные занятия. Попытки отдельных лиц организовать «музыкальные классы», не поддержанные правительством, были обречены на неудачу. Таким образом, Туркестанская народная консерватория явилась первым музыкальным учебным заведением, положившим начало музыкальному образованию в Узбекистане. По образцу Туркестанской консерватории в Ташкенте народные консерватории возникли в Самарканде (1919 г.) и некоторых других городах.

Учредители Туркестанской народной консерватории обратились ко всем музыкантам с призывом принять участие в ее создании и работе. Обращение нашло широкий отклик. На первом собрании музыкантов обсуждался план работы консерватории и была избрана организационная комиссия, преобразованная позднее приказом Народного комиссариата просвещения в Правление Туркестанской народной консерватории. В состав первого Правления вошли: В. Л. Карелин, Е. А. Чернявский, В. Ф. Сакович, В. М. Кох, Н. Н. Миронов, позднее — Г. И. Арский, В. А. Успенский и Д. Луконин. Первым директором был В. Л. Карелин, секретарем - Е. А. Чернявский. Из них профессиональной музыкальной деятельностью до Октябрьской революции занимались лишь трое - В. Л. Карелин - певец (тенор) из Мариинского оперного театра, В. Ф. Сакович - преподаватель пения в гимназии, Н. Н. Миронов - капельмейстер военных оркестров, скрипач. Остальные члены правления, имея иные профессии, но страстно любя музыку, отдавали ей весь свой досуг. Так, физик Е. А. Чернявский в период организации народной консерватории выступал как скрипач и дирижер в концертах консерватории, а также в роли музыкального рецензента и критика.

Врач Г. И. Арский (Гизлер), занимаясь на медицинском факультете, брал уроки композиции у В. Пасхалова. Музыкальная деятельность его протекала в сфере творческой музыкально-общественной. Его перу оперы «Степан Разин». («Персидская княжна»), «Кошмары», оперетта «Бертольд Шварц», написанные на собственные либретто и ряд камерных вокальных сочинений, исполнявшихся в концертах консерватории. «Опера Г. И. Арского Степан Разин» ставилась в Ташкентском оперном театре (организован в 1918 г.).

Кадровый офицер В. А. Успенский смолоду увлекался музыкой. В 1908г. он ушел в отставку и поступил в Петербургскую консерваторию в класс композиции А. К. Лядова, которую окончил в 1913 г. созванием «свободного художника». В. А. Успенский мечтал о творческой деятельности, но этому помешала разразившаяся первая мировая война. Он был призван в армию и только в 1917 г. смог вернуться к любимому искусству. Художественный совет Петроградской консерватории направил его «в города и поселения Кавказа и Туркестана для собирания местных народных песен и изучения народного музыкального искусства». С этого времени и началась многогранная и плодотворная музыкальная деятельность В. А. Успенского. В. М. Кох - генерал, директор

Кадетского корпуса, хороший виолончелист, принимавший деятельное участие в любительских концертах и домашнем музицировании. В народной консерватории вел класс виолончели.

С. Луконин - служащий железной дороги не занимался музыкой, но, обладая административными способностями, будучи членом Правления консерватории, он ведал организационно-хозяйственными делами обеспечивал консерваторию инструментами и необходимыми учебными пособиями. Таким образом, в первое Правление Туркестанской народной консерватории в основном вошли энергичные, широко образованные люди, в жизни которых музыка играла большую роль. Встав во главе первого музыкального учебного заведения, они с увлечением отдались делу музыкального просвещения народа.

Туркестанская народная консерватория, по мысли ее организаторов, была призвана:

1. Распространять начальные музыкальные знания среди трудящихся, т. е. дать возможность получать навыки игры на том или ином инструменте и сведения по истории и теории музыки всем тем, кому до революции это было недоступно.

2. Приобщить народ к достижениям мировой музыкальной культуры путем популяризации произведений русской и западноевропейской музыкальной классики.

Задачи и цели народных консерваторий были сформулированы в Воззвании, опубликованном в связи с организацией Самаркандской консерватории в 1919 г.

«К вам, товарищи рабочие, к Вам, трудящемуся пролетариату обращаемся мы с горячим призывом в часы, свободные от работы, придти в Народную консерваторию, где Вы встретите радушный прием. Пусть не смущает Вас, что Ваши мозолистые руки до сего времени не прикасались к музыкальным инструментам, пусть не смущает Вас, что Вы не знаете нот: со всем этим вы освоитесь, все это вы при желании легко одолеете, идите смело в свою народную консерваторию, созданную Вашими же трудами, Вашими же усилиями. Идите сами и приводите с собой детей. Всем найдется место, все желающие научиться пению или музыке, сообразно своим наклонностям, получают возможность достигнуть желаемой цели. Приобретенные вами познания дадут вам возможность иметь, в случае надобности, верный заработок. Пора из зрителей и слушателей самим обратиться в действующие лица, самим испытать свои силы. Немало сил и талантов таится в недрах народа, нужно им дать возможность проявиться, постигнуть себя и развернуться во всей своей силе... Познайте же свои силы и Вы сами убедитесь, какой громадный источник красоты и духовных сил таится внутри Вас. Идите же смело в часы досуга в свою консерваторию, идите сами и приводите с собой своих детей, коим судьба уготовила лучшую участь: с детства приобщиться ко всему хорошему, светлому, радостному всему человечеству, а не отдельным избранникам, чего, к сожалению, Вы в своем детстве были лишены».

В приведенном Воззвании обращает на себя внимание не только торжественно-приподнятый стиль изложения, что, очевидно, продиктовано самим временем и обстановкой, но, что особенно важно, горячая заинтересованность «строителей» в привлечении к консерватории именно трудящихся и их детей.

В Туркестанской народной консерватории были открыты классы: фортепианный, скрипки, виолончели, сольного пения, фисгармонии, духовых и народных инструментов. Фортепиано преподавали Александрова-Лебединская, Абрucia, Блюгерман, Габбина, Гилева, Гецевич, Гройним, Дильниц, Дьячкова, Загурская, Кублицкая, Казьмина, Пистух, Краинская, Карцева, Кастальская, Крынская, Петлина, Селихович, Цвейфель. Класс скрипки вели: Бузаш, Варгунин, Вольшлягер, Дробничек, Дружкин, Корин-Корен, Мальц, Ницше, Паткай, Фелициант: виолончели - Буковец, Кох, Попов; народных инструментов Кокурин, Лукинский, Моше. Синьков; сольного пения - Власов, Карелии, Курин, Карсавин, Корвин-Косаковская; Фисгармония Керн; духовых инструментов - Козлянский, Седлячек, Сикита, Ямбурес, Козолупов Пестряков; хорового пения - Вифляев, Глоба-Нефедов, Залесин, Кузьменько, Беретт. Элементарную теорию музыки, гармонию, сольфеджио преподавали Арский, Вифляев, Успенский, позднее Кулябко-Корецкий, Романовская, Якубовский.

Первоначально педагогический состав Народной консерватории по своей квалификации был неоднородным. Наряду с высокообразованными музыкантами (18 педагогов со званием «свободных художников») были музыканты средней, а иногда и ниже средней квалификации. Со временем Правление, стремясь повысить уровень преподавания

в консерватории, стало предъявлять к желающим работать в ней более высокие требования. Была создана специальная комиссия для определения профессиональных возможностей претендентов. Без испытания на работу в консерваторию принимались лишь лица, имевшие звание «свободных художников». Тяга трудящихся к музыкальному образованию была так велика, что уже в первые месяцы работы в консерватории помимо 500 чел. основного контингента было 800 кандидатов. Консерватория не в состоянии была охватить всех желающих учиться. Поэтому Правление организовало в различных частях города, преимущественно рабочих, свои отделения. Так, возникли Привокзальная консерватория, филиалы в клубе рабочих им. Карла Маркса, на Тезиковой даче, детских площадках, при педагогических курсах. В низших классах общеобразовательных школ были сформированы хоровые коллективы. Кроме того, в клубе рабочих им. К. Маркса и в самой консерватории были организованы оркестры народных инструментов и симфонический. 40 музыкантов в возрасте от 14 до 75 лет (на контрабасе играл 75-летний генерал-лейтенант) вошли в симфонический оркестр. Здесь были и начинающие исполнители из числа учеников консерватории, опытные профессионалы и приглашенные любители музыки. Всех их объединяла горячая любовь к музыке. Руководил симфоническим оркестром Е. А. Чернявский.

Неоднородность контингента учащихся Народной консерватории по возрасту, степени музыкальной одаренности, развитию и подготовке затрудняла проведение занятий, составление учебных программ и планов. Не удивительно, что программы и планы Народной консерватории не отличались большой четкостью и определенностью. Но коллектив преподавателей консерватории проявлял в своей работе достаточную гибкость, что позволяло каждому из учащихся развиваться в соответствии со своими знаниями и способностями.

Было бы наивно полагать, что музыкальное учебное заведение, возникшее почти в первые дни установления Советской власти в Туркестане, было обеспечено всем необходимым для организации учебного процесса. Здесь не хватало вместительных и удобных помещений, инструментов, нот и учебников по музыкально-теоретическим предметам. Все это, естественно, сказывалось на деятельности консерватории. Но Правление консерватории и педагогический коллектив ее, использовали все возможности для того, чтобы обеспечить более или менее нормальный учебный процесс. Так, в теплое время занятия проводились в саду, на эстраде, в беседках, пристройках с 9 до 22 час., с особой интенсивностью с 15 до 20 вечера.

Инструментарий Народной консерватория в основном состоял из старых инструментов. После ремонта они использовались для занятий, а также предоставлялись учащимся для самостоятельной работы, так как большинство из них не имело своих инструментов.

Консерватория остро нуждалась в музыкальной литературе. Библиотечный фонд ее состоял из нот и книг, добровольно сдаваемых населением. Отсутствие необходимой музыкально-теоретической и исторической литературы Правление решило восполнить, поручив педагогам Г.И. Арскому, В. А. Успенскому, Вифляеву и Н. Н. Миронову на основе своих лекций создать учебники. Так коллектив Туркестанской народной консерватории, мобилизуя все внутренние ресурсы, выходил из многих затруднительных положений.

Особого внимания заслуживает концертная деятельность Народной консерватории, начавшаяся с первых дней ее основания. Концерты, в которых принимали участие педагоги, учащиеся и приглашенные любители музыки, проводились систематически. За первые три месяца деятельности консерватории состоялось 10 концертов, которые посетило 15 тыс. чел. О том, как разнообразна была по социальному составу аудитория, посещавшая концерты, и как едина в своем влечении к музыке свидетельствует рецензия в газете «Народный университет». «И буржуазный торговец, пишет автор, и интеллигентный пролетарий в изношенном костюме и драных сапогах, и люди физического труда, о чем свидетельствуют их мускулистые, мозолистые руки, и учащиеся всех возрастов и всяких школ, все они с одинаковым не ослабевающим вниманием и интересом выслушивают до конца программы концертов, обычно заканчивающихся до 9-ти вечера, что для людей труда имеет не малое значение»".

Следует отметить, что руководство консерватории, желая максимально приблизить музыку к массам, устраивало концерты в клубе рабочих им. К. Маркса (четыре концерта из десяти) на съезде учителей для детской аудитории и иногда, за неимением достаточно вместительного зала, в саду консерватории. Программы концертов отличались определенной направленностью основное место в них отводилось произведениям русских и западно-европейских композиторов-классиков. Преимущество отдавалось русской музыке.

В концертах звучала симфоническая музыка Чайковского (пятая симфония), Вагнера (увертюра к опере «Тангейзер»), Лядова («Кикимора»), исполнялись арии из опер, камерные, вокальные и инструментальные сочинения.

Иногда и концертах исполнялись и менее значительные по своим художественным достоинствам пьесы Дюрана, Блехмана, Архангельского и других авторов, что придавало программам концертов некоторую стилистическую пестроту. Но в целом общая направленность концертной деятельности Народной консерватории свидетельствует о стремлении руководителей воспитывать музыкальный вкус аудитории на лучших образцах музыкального искусства и в первую очередь отечественного.

Вместе с тем, принимая во внимание невысокий уровень музыкального развития определенной части слушателей, организаторы концертов разнообразили программы. В них включались любимые народом революционные песни. Например, в клубе рабочих им. К. Маркса концерты часто начинались и завершались исполнением хором «Интернационала» и «Марсельезы». Подобное обрамление концертов создавало торжественно-приподнятое настроение и придавало особую значительность всему происходящему. В концертах звучали хоры из опер Даргомыжского, Направника («Нижегородцы»), русские народные и революционные песни и другие произведения.

Музыкально-пропагандистской деятельности Народной консерватория присущее умение чутко прислушиваться к требованиям жизни и живо откликаться на них. В первые послереволюционные годы народ жадно потянулся к культуре. Наиболее доступной формой музыкального исполнительства было коллективное пение - могучее средство музыкального воспитания масс. Поэтому педагоги консерватории организовали многочисленные хоры, которые вскоре активно включились в концертную жизнь города.

Участники хоров занимались сольфеджио и получали сведения по теории музыки и гармония. Репертуар хоров составляли народные и революционные песни, хоры из опер.

Музыкально-популяризаторская деятельность Народной консерватории была направлена на привлечение трудящихся и к таким сложным жанрам музыкального искусства, как опера. Поэтому вскоре после своей организации консерватория, уже располагавшая оркестром, хором и солистами приступила к постановке опер.

Первой была поставлена опера Даргомыжского «Русалка». Этот выбор был не случаен. «Русалка» бытовая лирико-драматическая опера, в центре которой драма девушки из народа, обманутой князем. Трагическая судьба девушки и ее обезумевшего отца вызывали горячее сочувствие демократической аудитории. Музыка же Даргомыжского - глубоко выразительная, ярко окрашенная в национальный русский колорит, местами насыщенная интонациям городского романса, легко воспринималась аудиторией. Чтобы облегчить восприятие оперы неподготовленным слушателем, была издана небольшая брошюра Е. А. Чернявского (либретто оперы и краткий критико-библиографический очерк о Даргомыжском). Здесь же была помещена его статья, освещающая историю возникновения Народной консерватории, и приведены программы концертов, проводимых ею со времени основания.

Однако большой размах концертной деятельности Народной консерватории стал отрицательно сказываться на учебном процессе, отвлекал педагогов и учащихся от их основной задачи музыкально-образовательной. Кроме того, увеличились заявки различных учреждений на концерты, которые консерватория не могла полностью удовлетворить. Все это свидетельствовало о возрастающей тяге трудящихся к музыке и, следовательно, о необходимости организации специальных концертных и музыкально-театральных учреждений. Постановка «Русалки» выявила возможность создания оперного театра. Таким образом, 1918 г. стал годом создания первого музыкального учебного заведения и Государственного русского оперного театра в Узбекистане.

Туркестанская народная консерватория в начальный период деятельности вовлекла в орбиту своего влияния в основном европейское население города. Но в Правлении консерватории и среди ее педагогов были лица, проявившие живой интерес к музыкальному искусству узбекского народа. При консерватории был организован этнографический отдел во главе с А. В. Успенским (впоследствии известный этнограф-фольклорист и композитор). Н. Н. Мироновым и Е. А. Чернявским. Этот отдел занимался собиранием узбекских инструментов, записыванием местных напевов, которые предполагались к обработке.

Почти одновременно с открытием Народной консерватории в Узбекистане повсеместно стали возникать национальные ансамбли, руководимые известными народными музыкантами. На основе из аких музыкальных кружков и было создано в 1919 г. так называемое «Старогородское отделение» Народной консерватории.

К преподавательской работе в новой школе были привлечены популярные узбекские музыканты - певец Шорахим Шаумаров, дутарист Абдусаат Вахабов, певец и тамбурист Шабора-ота, гиджакист Курбан Хакимов и найист Иман Хакимов. Под руководством этих прославленных мастеров изучали узбекское народное музыкальное наследие и обучались игре на народных инструментах многие талантливые своей профессией, юноши и девушки,

избравшие впоследствии музыку Юнус Раджаби, Среди них популярные в Узбекистане музыканты Имам Икрамов, Пулат Рахимов, Фахретдин Садыков и др., унаследовавшие от своих учителей великолепное знание национального музыкального фольклора и виртуозное владение народными инструментами. Ученики Старогородской музыкальной школы приобщались также к европейскому музыкальному искусству учились игре на духовых инструментах, овладевали музыкальной грамотой, знакомились с творчеством русских и западноевропейских композиторов-классиков.

Создание Старогородского отделения Народной консерватории имело важное значение, так как впервые в истории Узбекистана подготовка национальных кадров музыкантов стала государственным делом.

Туркестанская народная консерватория за 6 лет существования проделала огромную работу, значение которой для дальнейшего развития музыкальной культуры Узбекистана неопределимо. Явившись первым музыкально-образовательным учреждением Туркестана, она положила начало государственному музыкальному образованию в крае, и, что особенно важно, воспитанию национальных музыкальных кадров. В процессе деятельности консерватории выявилась необходимость создания профессиональных музыкальных учебных заведений и была подготовлена почва для основания первого в республике Ташкентского музыкального техникума в 1924 г.

Народная консерватория на протяжении всего своего существования выполняла и функции концертной организации. С энергией и энтузиазмом достойными подражания она популяризировала русскую и зарубежную музыкальную классику, придавая большое значение пропаганде и развитию хорового искусства, что позволило ей вовлечь в сферу музыкального исполнительства широкий круг любителей хорового пения из среды трудящихся города.

Сконцентрировав вокруг себя всех наиболее значительных музыкантов, консерватория превратилась в крупный культурный центр, способный оказывать влияние на музыкальную жизнь всего Туркестанского края. Консерватория предприняла ряд мер для установления связи с периферией. В частности, было решено созвать съезд музыкальных деятелей, который должен был выработать программу и план дальнейших действий по развитию музыкальной культуры Узбекистана. Предполагалось во всех городах открыть музыкальные школы, организовать курсы для учителей пения, работавших в сельских школах, и т. д. Начавшаяся гражданская война помешала полному осуществлению намеченных мероприятий, несколько отдалила решение важнейших задач просвещения.

Подводя итоги работы Туркестанской народной консерватории, следует проанализировать причины, обусловившие столь значительный по тому времени размах ее деятельности.

Постоянная забота Советского государства о народном просвещении, небывалый энтузиазм масс явились важнейшим условием, обеспечившим успех первого музыкального учебного заведения Туркестанского края. Большую роль в этом сыграли ее руководители, обладавшие высокой культурой, страстно любившие музыку, стремившиеся сделать ее достоянием самой широкой аудитории. С присущей им энергией и увлеченностью отдались они благородному делу музыкального воспитания народа. Им по праву принадлежит заслуга зачинателей музыкального образования в Советском Узбекистане.

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RESPUBLIKADA MAVJUD KABEL LINIYALARIDAGI HOLATNI O'RGANISH MASALALARI.

Mo'minov Ziyodbek Umidjon o'g'li

Toshkent Davlat Texnika universiteti magistri.

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Annotatsiya. Ushbu maqolamni elektr tarmoqlari liniyalarini yanada yaxshilash yo'llari va usullari haqida, shu bilan birga mamalakatimizda mavjud kabel liniyalarining hozirga ahvoli va ularni yaxshilash va yangilash chora-tadbirlari va ularni o'rganish haqida yozdim.

Kalit so'zlar: Elektr uzatish linyalari, elektr simlar, havo linyalari, voltli ustunlar.

ISSUES OF STUDYING THE SITUATION OF CABLE LINES EXISTING IN THE REPUBLIC.

Abstract. I wrote this article about the ways and methods of further improvement of power grid lines, and at the same time about the current condition of existing cable lines in our country and the measures for their improvement and renewal and their study.

Key words: Electric transmission lines, electric wires, overhead lines, voltage poles.

ВОПРОСЫ ИЗУЧЕНИЯ ПОЛОЖЕНИЯ СУЩЕСТВУЮЩИХ В РЕСПУБЛИКЕ КАБЕЛЬНЫХ ЛИНИЙ.

Аннотация. Эту статью я написал о путях и методах дальнейшего совершенствования линий электропередачи, а также о современном состоянии существующих кабельных линий в нашей стране и мерах по их совершенствованию и обновлению и их изучению.

Ключевые слова: Линии электропередачи, электрические провода, воздушные линии, опоры напряжения.

KIRISH.

Bugungi kunda respublikamizning eng chekka hududlarini ham elektrlashtirish ishlari amalga oshirilmoqda. Va respublikamizdagi mavjud elektr tarmoqlari va liniyalari yangilanmoqda va yangilari o'tkazilmoqda.

Elektr uzatish linyalari haqida malumot beradigan bo'lsak, ular "VL" harflari bilan belgilanad, bu ochiq havoda joylashgan qurilmalar. Ya'ni simlarning o'zi havo orqali o'tkazilib, maxsus almatura ustiga o'rnatiladi. Shu bilan birga ularni o'rnatish ustunlari ko'priklar va yo'l o'tkazgichlar bo'ylab amalga oshirilishi mumkin. Faqatgina yuqori voltli ustunlar bo'ylab yotqizilgan chiziqlarni "havo linyalari"ni hisoblash kerak emas. Asosan, elektr uzatish linyalari o'zgaruvchan tok-ni uzatish uchun qo'laniladi. Ikkinchi variant kamdan-kam uchraydi.

Elektr energetika, energiya tejashning katta potentsiyaliga ega bo'lgan holda, respublika iqtisodiyotini rivojlanishida muhim rol o'ynaydi. O'zbekiston elektr energetika va kabel liniyalari sohasining ishlash samaradorligi-ning pasayishining hozirda mavjud bo'lgan tendensiya elektr energetika jihozlarini moddiy-texnik va moliyaviy ta'minotining keskin yomonlashuvi tufagligi asbob va uskunalarni buzilishdan saqlash va ta'mirlash choralari sifatining pastligi va uning eskirishidan bu jihozlarning energetik va iqtisodiy ko'rsatkichlarini sezilarli darajada yomonlashuvi tufaylidir. Texnologik uskunar ishlashi samaradorligining pasayishi yoqilg'i narhining o'sishi va yetkazilayotgan energiyaning past ta'riflarini mos emasligi bilan chuqurlashib

boradi bu esa ishlab chiqarish daromadlarining yetarli darajada qayta investitsiyalash, sohani ilgarilab boruvchi rivojlanishni to'xtatib turadi.

Elektr energiyaga oshib borayotgan talablarni sifatli qoniqtirish asnosida, elektr energetika ishlab chiqarilishi imkoniyatlaridan kelib chiqqan holda, O'zbekiston iqtisodiyoti ko'rsatkichlarini kutilayotgan o'sishi sharoitlarida kelajakdagi eng asosiy yo'llardan biri iqtisodiyotning barcha soxalarida, shu jumladan energiya sohasida energiya tejash bo'yicha kechiktirib bo'lmaydigan choralarni qabul qilishdir. Oldindan qilingan hisob-kitoblarga ko'ra sohadagi energiya tejash potensiyali respublika bo'yicha energiya tejash potensiyalining 30% ni tashkil qilishi mumkin ekan.

Elektr energiya ishlab chiqarishdagi samaradorlikning asosiy ko'ratkichi –yoqilg'ini solishtirma sarfi oxirgi 10 yillikda ortdi va hozirda 375,92 kVt.soat (2007-yil) ni tashkil etadi. Elektr energiyani uzatayotgan tarmoqlarni fizik yedirilishi hisobiga ularni o'ta yuklanishi, hisobga olish asboblarning takomillashmaganligi tufayli energiyani uzatishdagi texnologik sarflar va umuman tizim bo'yicha jami isroflar ortib ketdi hamda ular 13.8% ni tashkil etdi.

Elektr energiya bahosining ortishi mahsulot tannarxidagi yoqilg'i energetik tashkil etuvchini ortishiga olib keladi. Bu esa ishlab chiqarilayotgan mahsulotning energiya samaradorligini pasayishiga va oxir-oqibat yalpi ichki mahsulotni kamayishiga olib keladi.

Shuning uchun energiya tejash zaxiralarini amalda qo'llash energiya ta'minotiga to'xtovsiz va ishonchlik darajasini ko'tarishning zarur omillaridan biridir, bundan tashqari bu O'zbekistonning rivojlanayotgan iqtisodiyoti sharoitida ichki energetik talablarni iqtisodiy jihatdan qondirishni ta'minlaydigan omil bo'lib shu bilan birga u respublika energetikasining eksport potensiyalining ortishiga moyillik qiladi. Hozirda sohada energiya tejashning tashkiliy texnik potensiali yiliga 2.5-5.0 mln.t.sh.yo etib baholanmoqda va bu potensialni amalga oshirish elektr energiya rivojlanishining quyidagi ustuvor yo'nalishlari bilan bevosita bog'liqdir:

-energiya ishlab chiqarishni modernizatsiya va texnik qurullantirish, qayta qurish;

-elektr tarmoqlarini bundan keyin ham rivojlanishi va qayta qurilishi;

-ekalogik jihatdan toza,tiklanuvchi energiya manbalari hamda yetarli zaxiraga ega bo'lgan birlamchi issiqlikdan foydalanuvchi energiya ishlab chiqaruvchi tuzilmani optimallashtirishga yo'naltirilgan quvvatlarni beradigan yangi manbalarni qurish;

-energiya tejash masalalari bo'yicha texnik va iqtisodiy jihatdan sohasini yaxshi biladigan mutaxassislarni tayyorlash.

Bu ustuvor yo'naloshlarning samaradorligi elektr energetika ishlab chiqarishning hozirgi holati hamda uning rivojlanishining ma'lum davrlarida,ularni amalga oshirishning texnik va iqtisodiy imkoniyatlariga bog'liq. Energetik potensialini bundan keyin ko'paytirish, istemolchilarni issiqlik va elektr energiya bilan ishonchli va sifatli taminlash maqsadida O'zbekiston Respublikasi Vazirlar Mahkamasi tomonidan "2001-2010-yillarda O'zbekiston Respublikasi energetikasida generatsiyalanuvchi quvvatlarni rivojlantirish va rekonstruksiyalash dasturi to'g'risida" qaror qabul qilindi. Bu qarorda sohani texnik qayta qurilish qayta qurish va modernizatsiyalash bo'yicha choralari, moliyalash manbalari, shu jumladan chet el inovatsiyalari va kreditlari hisobiga moliyalash aniqlandi, energiya resurslarini iqtisod qilish yo'nalishlari ko'rsatildi.

Bu qarorga tayangan holda "O'zbekenergo"da 2010-yilgacha bo'lgan davr uchun energiya tejash dasturi ishlab chiqildi. U ushbu davr uchun elektr energiyani ishlab chiqarish va iste'mol

qilish ko'rsatgichlari oldindan aytish bilan me'yorga keltiriladi. Dasturning asosiy maqsadi sohadagi energiya tejash potentsiyalini yoqilg'idan samarali foydalanish choralar tizimini bajarish hisobida amalga oshirish elektr energiya isrofini uning barcha zanjiri bo'yicha ya'ni uni ishlab chiqarish, uzatish va taqsimlashning zamonaviy rivojlanish darajasiga javob beruvchi jihozlar, qurilma va texnologiyalarni tatbiq etib va foydalanib, elektr stansiya va elektr tarmoqlarni rekonstruksiyalash, modernizatsiya qilish, sifatli ta'minlash-profilaktika tadbirlarini o'tkazish, energiya resurslarini bajarish hisobiga hamda energiya iste'molini boshqarish bo'yicha choralarni ko'zda tutadi.

Ko'zda tutilgan choralar bosqichma-bosqich amalga oshiriladi. Birinchi bosqichda 1-3 yil muddat ichida ba'zi bir harakatdagi (ishlayotgan) IES ning asosiy va yordamchi qurilmalarini ishlash rejimini optimallashtirish, qism va tugun-larni almashtirish va modernizatsiyalash yo'li bilan ularning iqtisodiy ko'rsatkich-larini yaxshilash bo'yicha choralar amalga oshirilib, bu ularning energetik tavsiflarini loyhadagi ko'rsatkichlarga yaqinlashtirish imkonini beradi.

Bunday qurilmalarning tarkibi katta qismni (60% dan ortiq) tashkil etishni hisobga olinsa bu choralar muhim ahamiyatga ega va kelajakda nisbatan kichik sarf-xarajatlar hisobiga yoqilg'i ishlatish samaradorligini oshirish bilan energiya ishlab chiqarishning iqtisodiyotini yaxshilash imkonini beradi hamda iste'molchini energiya bilan ta'minkash sifatini va ishonchliligini oshiradi.

Energiya tejashning samarasini va ishonchliligini oshirish maqsadida chet el inavatsiyalaridan optimal foydalanilmoqda. Masalan, Sirdaryo IESda yevropa rivojlanish va rekonstruksiyalash banki (ERRB) kredit hisobiga 2 ta energiya blokni rekonstruksiyalash tugatildi.

Natijada har bir blokning quvvati loyha qiymatiga yetkazildi, ya'ni har yil 49 ming t.sh.yo dan ortiq energetika iqtisod qilib 60 MVt ga ortdi. Bundan tashqari stansiyaning yana 2ta energiya blokini rekonstruksiya qilish mo'jallanmoqda. Yuqorida keltirilgan choralarni qo'llashdan kelib chiqadigan yoqilg'i iqtisodiyoti soha bo'yicha 600 ming t.sh.yo tashkil etdi.

Elektr tizimlarini energiya tejash masalalarini yechish doirasida rivojlanishi va rekonstruksiyalash esa energiya tizimida elektr energiyani uzatishni va taqsimlashni optimal sxemasini bajarish energiya uzatish linyalarining yuklamalarini kamaytirish va energiya stansiya qurilmalarining ish rejimini yaxshilash imkonini beradi. Rivojlanish hududda elektr energiya bozorini shakillantirishga olib keladi. Elektr energiyani magistral tarmoqlarini modernizatsiyalashning hududiy loyhasini amalga oshirishni ko'zda tutadi. Bu loyhalashning barchasi isrofini va ishonchliligini oshirish imkonini beradi. Energiya tejash masalalarini yechishda energiya resurslarini hisobga olish tizimini takomillashtirishni dolzarbligini hisobga olib energiya tizm obektlarida ularni modernizatsiya qilish bo'yicha tadbirlar ko'zda tutilgan bo'lib bu tadbirlar o'z ichiga hisobga olish tizimini yuqori aniqlikdagi o'lchov asboblari bilan ta'minlashni elektr energiyani avtomatik tarzda hisobga olish va nazorat qilishni avtomatlashgan tizimini ishlab chiqish va tatbiq etishni nominal asboblari va zamonaviy tekshiruvchi stentlar bilan jihozlashni o'z ichiga oladi.

Dasturda tashkiliy choralar ko'zda tutilgan bo'lib, bular energiya ishlab chiqarish va energiya iste'mol qilish masalalari bo'yicha me'yoriy hujjatlarni ishlab chiqarish, qurilma va texnologik jarayonlarning me'yoriy tavsiflariga tuzatish kiritish, energiya resurslarini iqtisod qilinganligi uchun hizmatchi va ishchi xodimlarni moddiy rag'batlantirishning samarali holatini tatbiq etish va boshqalar.

XULOSA

Hozirgi vaqtda Respublikamizdagi havo elektr uzatish liniyalari simlarini tahlil qilish uchun yetarli bo'lmagan tizimlar mavjud, yangi monitoring tizimlarini yaratish vazifasi dolzarbligicha qolmoqda. Buning sababi shundaki, mavjud tizimlar, masalan, datchik o'lchagichlardan foydalangan holda, yuqori narx bilan ajralib turadi va o'rnatish vaqtida mavjud elektr liniyalarini uzishni talab qiladi, meteorologiya stansiyalariga asoslangan tizimlar esa to'g'ri aniqlash ehtimoli pastligi bilan tavsiflanadi. Elektr uzatish liniyalarini baholashning eskirgan usullarini almashtirish uchun bir qator muammolarni hal qiladigan havo elektr uzatish liniyalari monitoringi tizimi keng qo'llanilmoqda. Bu esa mamlakatimizda elektr energiyasida uzilishlarning kamayishiga eng chekka hududlarni ham elektrlash imkoniyatini yaratadi desak adashmagan bo'lamiz.

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BERDAQ BAQSI MEKTEBINEN SHIQQAN BAQSILARDIŇ ATQARIWINDAĜI QOSIQ NAMALAR

A'limbaev Kamalbay Amanbaevich

Berdaq atındaĝı Qaraqalpaq Mámleketlik Universiteti studenti.

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Annotatsiya. Bul maqalada Berdaq baqsi mektebi dástúri, baqsi mektebinen shiqqan baqsilardıń atqariwindaĝı qosıqlar hám dástanlar haqqında sóz etilgen.

Gilt sóz: dástúr, baqsilar, repertuwar, awızsha hám jazba .

МУЗЫКАЛЬНЫЕ ПЕСНИ В ИСПОЛНЕНИИ БАХШИ ИЗ ШКОЛЫ БЕРДАК БАХШИ.

Аннотация. В данной статье рассказывается о программе школы Бердак Бахши, песнях и эпосах в исполнении бахши школы Бахши.

Ключевые слова: программа, уроки, репертуар, устная и письменная речь.

MUSIC SONGS PERFORMED BY BAKHSHIS FROM THE BERDAK BAKHSHI SCHOOL

Abstract. This article talks about the program of the Berdaq Bakhshi school, songs and epics performed by Bakhshis from the Bakhshi school.

Key words: program, lessons, repertoire, oral and written.

Belgili alim Qabil Maqsetov “Dástanlar, jirawlar, baqsilar” atli kitabında Biz “Ashiq Nájep” dastaniniń Qaraqalpaqsha versiyasiniń payda bolıwın Berdaq baqsi atı menen baylanstıradı ekenbiz, al Qaraqalpaq xalıq poeziyasındaĝı “Qiz Múnayim” atlı qosıqtı oniń Qaraqalpaqsha orginal teksti menen namasında shubhasız Berdaq baqsi atına ótkeriwge boladı. Usi qosıqtıń tekstinde, namasında Berdaqтан úlgi bolip Hurlimanĝa jetken. Hurliman bul qosıqtı ózinshe jetilistirip Qarajanĝa miyras etip qaldırĝan. Qarajan baqsiniń ózide bul qosıqtıń sózinde, namasında birinshi aytqan Berdaq bolĝan anamız sóy dep aytatuĝın edi.

Al Hurliman bolsa ózinshe bir usil menen aytatuĝın edi, dep maqullaytuĝın edi. Al óziniń aytqan “Qiz Múnayim” namasın solardıń úlgisi dep tastıyqlaytuĝın edi. Qarajan baqsiniń aytıwına qaraĝanda Hurliman bir neshe namalarda qosıq aytqan, biraq oniń eń jaqsı kórĝen namaları “Qiz Munayim” “Sanalı keldi” bolĝan.

Hurlimanniń eń jaqsı kórip aytatuĝın dastanlariniń biri “Góroĝli” dastaniniń “Bázirgen”, “Qirmandalı” bólimleri bolĝan .

Berdaq baqsi mektebine harakterli bolĝan batırlıq, mártlik dosliqtı jirlaw Hurlimanniń repertuarında “Bázirgen” dastaniniń Qarajan baqsiniń eslewinde “Bázirgen” dastanında aytilatuĝın Aysultanniń

“Bunnan keter bolsam ata Bázirgen diydar qiyametke qalsa náylermen ĝish jigitle, Bázirgenđi náyledińiz”, “Baslı meni qanxorimniń eline”, “Góroĝlini bilermiseń”, “Aĝam topraq bolĝan jayĝa jetistim” degen qosıqların, sondayaq Góroĝliniń “On segiz arshin at mindim, attan armanim qalmadı”, “Zor Bázirgenge ushradim”, “Námárt Góroĝli men boldim”, “Yıĝlama Aysultan aĝań bolayın”, Bázirgenniń “Márt oĝliman, “Bir basqa bir ólim bardi, qosıqların Hurliman jan endirip aytatuĝın bolĝan .

“Qirmandalı” dastanındaĝı qara sóz benen qosıqlardıda Hurliman kóterińki yosh benen aytatuĝın bolĝan. Ashıqlıq, mártlik, sózge sheshenlik, sázendelikti, hátte qızlardıń palwanlıĝın

sóz etetuǵın bul dastan Hurlimanǵa ayriqsha unaqan. Batir qiz, sheshen qiz, shayır qız, sázende qiz Hurlimanniń ideyasi bolǵan .

Berdaq baqsi mektebi dástúri menen ushlasip atırǵan sabaq bar.

Dastannin bul bólimindegi Góroǵliniń awzınan aytilatuǵın “ Bizge nazli yardan xabar kelipti, nazlı yar suw ber isheli”, “O Qumar kózli yar kórindi”, “Ópsem lábiń qana-qana”, “Qanat baylap uship keldim”, “Bergen wádeń push boldima”, “Ne derseń”, Aǵa Yunustiń “Alsań násiyatim ketme Góroǵli” Qirmandáliniń “Túsh óziń suwdan ishe ber” Ashiq Aydinniń “Wáde etken gel yarim, iqrara kózim tústi” qosıqlari Hurlimanniń eń jaqsi kórip aytatuǵın qosıqlari bolǵan, ol bul qosıqlardı ózine tán, basqa baqsılardı usatpastan óz awilina sheberlik penen atqarǵan .

Hurlimanniń repertuwarında birqansha dástanlar, qosıqlar, namalar, bolǵan boliwi múmkin. Bul waqiti menen izertleniwi kerek . Hurliman Berdaq baqsi mektebiniń iri wákili, Berdaqtiń baqsishiliq dástúrin tikkeley dawam etiwshi óziniń epikalıq repertuwariniń tereń xalıqlıq baǵdari menen qaraqalpaq baqsishiliq iskustvasına úlken úles qosqan baqsi.

Óziniń repertuwarı menen tikkeley Berdaqtiń ustazlıǵında hám jaqınnan kómeginde miynetkesh xalıqtı joqari estetikelıq sezimlerge tárbiyalawdaǵı Hurlimanniń baqsishiliq xızmetleri xalqimizdiń yadında mángi saqlanadi. Buǵan dálil: Balasi Qarajan baqsini ullı ataqlı baqsi dárejesine jetkerip tárbiyalawı hám xalqimizdin suyikli n baqsisi bolip jetilisiwinde hám Qarajan baqsiniń ataqlı sazende hám baqsi Aytjan Xojalepesovti xalıq súygen sazende hám baqsi bolip taniliwında ustazlıq etkenin xalıqimiz olardıń baqsishiliq ónerinen shertken sazınan jaqsi biledi.

Xalıq shayırlariniń Berdaqti táriyplewleri

Qaraqalpaq xalqında, sonıń ishinde shayırlarımızda xalqimizdiń súyikli ullariniń biri retinde Berdaqtiń atın barmulla ulıǵlaǵanı bizge belgili.

Berdaq edi shayırlardıń danasi,

Sózine iyildi adam balasi.

Yamasa: Neshshe sózler aytti qoriqpay zalimnan ,

Shayırlıqta ótpes Maqtumqulı onnan, - dep Berdaqtiń qaraqalpaq xalqına eń qádirlı shayır ekenligin aytqan edi.

“Qirǵzdiń Alatawında shoqqılar kóp. olardıń birewleri biyik bolsa, basqalari onnanda biyik . Xalıqimiz usı bálent shoqqılardı

“Tuǵ shoqqı”, yaǵniy “Tuw shoqqı”, - dep ataydi. Berdaqta kóp milletli tuwisqan ádebiyatimizdiń tuw shoqqılariniń biri” – dep bahalaǵan edi. Berdaqtiń shıǵarmalari 1940 – jıldan baslap baspa sózde jariy kóre basladı .

Kele – kele Berdaqtiń dóretpeleri Ózbek, qirǵız, qazaq, túrkmen, rus, gruzin, tatar, noǵay, bashqurt hámde basqa xalıqlar tillerine awdarıldı

Qaraqalpaq xalıq shayıri Abbaz Dabiylov “Berdaq haqqında qos qosıq”, (1950) , S . Nurimbetov “Berdaq shayır” ,(1950) atlı qosıqların al

J. Aymurzaev “Berda” atlı muziykali dramani dóretti. Sonday–aq Ibrayim Yusupov, T Jumamuratov, Nawrız Japaqov hám taǵı’ basqa kóplegen shayırlarda Berdaqti táriyledi .

Abbaz Dabilov

Xalıq ushın jırladıń hár túr sóz benen,

Qıyalap kóp qarap alǵır kóz benen,

Ájiniyaz, Berdaqdan qalğan iz benen,
Qosiq stillerin tapqan shayirsań
- dep Berdaqti bárshe Qaraqalpaq shayirlardıń ustazi sipatında táriypleydi .
Shayirdiń “Berdaqqa” atli shıǵarması -áńǵ- qatardan ibarat bolip , onıń :
Sari kirpik shapan, belinde túrme,
Ayaqta aq pushta, basta shógirme,
Súwrette shekelep, duwtari bizge,
Ózi shıqtı qalem bolip Berdaqtiń – degen qosiq qatarlarinan
Berdaq oyi, Berdaq obrazi, kóz aldińa keledi.

“Ala Moynaq duwtar, gúmis shaptırǵan,
Bes barmaqqa on tórt perde tuttırǵan,
Namalari tistiń suwin juttırǵan,
Shákirtleri toyǵa keldi Berdaqtiń.

Shákirt dep oylamań Japaq , Eshjandi,
Aytıp tur Berdaqdan qalğan dástandı,
Jańlatıp hawazi, jerdi aspandı,
Aqlıǵı’ Qarajan bizde Berdaqtiń.

Sonday – aq qaraqalpaq shayirlari ishinen S. Nurimbetovta Berdaqqa arnap “Berdaq” poemasin dóretti. Usi poema Berdaq tuwrali jazılǵan kólemli shıǵarmalardıń bolip esaplaniladi. Qyasi jazıwshi, shayir shıǵarmaların oqip qarasaqta, Berdaq tuwrali pikir aytpaǵan, onıń ádebiy miyrasinan nár almaǵan sóz zergerin tabiw qiyin. Olardıń barlıǵınıń Berdaqti ustaz, kórkem sózdiń sheberi , dep bahalaydı.

“Dáwletyarbek dástani”

Qaraqalpaq xalqınıń ataqlı baqsısı Qarajan baqsı “Dáwletyarbek” dástani Berdaq baqsınıń repertuwarında tiykarǵı orındı tutqanın aytqan. Dástan XVIII ásirde Qońıratqa waqıyaǵa baylanisi Aral ózbekleri arasında dóregen bul dástan awızsha hám jazba túrde Xorezm ózbeklerine , Túrkmeler arasına, Manǵışlaq tásirinde taralǵan . XIX ásirde Qońıratlı kátipler Abdulla bashmaq t. b. dástanınıń qol jazbaların kóbeytip el arasına taratqan.

Arallı ózbek baqsıları, qaraqalpaq, túrkmen baqsıları bul dástandı úyretip alıp xalıq arasında aytıp júrgen.

Usi dáwirde jasaǵan Berdaq Qońıratqa kóp kelip el aralap baqsıshılıq etip turǵan. Ataqlı Arzi baqsı menen dos bolıp birge mereler sawısqan.

Qarajan baqsıdan 1939 – jili Sádırbay Máwlenov, Shámshet Xojaniyazovlar tárepinen jazıp alınǵan “Dawletyarbek” dástanınıń Berdaq úlgisi ulıwma syujet liniyasi boyınsha Qońırat ózbek baqsıları hám túrkmen baqsıları varyantlarına usaǵanı menen mazmunı hám formaqsı, Vara sózi, qosıqları boyınsha qaraqalpaq milliy versiyasin qurap turadi.

Soǵan qaraǵanda Berdaq bul dástannıń qaraqalpaqsha versiyasınıń payda bolıwında oǵada úlken tvorshestvalıq miynet etken dewge boladi. Ol ózi qayta islegen bul varyantı (úlgini) qızı Húrlimanǵa úyretken. Húrlimannan Qarajan úyrenip aytıp júrgen.

Dáwletyarbek dástaniniń qaraqalpaqsha versiyasiniń mazmuni ózbekshesi hám túrkmenshesi menen salıstırǵanda waqıyalariniń basqasha qara sóz benen qosıqlarinińda biraz usaslıqlarına qaramastan, óz aldına dúzilgenin kóremiz. Misali: Ózbekshesinde Dáwletyar Eshmurat Qayıptıń ulı, Xiywa xanǵa Sarxush atın bermegeni ushin jamanatlı bolıp, Qońıratın shıǵıp Túrkmen arasına ketedi. Al Qaraqalpaqshasında Dáwletyar jetim bolıp baylardıń esiginde xızmet islep, anasınıń bergen biyesinen Sarxush degen tay tuwılıp, ol shapqısh at bolıp barlıq toyda ozıp júredi. Túrkmenlerdiń Allayar degeniniń toyında da Sarxush ozıp shıqqannan keyin xan dáwletyardi jamanatlı qılıp, oni óltirip, atın almaqshi boladı. Dáwletyar usinnan keyin atasiniń dostı, Qızılbaslarǵa jaqın jerdegi basqa bir túrkmen taypalari – Mámedjan sárdardıń eline baradı.

Dáwletyardiń bul joldaǵı waqyaları, Mámedjan sárdarǵa bariwi, olar menen birge Iran shaxlarına qarşı gúresi, zindanǵa túsiwi, baqsishılıǵı, shayırshılıǵı, sazandeliǵı menen eline aman – esen qaytiwi Qarajan baqsı bergen Berdaq úlgisinde óz aldına súwretlenedi.

Xanniń zulimligına qarşı turatuǵın xalıqlardıń, qáwimlerdiń doslıǵın ardaqlaytuǵın, óz elin shin júrekteń súyetuǵın baqsishılıqtı, shayırshılıqtı kásip etken Dáwletyarbek obrazi Berdaqtıń ideyalına, júregine jaqın bolǵan. Sonlıqtanda oni óziniń repertuarına kirgizgenine hesh qanday shubhalanıwǵa bolmaydı.

Ásirese dástandaǵı tuwǵan jerdi, tereń súyiwshilik sezimleri menen jaryalaytuǵın Dáwletyarbektiń óz elin maqtap Iran shaxı aldında aytqan Ájiniyaz Morivin eske túsiretuǵın sózlerinde Berdaq redaktsiyası kórinip turadı:

Men aytayın biziń eldiń dástanın,
Qazaq, Qaraqalpaq ellerim bardi.
Men aytayın biziń eldiń dástanın,
Urgenish jurtınday ellerim bardi.

Dáryaniń árwaǵın maqtap diyerler,
Atlanǵanda tilla shekpen kiyeler,
Atiniń júklerin Zerbap diyerler,
Atiniń Zerbaptan júnleri bardi.

Suwǵa barsa besi oni qosılar,
Óńirine monshaq túyme asılar,
Sallaniship anda háwiri basılar,
Qas qaqqanda anıq nazları bardi.

Qaraqalpaqtıń klassik shayiri Berdaq shayırshılıq penen baqsishılıq ónerin joqarı basqıshqa kótergen baqsı bolǵan. Ol “Ashiq – Nájep”, “Dáwletyarbek” dástanların qayta islep qaraqalpaqsha versiyasın islew menen birge “Góroǵlı” dástaniniń “Qirmandalı”, “Bázirgen” bólimlerin júdá jaqsı kórip aytatuǵın bolǵan.

Joqarıdaǵı dástanlardı Berdaqtıń teńlewi óz repertuarına kórgiziwi belgili dárejede qayta islep qaraqalpaq xalıq dástanları dárejesine kóteriwge úles qosqan baqsı bolǵanlıǵı ilimpaz alimlarımızdıń miynetlerinde anıq kórsetilgen.

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ПСИХОЛОГИЯДА ГЕНДЕР МОҲИЯТИНИ ТАДҚИҚ ЭТИШ

Н.Ж.Сагиндикова.

Бердақ номидаги Қорақалпоқ давлат университети доценти
психология. ф.б.PhD.

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Аннотация. Ушбу мақолада гендер тушунчаси моҳияти ва унинг психология соҳасида тадқиқотлардаги талқини, турли жабхалардаги таҳлили ўрганилган.

Калим сўзлар: гендер, гендер хусусиятлар, ижтимоий муҳит, стереотип, психологик хусусиятлар, ижтимоий муносабатлар, ёшлар психологияси.

RESEARCHING THE ESSENCE OF GENDER IN PSYCHOLOGY

Abstract. This article explores the concept of gender and its interpretation in research in the field of psychology, analysis in various aspects. the concept of gender and its interpretation in research in the field of psychology, as well as analysis in various areas.

Key words: gender, gender peculiarities, social environment, stereotype, psychological peculiarities, social relations, youth psychology.

ИССЛЕДОВАНИЕ СУЩНОСТИ ГЕНДЕРА В ПСИХОЛОГИИ

Аннотация. В данной статье изучается понятие и обозначение гендера и его трактовка в исследованиях в области психологии, анализ в различных аспектах.

Ключевые слова: пол, гендерные особенности, социальная среда, стереотип, психологические особенности, социальные отношения, психология молодежи.

Замонавий жамиятда ривожланиш ҳар бир соҳада янги тушунча ва илмий феноменларни пайда қилади ва олимлар ўз изланишлари асосида бу феномен, тушунчаларни ҳар томонлама талқин қилди.

А.В. Смирнова замонавий тадқиқотчиларга биринчи навбатда гендерни ижтимоий-маданий конструкт ва ижтимоий стратификация категорияси сифатида тушунишга таянишни таклиф қилади. Таълимдаги гендер муаммоларини ўрганиш натижасида олимлар куйидаги хулосаларга келишди:

ўқитувчилар ўғил бола ўқувчиларга кўпроқ эътибор беришади, улардан юқори натижаларни кутишади;

ўқитувчилар ўғил бола ўқувчиларни ўзини-ўзи намоён қилиш ва фаолликка, қиз талабаларни эса иттифоқлик ва меҳнатсеварликка ундайди;

таълимда вербал (оғзаки) ва новербал мулоқот амалиётини ўрганиш шуни кўрсатдики, ўқитишнинг доминант шакллари эркаларга хосдир, бу ерда ҳаракатга урғу берилади, бу эса мулоқотнинг ҳиссий спектрини сезиларли даражада камбағаллаштиради;

аёл ўқитувчилар ва қиз бола ўқувчиларга нисбатан юқори даражадаги зўравонлик қайд этилган;

аралаш мактаблар ўқувчиларнинг (ўғил болаларнинг) эркак жинсига ижтимоий мансубликни ўрганадиган майдон бўлиб, улар ўйин майдончасида ва синфда қиз болалар устидан доминантлик қилади, улардан доимий равишда канцелярия материаллари билан таъминлашни талаб қилади, жисмоний ва оғзаки равишда тажовузкорлик қилади;

Ўқитувчилар интизом бузилишига ҳар хил реакция кўрсатади, яъни, одатта, қиз болалар кичик қоидабузарликлар учун ҳам танбеҳ берилади, ўғил болалар эса бундай хатти-харакатлар учун жазоланмайди;

Ўқитувчилар турли жинсдаги болалардаги паст даражадаги ўзлаштириш сабабини турлича тушунтирадilar, яъни буни қиз болаларда - қобилиятнинг етишмаслиги, ўғил болаларда - қатъиятсизлик етарли даражада эмаслиги билан боғлайди.

Ўқитувчиларнинг фикрича, қиз болаларнинг таълим олиши унчалик аҳамиятли эмас, чунки улар бўлажак она ва жуфти ҳалол сифатида қабул қилинган, шунинг учун жамоатга фойдали фаолият кўрсатиши назарда тутилган ўғил болаларнинг таълим олишига кўпроқ эътибор берилган. Натижада, қизлар ўз қобилиятларини кам, ўғил болалар эса ортикча баҳолаган [1].

Тарихан ҳар бир касбнинг гендер модели эркаклар ва аёлларнинг ижтимоий ролларини тақсимлашда жинс ва роль фарқларининг биологик мезонлари аниқ ҳисобга олинган ҳолда шаклланганлигини таъкидлаб, М.В. Невежина барча соҳаларни демократлаштириш йўлига қадам қуйган жамиятнинг янги реалаялари шароитида шахснинг ижтимоий мақоми иерархияси зарурат сабабли гендер тенглигига эришиш йўналишида ўзгариб бораётганига эътибор қаратади. Конституция билан кафолатланган олий маълумот олиш учун тенг ҳуқуқлар, бир томондан, аёлларга одатта эркакларга хос бўлган касбий фаолият соҳасида ўзларини синаб кўриш имконини берди. Аммо, бошқа томондан, аниқ фанларда ва айниқса техник фанларда гендер номутаносиблиги юзага келишига олиб келадиган гендер белгилари бўйича камситишнинг ҳали ҳам мавжуд яширин шакли туфайли, эркаклар билан бирдек муваффақиятга эришиш учун аёллар, одатта, эркакларга солиштирганда анча каттароқ тўсиқларни енгиб ўтиши лозим бўлади.

Шу нуктаи назардан, сўнгги пайтларда анжуман ва семинарлардаги нутқларда, мақолалар ва илмий мақолаларда гендер масалаларини тилга олиш бугунги куннинг ўзига хос белгисига айланди, чунки бу тушунча рус тили лексикаси ва даврий нашрларида энг кўп ишлатиладиган ва оммабоп мақомини олди. Олимнинг фикрича, бир томондан бу ижобий натижа беради, чунки гендер тушунчасининг моҳиятини билиш орқали матбуот, оммавий маданият, илмий, ижтимоий ва сиёсий дастур воситалари ёрдамида биз цивилизация ривожланишининг жаҳон тенденциялари билан танишамиз. Бошқа томондан, бу салбий натижага олиб келади, чунки гендер атамасининг нотўғри қўлланилиши ва юзаки талқин қилиниши 2000 йилда БМТ Бош Ассамблеяси махсус сессияси томонидан XXI асрнинг стратегик ривожланиш йўналишида белгиланган гендер тенглиги ва демократия ғояларини обрўсизлантиради. Шу сабабли жинс атамасини гендер атамасидан аниқ ажратиш мақсадга мувофиқдир. Масалан, жинс одатта инсоннинг эркак ёки аёл тоифасига физиологик, биологик мансублиги билан белгиланади ва у туғилиш пайтида эга бўладиган маълум морфологик хусусиятлар мавжудлиги билан тавсифланади.

Инсоннинг ўзига хос жисмоний белгилари, аниқ чекланган биологик функциялари ва муайян фаолият турларини бажариш, хусусан, бола туғилиши билан боғлиқ имкониятлари маълум бир жинсга - эркак ёки аёл жинсига мансублигидан келиб чиқади. Жинс тушунчасидан фарқли ўлароқ, гендер деганда шахснинг ижтимоий роль билан боғлиқ мақоми тушунилади, бу унинг ижтимоий ҳаётдаги, таълимдаги, касбий фаолиятидаги,

хокимият борасидаги ижтимоий имкониятлари, шунингдек, оиладаги роли ва репродуктив хатти-ҳаракатларини белгилайди [3].

С.В. Скутнева гендер тушунчасининг замонавий моҳиятини асосан хорижий феминизм назариясининг назарий ва услубий кўрсатмалари призмасидан кўриб чиққан ҳолда, улар томонидан асосан турли жинсдаги одамларнинг хулқ-атворининг ижтимоий жиҳати, шунингдек улар ўртасидаги мулоқот жараёнининг ўлчамларини белгилайдиган ўзига хос маданий хусусиятлар тўплами қайд қилинишини таъкидлайди. Олимнинг нуқтаи-назарига кўра, гендерни бир томондан, бошқа ижтимоий-демографик ва маданий хусусиятлар (миллати, ижтимоий келиб чиқиши, таълим даражаси ва касби, ёш хусусиятлари) билан бирга жамият ижтимоий тузилишининг фундаментал ўлчовларидан бири, бошқа томондан, эркак ва аёл ўртасидаги мулоқотнинг фарқланишини ҳисобга олган ҳолда, шахснинг маълум бир жинсга мансублигининг ижтимоий-маданий томони акс эттирилиши сифатида ифодалаш мумкин. Шундай қилиб, гендер тўғридан-тўғри роллар, стереотиплар, меҳнат вазибаларини тақсимлаш ва умуман ижтимоий ва маданий меъёрларнинг, шунингдек, шахс социализациясининг тегишли тизими орқали қурилади.

Ўз навбатида, бундай ижтимоий меъёрлар биологик жинсга қараб одамларнинг психологик фазилатларини, касбий машғулотларини белгилайди. Айнан шу нуқтаи назардан, ҳақиқий аёл/ҳақиқий эркак бўлиш уларнинг туғилишдан маълум физиологик хусусиятларни илгари сурганлигини эмас, балки маълум бир жамият томонидан қабул қилинган гендер стереотиплари, тушунчалари, қоидалари ва меъёрларига қараб тегишли ижтимоий ролни бажаришини аниқлатади. Шу муносабатдан, бугунги кунда инсон ҳақиқий аёл/эркак бўлиб туғилмайди, балки ривожланишининг муҳим асосини оила, атрофидаги яқин одамлар, таълим муассасалари ва бошқалар ташкил қиладиган гендер социализацияси даврида ҳақиқий аёл/эркакларга айланади дейиш мумкин [2].

Адабиётлар тахлили асосида шундай фикрга келдикки, гендер феномени илм-фаннинг деярли барча соҳаларига тегишли замонавий илмий тадқиқотларда жуда долзарб масалага айланиб бормоқда ва шу сабабли жуда кенг талқин қилинмоқда деган хулосага келиш мақсадга мувофиқдир. Гендер тушунчасининг илмий ўрганилиши замонавий жамият ривожланишининг янги ижтимоий-тарихий шароитларида фаол амалга оширила бошлади. Айнан бу масалани эмпирик ўрганиш муаммони илмий аҳамиятини оширади.

Психологияда бу масалани илмий изланиш орқали ундан олинган натижалар фан ривожига билан биргаликдаги гендер бўйича назарияларни ҳам бойитган бўлар эди, жамиятда эса, гендер саводхондикка эришар эдик.

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“SAB’AI SAYYOR” VA “HASHT BIHSHT”DA DILOROM ORAZI

Murtazaev Babanazar Xuramovich

Filologiya fanlari nomzodi, dotsent

Termiz davlat universiteti

babanazarmurtazayev@gmail.com

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Annotatsiya. Maqolada Dehlaviy “Hasht bihsht” va Navoiy “Saba’i sayyor” dostonlarida tasvirini topgan kanizak Dilorom timsoli qiyosan tahlil nazaridan o‘tkaziladi. Dilorom obrazining qadimiy ildizlari va uning asta-sekin badiiy adabiyotga ko‘chishi jarayoniga alohida e’tibor qaratildi. Ushbu obrazning badiiy adabiyotdagi takomili, xalq og‘zaki ijodidan yozma adabiyotga va aksincha yozma adabiyotdan xalq og‘zaki ijodiga ko‘chishi kabi hodisalarga ham urg‘u berildi.

Kalit so‘zlar: Dilorom, obraz, doston, kanizak, og‘zaki ijod, yozma adabiyot, san’at, musiqa, nafosat, qadim, mushtarak, afsona.

DILOROM'S FAST IN "SAB'AI SAYYOR" AND "HASHT BIHSHT".

Abstract. In the article, the image of the concubine Dilorom depicted in Dehlavi's "Hasht Bihisht" and Navoi's "Saba'i Sayyor" epics is analyzed from a comparative point of view. Special attention was paid to the ancient roots of the image of Dilorom and the process of its gradual transfer to fiction. Emphasis was also placed on such phenomena as the improvement of this image in fiction, the transfer from folk oral creation to written literature and vice versa from written literature to folk oral creation.

Key words: Dilorom, image, epic, concubine, oral creativity, written literature, art, music, sophistication, ancient, common, legend.

ПОСТ ДИЛОРОМА В «САБАЙ САЙЁР» И «ХАШТ БИХИШТ».

Аннотация. В статье со сравнительной точки зрения анализируется образ наложницы Дилором, изображенной в эпосе Дехлави «Хашт Биhsht» и Навои «Сабай Сайёр». Особое внимание уделено древним корням образа Дилоромы и процессу его постепенного переноса в художественную литературу. Акцент был сделан также на таких явлениях, как совершенствование этого образа в художественной литературе, переход от народно-устного творчества к письменной литературе и наоборот от письменной литературы к народно-устному творчеству.

Ключевые слова: Дилором, образ, эпос, наложница, устное слово, письменная литература, искусство, музыка, изысканность, древнее, обыденное, легенда.

Dilorom obraz sifatida, umuman kanizak obrazi og‘zaki va yozma adabiyot olamida Bahrom obrazi bilan yonma-yon, teng paydo bo‘lib, birgalikda tarix sahifalaridan mustahkam o‘rin egalladi. Bu obrazlarning og‘zaki adabiyotdan yozma adabiyotga, tasviriy va amaliy san’atga singib dovrug‘i oshdi, turli el va xalqlarning adabiyotidan mustahkam o‘rin egalladi, shu xalqlarning sevimli qahramoni darajasiga ko‘tarildi, umumlashma bir obrazga aylandi va tarixiy asarlardan joy oldi. Dilorom adabiyotda xushovoz xonanda, xushnavoz sozanda, hassos qalb sohibasi, sof muhabbat egasi timsolida tasvirlanib, Zuhra – Venera yulduzi shaklida talqin etiladi. Sayyora Zuhra va changchi Diloromda bog‘lanishlar bor, birinchisi ikkinchisining maydonga kelishida manba vazifasini o‘tadi. Sharqda “Zuhra san’at homiysi, nafosat ramzi”, usta bastakor,

go'zal sanam deb ta'riflanadi (Mallayev. 1974:28). Xusrav Dehlaviy (1253–1325) va Alisher Navoiy [1441–1501] g'azaliyotida Zuhra nomiga alohida urg'u berilishini kuzatamiz, chunonchi:

Zuhra, k-andar pardai seyum setora soxtast,

Gohi nola bo setori o' "Sitoe" mezanam

[Дехлавий, 1975:828].

Keturgil raz qizin, soqiy, mug'anniy nag'mae tuzgil,

Ki, ul ko'ktin keturgay Zuhrani afg'onga mizrobing

[Навоий,1990:254].

Zuhraning bu sifatleri qadim yunonlarning Apollon (san'at homiysi, yorug'lik va muzalar) xudosi bilan hamohangliklar kasb etadi. Shunday qilib G'arbda Apollon musiqachilar homiysi bo'lsa, bu unvonni Sharqda sozandalar yalovbardori Zuhra qabul qildi. Shuningdek, Zuhra rimliklarning sevgi ma'budasi Veneraga yaqin va hatto yunonlarning nafosat ma'budasi Afrodita bilan o'xshashliklarga ega. Atoqli yunonshunos N.A.Kun (1877–1940) Afroditada Sharqning ta'sirini ko'radi, finikiyaliklarning Astarta ma'budasi sifatleri Afroditaga ko'chgan va Astarta esa vaviloniya (vavil-bobil)liklarning sevgi tangrisi Ishtar (Ashtar-Astar-Astarta – B.M.) dan olingan [Кун,1975:52–58]. Dastlab Afroditani osmon, yomg'ir va dengiz tangrisi sifatida tanishgan, u bu sifatleri bilan O'rta Osiyo xalqlarining suv, ma'murchilik va muhabbat ma'budasi Anaxitaga ("Avesto"da Ardvisura Anaxita-Naxita-Naxit-Nohid–B.M.ta'kid bizniki) mushtarak. "Anaxitani yunonlar Anaitas deb atab, Olimp xudolari qatoriga qo'shganlar"[Сулаймонова,1965:200]. Shu kabi Anaxita qadim zamonlardayoq O'rta Osiyo xudolaridan Mitra – Quyosh tangrisi bilan birga (Artakseriks II davrida, 404–353 yillar) Eron ilohiysi Axura Mazda (Xura Mazda, Xur Mazd, nihoyat Xurmuz, Xurmus–B.M. ta'kid bizniki) qatoriga qabul qilinadi [История УзССР,1955:107]. Shu tariqa Anaxita ko'p asrlar Eronning Axura Mazda va Veretragna – Varaxran xudolari bilan birgalikda xudolar uchligini tashkil etadi va "Avesto"dan mustahkam o'rin egallaydi. Hatto Parsda (Eronning hozirgi Fors ostoni, markazi Sheroz) Anaxitaga atab qurilgan ibodatxona g'oyat mukaddas sanalgan, unda sosoniylar sulolasining Artasher I Papakning bobosi bir paytlar kohin (soston)lik qilgan ekan [История Ирана,1977:107]. Anaxita – Nohid Kushan saltanatida (eradan oldingi I va keyingi IV asrlar) tasviri tangaga muhrlangan ilk mahalliy ilohalardan biri hamdir.

Falak Zuhrasi (Dilorom) ko'pincha ma'bud Bahrom bilan yonma-yon tasvirlanadi. Ma'bud Bahrom va ma'buda Zuhra bilan yunonlarning Ares (jang xudosi) va Afrodita hamda rimliklarning Mars (urush ilohiysi) va Venera (dastlab yomg'ir, dengiz va so'ngroq, sevgi va nafosat) Ollohlari o'rtasida bexos o'xshashliklar ko'ramiz. O'rta Osiyoda Yunon–Baktriya (312–64 yillar) davlatining vujudga kelishi oqibatida O'rta Osiyo va Yunon madaniyatlarining o'zaro ta'sirlari kuchayadi, ularning yaqinlashuvi tezlashadi. "O'rta Osiyoda grek xudolariga atab ibodatxonalar quriladi, Zevs bilan zardushtiylikning bosh xudosi Axura Mazda, Apollon va Mitra, Afrodita va Anaxita bir-biriga yaqinlashib, hatto qo'shilib ketadi" [Маллаев.1976:38] Demak Zuhra, Apollon, Afrodita, Venera, Anaxita, qolaversa, Mars, Mirrix, Bahrom, Ares o'rtasidagi o'xshashliklar g'oyibdan yoki tasodifiy paydo bo'lgan emas ekan. Mars va Venera yunonlarning Ares va Afrodita nomli ma'budalari ta'sirida yuzaga kelib, qadimiy mifologiyaga ko'ra Ares va Afrodita er-xotin ekanlar, Bahrom va Zuhra (Dilorom) o'tmishdanoq chin oshiq-ma'shuqa tarzida tarannum etib kelinadi. E'tibor bering Ishtar, Astarta, Afrodita, Anaxita va Venera barchasi zamin va ekin, suv va ma'murchilik, bahor va yomg'ir, unum va farovonlik, muhabbat va nafosat, musiqa va san'at

tangrilaridir. Ishtar vavilon (vavil–bobil–B.M.)cha, Astarta – finikiycha, Afrodita – yunoncha, Anaxita – Nohid – forsha, Savit – qadimiy turkiycha, Venera – rimcha, Zuhra – arabcha, Cho‘lpon – o‘zbekcha bo‘lib, jami Venera planetasini anglatadi. Navoiy xonanda va sozanda Udiy haqida to‘lqinlanib so‘zlar ekan uni: “... xushovozlikda Zuhraning otasi va xushxonlikda aning farzandi ruhafzasi bo‘la olur erdi”, deb yozadi [Навоий,1991:14].

Uzoq, o‘tmishda Zuhrani Nohid deb atashgan va uni shu xilda yuritish odat tusini olgan. Buning izlari keyingi asrlar she‘riyatida uchraydi, goho Dehlaviy Zuhrani ko‘hna atamasi Nohid shaqlida tilga oladi:

Kard Bahrom bo hazor umed,

Choma kofurfom chun Nohid [Дехлавий, 1972: 401]

Alisher Navoiy ham ba‘zan Zuhrani qadimiy nomi Nohid tarzida qo‘llaydi:

Oncha faryod etti mutriblar Navoiy nazmidin,

Kim, Utorid she‘ridin charx uzra Nohid etmagay [Навоий,1989:455].

Nizomiy, Dehlaviy va Navoiy dostonlari mavzuida “Haft axtar” asarini yaratgan Abdibek Sheroziy (1515–1580) kanizakni Nohid nomi bilan ataydi, ya‘ni Ozoda, Fitna yoki Dilorom emas, balki:

Dilbari bud nomi o‘ Nohid,

Bud oinai raxshi xurshid [Шерозий, 1973:58].

Husayn Zamiriy (XVI ASR) bo‘lsa o‘z dostonini hatto “Bahrom va Nohid” deb nomladi, Tojikiston, Hindiston, Pokiston, Afg‘oniston va Eronda hozirda ham qizlarga Anaxita va Nohid ismlari berilishi hollari uchrab turadi, yana Eron xotin-qizlar majallasi “Nohid”dir. Shunday qilib samoviy ma‘bud Zuhra sifatleri zamin sanami – Diloromga ko‘chdi:

Tund sendin sepehr Bahromi,

Changzan Zuhraning Diloromi [Навоий,1992:7].

Ma‘buda Zuhra, inson Zuhraga, keyinchalik Diloromga yaqinlashdi, “Zuhra sayyoradan Zuhra – insonga” aylandi [Маллаев.1976:123]. Shu tariqa avvaliga suv va ma‘murchilik, yer va unum ma‘budasi – Anaxita, keyinchalik muhabbat va nafosat tangrisi Nohid, nihoyat musiqachilar yalovbardori Zuhra tarzida talqin etila boshladi.

Alisher Navoiy Zuhra timsolida turli cholg‘ularni xonishga keltiruvchi buyuk san‘atkorni ko‘radi:

Navoiy Zuhra udin motamim tutqonda kuydurdi,

Falak sari ermish borg‘on uchqunlar fig‘onimg‘a

[Навоий, 1987:68].

Zuhra holimg‘a surudin navhag‘a aylab badal,

Changining sochin yoyib, durri sirishk izhor etar

[Навоий,1989:120].

Samoviy – Zuhra go‘zallik va sevgi ramzi, musiqa va san‘at homiysi sifatleri Diloromga ko‘chdi, falak Zuhrasi inson Zuhraga, u esa Diloromga aylandi. Shu bois Dilorom tasviri hamisha musiqa bilan hamnafas tasvirlanadi, u mohir sozanda, lozar kuychi, shirali ovoz sohibasi. Ba‘zi ma‘lumotlarga ko‘ra, Bahrom Go‘rning changchi ma‘shuqasi Dilorom musiqada “Duyak” usulini ijod etgan, mazkur afsonalar qadimgi gruzin, arman, eron “Voqeanoma”larida bor. Bahrom ov qilganda Dilorom soz chalib, sevimli yorini ovga rag‘batlantirar ekan, Dilorom Yaqin va O‘rta

Sharq folklorida, yozma adabiyotida shu qadar mashhurki, u haqda hatto shaxmat (shatranj, satrang) o‘yini bog‘liq rivoyatlar paydo bo‘ldi. “Dilorom moti” nomi bilan yuritiluvchi ajoyib shaxmat etyudida bir vazir (ba‘zi rivoyatlarda Bahrom Go‘r) zo‘r shaxmatchi bilan dona surib boyligini boy beradi va nihoyat go‘zal xotini Diloromni o‘yinga tikadi. O‘yin oxirida vazir og‘ir ahvolga tushib qoladi, vaziyatni ko‘rgan Dilorom eriga oson yo‘l bilan g‘alabaga borish yo‘lini qo‘shiq orqali ifoda etadi va vazir zafar quchadi [Александрович,1986:15].

Dilorom davrma-davr qator qissalarning markaziy figurasiga aylanib bordi, qolversa Bahrom va Dilorom hikoyati mundarijasiga yaqin turuvchi talay qissa va hikoyalar maydonga keldi. “Shahzoda Muslim va Malikai Hazorgesu” shunday hikoyatlardan, bir kuni shahzoda Muslim ovga kanizak Hazorgesu bilan birga chiqadi va sendagi jami martaba, davlat men tufayli, deb kanizakka minnat qiladi. Shohning ta‘nasi kanizakka yoqmaydi, u shahzodani tark etadi va xorkash cholning kulbai g‘aribxonasida panohtopadi. Xorkash chol va kanizak oltin konini topadi, shahar chetida muhtasham qasr barpo etadi, ular qasrga Muslimni taklif qiladi, shahzoda kanizakni taniydi va hokazo [Жомеъ-ул-хикоёт,1981:270–297]. Yuqoridagiga mushtarak voqealar Abdulla Hotifiy(1453–1520)ning “Haft manzar”ida ham aynan shu xilda kechadi. Ana shu xil an‘anaviy tanish syujet asosida paydo bo‘lgan “Bahrom va Zuhra”, “Hikoyati Malikai Olamoro va shahzoda Sanjar” hikoyatlarining voqealari ma‘nodosh va bir-birini takrorlaydi. Bu hikoyatlarda Zuhra va Olamorolar Hazorgesu monand baxtlari yo‘lida kurashadilar, pirovardda murod-maqсадlariga erishadilar [Салимов.1971:76]. Bu jihatdan “Qissai Bahromi Go‘ru kanizaki o‘ Dilorom” qissasi xarakterli, nomlar an‘anaviy bo‘lsa-da, voqealar an‘anaviy mavzudan yiroq. Qissaga Bahrom va Dilorom haqidagi qator hikoyatlarning har xil ko‘rinishlari sifatida qarash to‘g‘riroq bo‘ladi [Жомеъ-ул-хикоёт.1985:183–192]. Dilorom obraz sifatida Bahrom singari g‘oyat murakkab yo‘lni bosib o‘tdi, Bahrom haqida sanab o‘tilgan barcha asarlarda Dilorom siymosi beriladi, faqat kanizak nomlari turlicha: Ozoda, Fitna, Dilorom, Gulandom, Oshub, Nohid, kanizak nomi qissa va rivoyatlarda ham turli xil: Hazorgezu, Zuhra, Olamoroy va hokazo. Yozma adabiyotda bu obrazga birinchi Abulqosim Firdavsiy (932–1020) murojaat qildi, “Shohnoma”dagi “Gunohkor Yazdigurd podsholigi” dostonida Bahromning Ozoda ismli sevimli kanizagi obrazi beriladi. Firdavsiy Ozodaga o‘rin ajratadi va uni qisqa misralarda ifodalaydi, Ozoda obrazi keyingi asrlarda yozma adabiyotda paydo bo‘lgan jami kanizaqlar obrazi uchun zamin hozirladi. Nizomiy Ganjaviy (1141–1209)ning “Haft paykar”ida Fitna obrazi beriladi, ov payti kanizak javobi shohga yoqmaydi, shoh kanizakni qatl etish uchun Sarhang (lashkarboshi) ixtiyoriga topshiradi. Fitna tadbirkorligi tufayli omon qoladi, shoh va kanizak qayta uchrashadi, shunday qilib kanizak obrazi yozma adabiyotda inkishof topa bordi.

Alisher Navoiy va Xusrav Dehlaviy Diloromining obraz sifatida tadriji olis zamonlarda ibtido topgan. Har ikki doston qoliplovchi hikoyasida Dilorom obrazi o‘ziga xos xususiyatlarga ega. Har ikki daho shoirning kanizak obraziga munosabati aytarlik bir xil. Dilorom ishqda sadoqatli, ishda farosatli, husnda yagona, musiqada barkamol, xonandalikda tanho va tengsiz sanam ko‘rinishida tarannum etiladi. Daho shoirlar Dilorom obraziga o‘zlariga xos uslubda jilo berishadi:

*Aslash az Chinu rux chu lsh‘bati Chin,
Gesuyash chun savodi Chin mushkin.
Baski kardiy ba har dile orom,
Ba diloromiyash baromada nom.*

*Didanash, k-az saloh duriy dod,
Sinaro dog'i nosaburiy dod [Дехлавий,1972:257].
Yuzi gulzoru iki lab anda,
Ikki gulbargi bal'ajab anda.
Har biri to'la shirai jondin,
Ezilib shira obi hayvondin.
Kimki, oni shakarfishon topibon,
Nechakim, o'lgan ersa, jon topibon [Навоий,1992:95].*

Har ikki qoliplovchi hikoyatda ov mojarosidan keyingi voqealar tizmasida Dilorom sarguzashti yetakchilik qiladi, kanizak hodisalar markazida turadi. Kanizaqlar Bahromdan og'ir merganlik san'atini namoyish etishni (Firdavsiy va Nizomiy hikoyatlari kabi, faqat shartlar va uning ijrosi turlicha) so'radilar:

*Simbar ham ba ruxsati shohiy,
Guft, k- "In xohish, ar zi man xohiy,
Novake zan bar ohui soda,
Ki shavad moda nar, narash moda" [Дехлавий,1972:262].*

*Ki: "Burun sol iki qo'lig'a shikol,
Uylakim, turg'ay o'z erida g'azol.
So'ngra otmoqqa yaxshi ko'zla ani,
Ham yiroqtin turub bo'g'uzla ani" (Навоий,1992:108).*

Bahrom bu shartlarni qoyilmaqom bajarsa-da, kanizaklar shohning merganlik mahoratini jo'ngina baholashadi, bundan so'zsiz shoh larzaga keladi, g'azabi jo'shadi, jahli avjga minadi. Dehlaviy Bahromi Diloromni kimsasiz dashtga tashlab ketsa, Navoiy Bahromi Diloromning qo'l-oyog'ini o'z sochlariga chandib dahshatli biyobonda qoldiradi:

*Shah shudu nozanin ba ranch bimond,
Ajdaho barguzashtu ganj bimond [Дехлавий,1972: 263]
Ikki gisusidin kamand aylab,
Tashladilar g'ulg'ula band aylab [Навоий,1992:110].*

Kanizaqlarning og'ir va mashaqqatli sarguzashtlari boshlanadi, Diloromlar sevgilisi Bahrom tomonidan taptalgan, mungli kanizak, yoridan ajralgan dilpora ma'shuqalar. Bahromning shuncha jabr-zulmlariga qaramasdan Diloromlar uni jondan ortiq sevadi, uning qiynoqu azoblariga bardosh beradi va hamisha Bahrom andishasi bilan yashaydilar. Kanizaqlar o'zlarining haqligini isbotlash va muhimi Bahromlarni uyqusidan uyg'otish istagida yonadilar. Diloromlarda murakkab tomonlar ham bor, bular o'zlarini kiynoqqa solgan Bahromni tezgina kechirishda, unga xayrixohlik bildirishlarda ko'rinadi. Ov mojarosidan so'ng Navoiy Diloromi uzoq Xorazmga borib qolsa, Dehlaviy Diloromi o'sha atrofda Dehqon (qadimda katta yer egasi) xonadonida panohtopadi. Dilorom Dehqon bilan ota-bola tutinadi, undan musiqa sirlarini bilib oladi, barbat chalishni o'rganadi. Dehqon qizining barbat chalishdagi shuhrati chor atrofga yoyiladi, bu ovoza saroy gacha yetib boradi. Bahrom mo'jizani ko'rish ishtiyoqida o'sha qishloq sari yo'l oladi. Dehqon qizi yuziga chimmat tutgan holda (Nizomiy Fitnasi ham yuziga parda tutib Bahromga o'z hunarini namoyish etadi) barbat chaladi va mahoratini ko'z-ko'z qiladi. Barbat (o'rdak shaqlidagi cholg'u)ning dilkash va o'ynoqi, nozik va mayin sadosi tinglovchilarni sarxush etadi, ularni

hayajonga soladi, allalaydi va elitadi, hatto o'rmon hayvonlari ham o'lib, ham tirila boshlaydi. Navoiy Diloromi Xorazmda shoh va arkoni davlatni bir necha bor musiqa ila sehraydi. Diloromning bu sifatleri bexos Apollonni xotirga tushirdi, "Apollon yaylovda nay yoki oltin kifarasini chalganda, sehriga mahliyo yovvoyi hayvonlar o'rmondan chiqib kelishar ekan" [Кун, 1975:34]. Navoiy kanizak sarguzashtini qoliplovchi hikoya doirasida cheklab qu'ymay, Dilorom voqealarini dostonning oxirgi – yettinchi hikoyasiga ko'chiradi. Navoiy bu bilan bir tomondan Dilorom taqdirini sirli qoldiradi (qoliplovchi hikoyat uchun) va ikkinchi bir tomondan kitobxonni voqealar yechimigacha (yettinchi hikoyat mazmuni bilan) hayajonda tutadi.

Har ikki Dilorom chin muhabbat sohibasi, ular musaffo va iffatli, sodiq yor va jafokash ayol. Navoiy Diloromdagi chin ma'shuqa va sadoqatli mahbuba sifatlarini jonli buyoqlarda berish niyatida yettinchi hikoyat syujeti halqasiga Dilorom va Xorazm shohi voqealarini ilova qiladi. Dehlaviy Diloromdagi xususiyatlarni ravshanroq tasvirlash istagida Diloromning chang ijrosida mohir bo'la turib yana barbat chalish (to'g'ri boshqa musiqa asbobi)ni Dehqondan yod olgani epizodlarini ilova etadi. Navoiy Diloromi ham bu sohada betakror, hatto Kofur unga musiqa ilmida shogirdlikka tushadi. Kofur Xorazm mulkida o'z surudi va rudi bilan mashhur xonanda, elga manzur sozanda, ko'plab shogirdlarning ustodi yaktosi. Lekin u Dilorom san'ati oldida ojiz, shu bois e'tiqod ila Diloromga shogirdlikka tushadi. Sababi Dilorom san'atining sehri Xorazm xalqining mehrini kozonadi va Kofurning musiqachilik ishi kasodga yuz tutadi. Kofur Diloromdan kuy sehri va musiqa sirlaridan ta'lim oladi, demak Dilorom musiqa bobida – ustoz shoyista. Dilorom kuy ijro etganda, uning mungli ohangi mungli sarguzashtlarga ishora etishini Kofur bexos sezib qoladi. Dilorom qo'lga soz olsa, pardalar mungli ingraydi, chang simlari fig'on chekadi, Dilorom o'z dardi, o'z xasratli sarguzashtini kuyga solgan bo'ladi va tinglovchini o'z g'amiga sherik, o'z dardardiga hamdard qiladi.

Har ikki Diloromda farq qiluvchi tomonlar bor, hind Diloromi Bahromga qisman ta'nadashnom toshlarini otadi, buni Navoiy Diloromida ko'rmaymiz. Navoiy Diloromi va Bahromni saroy a'yonlari bilan botqoq yutsa, Dehlaviy Bahromining o'zi halok bo'ladi va Dilorom taqdiri (kanizak qismati Nizomiyda ham shunday) noma'lum qolib ketadi, umuman ko'p mualliflarda kanizakning keyingi taqdiri negadir sirli qoldiriladi. Diloromlarda muhit ila murosaga kelishish kayfiyati ustun, chunonchi ularning kurashi bir qadar o'tkinchi xarakter kasb etadi. Diloromlarda mushtiparlik, ojizlik ustun, bu feodal jaholati, zulmat qabohati bilan bog'lanadi. Ularning erksizligi, ularning ojizligi bu zamona erksizligi, feodal muhiti ojizligidir.

"Hasht bihisht"ning an'anaviy muqaddimotlarini mustasno etganda "Og'uzi dostoni "Hasht bihisht" sarlavhasi bilan boshlanib, shundan so'ng birdan "Dar sifati Diloromi changiy" bobi bilan boshlanadi, bu bo'limda Dilorom ta'rif-tavsifi beriladi. Xuddi shu xil hodisa "Sab'ay sayyor"ning o'n uchinchi bobida beriladi va ushbu bob to'lig'cha Dilorom vasfiga taalluqlidir. Har ikki shoir Diloromlarni bor go'zalligi, tamom tarovati bilan vasf etadi, ushbu ta'riflar o'ziga xos jaranglaydi. Dehlaviy va Navoiy kanizaklarni ta'riflashda mahorat bilan turli badiiy buyoqlarni qo'llaydilar. Tug'ri ta'rifu tavsiflarda an'anaviy badiiy mushtarakliklar, hamohangliklar mavjud, zero busiz mumkin ham emas edi. Chunki an'anaviy badiiy sifatlar Sharq adabiyotida bir xillikka ega va bundan voz kechishning yoki chekinishning sira iloji yo'qdir. Shu jihatdan Dilorom vasfidagi boblarda o'xshashliklar tabiiylik kasb etadi. Masalan har ikki Dilorom bemonand sozanda, ular barbat va changni xonishga solganda atrof larzaga tushadi, tinglovchi qalbini zabt etadi, uning borlig'ini cho'lg'aydi. Navoiy Diloromning jamolini tovusga, nag'mapardozligini

bulbulga, ovozxonligini Qaqnusga qiyoslaydi. Shoir afsonaviy qush Qaqnus vositasida Diloromning xushovozi va xushsozi, umuman kanizakning musiqa va ovozxonlik bobidagi iste'dod qirralarini ko'z-ko'z qilishga erishadi. Qaqnus – afsonaviy qush, maskani Hind mulki ekan, uning tumshug'idagi uch yuzi oltmish teshikdan turli so'lim ovozlari chiqar ekan. Bu xushrang va xushovoz qush ming yil umr ko'rar va oxir umrida o'tda kuyib ular emish.

Basharti Dexlaviy va Navoiyning Dilorom ta'rifiga bag'ishlagan o'rinlarni yonma-yon qo'yib taqqoslaydigan bo'lsak, ushbu manzara namoyon bo'ladi. Zero biz bu masalalarga yuqorida keng o'rin ajratgan bo'lsak-da, ma'lum aniqliklar kiritish niyatida qayta qiyosga qaytishga jazm etdik. Rost bunda biz faqat shu bo'limlarning mazmuniy xalqasiga e'tiborni kuchaytirishni shart qilib oldik. Chunki Dehlaviyning boshda zikr etilgan bo'limidan so'ng: "Sifati tirandozii Bahrom va xashm giriftan ba on Dilorom" [Дехлавий,1972:261] bo'limi boshlanadi va birdan bizga tanish ov epizodi beriladi. Shundan so'ng Diloromning cho'lga tashlab ketilishi hikoya qilinadi, Dilorom parishon, ahvoli zabun, bo'lgan voqealarga hayron, shomgacha sahroda tanho qolib ketadi, ilojsiz, imkonsiz, ming azobu uqubat ila o'zida kuch yig'ib joyidan jiladi:

Mond be xeshtan sanam, to der

Tashnai g'arqi obu az jon ser.

Pas ba sad xastagiy zi jo barxost,

Rohi sahro giriftu meshud rost [Дехлавий,1972:263]

Shu tariqa Diloromning Dehqon xonadonida bo'lishi voqealariga o'tiladi, jahon kezgan Dehqon, ko'p narsalarni sezgan, hayotdan negadir bezgan bir shaxs sifatida beriladi. U barbat chalishda yagona, ammo zamona ziddiyatlari, murakkabliklari uni o'z iskanjasiga olgan ekan. So'nggi sahifalarda Bahrom va Diloromning yana topishuvi, kanizakning saroyga kaytishi naql qilinadi.

Navoiyda esa o'zgacha manzarani ko'ramiz, Dilorom cho'lda qoldirilgach, oradan uch kun o'tgach, Bahrom uni izlab topolmaydi. Hamma hodisalar, jami voqealar sirli, sehrli kechadi, Bahrom o'z Diloromi hajrida xastalanadi, uning daragini topmaydi. Voqealar o'ta o'tkir tus oladi, shoh o'z qilmishidan pushaymon, Dehlaviy Bahromida bular kurinmaydi, albatta. Ana shu nuqtadan boshlab, "Sab'ai sayyor"ning "Hasht bihisht"dan tubdan farqlari oydinlashib boradi. "Sab'ai sayyor" voqealari yechimi yettinchi hikoyatga boribgina hal bo'ladi. "Hasht bihisht"ning xotimaviy bo'limlarida ham kanizak haqida gap ketmaganidek, "Sab'ai sayyor" oxirgi boblarda ham kanizak shoh ila hamnafas, qamarbasta. Navoiy kanizak taqdiri masalasida tamoman yangicha yo'l tutadi, kitobxonni o'yga cho'mdiradi, kitobxon Dilorom qismatini o'ylab tashvishta tushadi. Ana shu jihatlari bilan "Sab'ai sayyor" hatto "Hasht bihisht" va "Haft paykar"ga ko'p tomonlama kuchli raqobat bildira oladigan darajada ekanligini baralla aytish mumkin.

Xulosa o'rnida shuni aytish joizki, Navoiy Dilorom voqeasi bilan jamiki doston voqealarini, ya'ni qoliplovchi va ettinchi hikoyatlar uzviylikini o'rinli bog'lab, bu sohada chinakamiga o'z san'atini namoyish eta olgan. Sababi Navoiy kanizak taqdirini oqibatsiz qoldirmagan holda, uni umumdoston mazmunining bosh ishtirokchisi darajasiga ko'taradi. Navoiy kanizak siymosini, uning sarguzashtlarini atigi ana'anaviy ov lavhasi uchungina zarur deb bilmadi, balki uni voqealarning qizg'in jabhalariga aralashtiradi, unga yetakchi ruh baxsh eta bildi. Navoiy bu sohada salaflarini chinakamiga to'ldirdi, mukammallashtirdi, izchillashtirdi, chinakamiga Nizomiy va Dehlaviyga raqobat bildira oldi. Shuningdek Navoiy kanizak siymosini Bahrom tafsilotlarini to'ldirishda xizmat ettirdi, hodisalarning maroqli tomonlarini barqarorlashtirishda

aynan kanizak obrazidan unumli foydalandi, qoliplovchi hikoyatni teran va tugal bir holatga keltirdi.

Navoiy Darhaqiqat Dilorom obrazini qoliplovchi hikoyatning birinchi rejasiga olib chiqdi va uni Bahrom obrazi mavqei bilan tenglashtiradi. “Sab’ai sayyor”da Dilorom va Bahromning sevgi va o‘zaro bog‘lanish tarixi tafsilotlariga keng o‘rin ajratiladi. Bularning barchasi Bahrom va Dilorom sevgi rivoyatiga alohida e‘tibor berish hamda ushbu muhabbat voqeasini dostonning asosiy g‘oyaviy yo‘nalishiga olib chiqish bilan izohlanadi. Navoiy kanizak sarguzashtini tafsilotlar bilan boyitadi va bu boradagi ko‘plab mavhumliklarni bartaraf eta bildi.

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TASVIRIY SAN'AT DARSLARIDA BADIY IJODKORLIKNI RIVOJLANTIRISH

Jamoldinov Bahtiyor Shaxobidinovich

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Annotatsiya. Mazkur maqolada tasviriy san'atining rivojlanishi, xususan milliy o'zlikni anglash, ko'p asrlik an'ana va urf odatlar, din va adabiyotni yoritishdagi o'rni, san'at ta'limi orqali turli yo'nalishlarni rivojlantirish masalalari yoritilgan. Milliy maktablarning o'ziga xos xususiyatlarini, ularning shakllanishi va rivojlanishini madaniyatlar integratsiyasi sharoitida o'rganish zamonaviy san'at tarixining eng muxim vazifalaridan biri ekanligi aks ettirilgan.

Kalit so'zlar: integratsiya, madaniyat, uzluksiz, tasviriy san'at, badiiy jarayon, milliy an'analar, ijodiy metod.

DEVELOPMENT OF ARTISTIC CREATIVITY IN FINE ARTS LESSONS

Abstract. This article describes the development of fine art, in particular, the understanding of national identity, its role in the illumination of centuries-old traditions and customs, religion and literature, and the development of various directions through art education. It is reflected that the study of the specific characteristics of national schools, their formation and development in the context of cultural integration is one of the most important tasks of modern art history.

Key words: integration, culture, continuity, fine art, artistic process, national traditions, creative method.

РАЗВИТИЕ ХУДОЖЕСТВЕННОГО ТВОРЧЕСТВА НА УРОКАХ ИЗОБРАЗИТЕЛЬНОГО ИСКУССТВА

Аннотация. В данной статье описывается развитие изобразительного искусства, в частности, осмысление национальной самобытности, его роль в освещении многовековых традиций и обычаев, религии и литературы, а также развитие различных направлений посредством художественного образования. Отражено, что изучение особенностей национальных школ, их становления и развития в условиях культурной интеграции является одной из важнейших задач современного искусствоведения.

Ключевые слова: интеграция, культура, преемственность, изобразительное искусство, художественный процесс, национальные традиции, творческий метод.

San'at milliylikka asoslanadi, ayni paytda ezgulik, olijanoblik, do'stlik, hamjihatlik, ma'naviy yetuklik kabi umuminsoniy g'oyalarni targ'ib etadi. Yurtimizga chetdan kirib kelayotgan barcha asarni ham san'at deb qabul qilish noto'g'ri. Bugungi globallashuv jarayonida, tezkor axborotlashuv davrida yoshlarni oqni qoradan, yaxshini yomondan farqlay olishga o'rgatish zimmamizdagi asosiy vazifalardandir. Mustaqillik yillaridagi xalqaro integratsiya O'zbekiston san'atini jahondagi badiiy jarayonlarga qo'shilishiga, yangi tendensiyalar bilan uyg'unlashuviga olib keldi. Mamlakat san'atida xorij innovatsiyalari, modernizm oqimlari, konseptual san'at yo'nalishlarining zamonaviy ko'rinishlari o'z aksini topa boshladi. Bugungi zamonning dolzarb masalalari bilan bog'liq mazkur ijodiy hodisalar ularni jahon badiiy tajribalari kontekstida tadqiq etishga undamoqda. Shu jihatdan, mustaqillik davrida O'zbekiston rangtasvirida rivojlangan yangi

tendensiyalar, ularning zamonaviy jarayonlar bilan ijodiy aloqasi, shuningdek, etnomadaniy meros bilan uyg'unligini tadqiq etish muhimdir.

Akademik tasviriy san'at G'arb mamlakatlarida rivojlanganligi sababli, ushbu san'at bilan shug'ullanish uchun, yuqori darajadagi ustozlar kabi asarlar yozish uchun ularning bilimlaridan o'rganamiz. Ularning bilimlarini o'rganishning eng to'g'ri yo'li, bu ularning asarlaridan nusxa ko'chirishdir. Akademik maktabda bo'lajak rassomni tayyorlashda asardan nusxa ko'chirish darsi qadim zamonlardan beri amalda qo'llangan va hozirgi kunda ham ta'lim jarayonining ajralmas qismidir. Shu o'rinda misol qilib mashhur haykaltarosh Lorenzo Berninining fikrini keltirishimiz mumkin: "Akademiyalarda qadimgi antik dunyo go'zal haykallarining nusxalari bo'lishi shart, ushbu san'at asrlarini yoshlarga chizdirish orqali ularni o'qitish kerak, ularda go'zallik fikrini tarbiyalash kerak, agarda o'qitishning boshidan o'quvchilarga tabiatdan ishlashga ruxsat bersak, ular keyinchalik go'zallikni ko'ra olmaydilar va hech qachon tabiatdan idrok etish qiyin bo'lgan go'zal va yuqori darajadagi badiiy asarlar bajara olmaydilar, chunki ular tabiatdagi go'zallikni seza olishmaydi"

Tasviriy san'at asarlaridan nusxa ko'chirish texnikasining taraqqiyot davri bir qancha bosqichlarni bosib o'tgan. Eng qadimiy nusxa ko'chirish Antik davrga mansub. Bu erda eslab o'tishimiz mumkinki, Antik davrda yasalgan deyarli barcha grek haykallari rim haykaltaroshlarining nusxasi orqali bizga tanishdir. Ushbu nusxalar asl haykallardan bir muncha farq qiladi. Faqatgina haykal hajmi yoki biron-bir mayda qismi bilan emas, balki ishlash texnikasi bilan ham farq qiladi. Nusxa ko'chirish texnikasi taraqqiyotining navbatdagi bosqichi O'rta asrlarda bo'lgan. Bu davrda ham nusxa asar bilan asl asarning o'xshashligi va farqi to'g'risidagi fikrlar hozirgi kundagi fikrlarga nisbatan ancha farq qilgan. Faqatgina Renessans davriga kelibgina nusxa ko'chirish o'zining yuqori cho'qqilariga erishdi. Aynan shu davrda Evropa madaniyatida nusxa ko'chirishning teoretik qonun-qoidalari ishlab chiqildi va nusxa bilan asl asarning mavqelari inobatga olindi. So'ng yuqori darajadagi badiiy asl rangtasvir va haykaltaroshlik asarlaridan nusxa ko'chirish rivojlandi. XVII asrga kelib san'at ihlosmandlarini tasviriy san'atga o'qitish maqsadida rassomlar akademiyalari tashkil topdi. Shu tariqa nusxa ko'chirish amaliyoti akademik ta'limning ajralmas qismiga aylandi, hamda uning maqsadi tan olingan ustalarning namuna bo'lgan asarlarini texnika-texnologiyasini o'rganish va rivojlantirish edi.

Hozirgi kunda Oliy o'quv yurtida akademik ta'limning muhim jixatlaridan biri – asarning asl nusxasidan nusxa ko'chirishdir. Nusxa ko'chirishning dasturi rangtasvir texnika-texnologiyasini o'rganish, hamda yuqori darajada professional mahoratni tarbiyalashni o'z ichiga oladi. Nusxa ko'chirishdan maqsad asar muallifining ushbu asar ustida ishlash jarayonini, ketma ketligini qaytarishdan hamda rangtasvirning nozik sir-asrorlarini o'rganishdan iboratdir. Fikrimizcha, nusxa ko'chirish orqali, rassom, rangtasvir asarini har bir bosqichlarini professional darajada yozish madaniyatini o'rganadi. Hozirgi kundagi rassom qadimda yashab ijod etgan rassomning asaridan nusxa ko'chirish orqali u bilan "suxbat" quradi va uning bilimlarini o'rganadi. Shu tariqa asar muallifi rassomga ustozlik qiladi. Tarixiy portretlar milliy qadriyatlar ifodachisi sifatida rassomning fuqarolik nuqtai nazari hamda milliy merosga munosabatini aks ettirishda o'z ifodasini topadi, obrazlar va mavzular talqini o'zgaradi, zero, tarixning tub burilishlari va ijtimoiy-g'oyaviy evrilishlar paytida zamon qahramonlari borasidagi tasavvurlar o'zgaradi, davr mohiyatini aks ettiruvchi yorqin timsollar yaratilishiga ma'naviy ehtiyoj tug'iladi.

Rangtasvirda nusxa ko‘chirishni boshlashdan avval rassom o‘z oldiga maqsad ko‘yishi kerak. Nusxa ko‘chirishni amalga oshirishda nusxasi ko‘chirilayotgan asarni va asar muallifini yaxshilab o‘rganish kerak. Asar muallifi qaysi davrda yashab ijod etgani, qanday maktabga mansub ekanligi, asar yozishda nimalarga asosan e’tibor berganini, qaysi texnikada asarni yozganini va qaday materiallardan foydalanganligini taxlil qilib o‘rganib chiqishi kerak. Rassom bundan tashqari nusxasi ko‘chirilayotgan asarni texnologiyasini o‘rganishi kerak. Asar qanday matoga ishlangan, asar yozishda ishlatilgan ashyolar to‘g‘risida ma’lumotga ega bo‘lishi va ularni o‘rganishi kerak. Rassom nusxa ko‘chirish orqali ketma ketlikka, ranglarni qay tarzda mukammal ishlatish mumkinligiga, asarni qaysi joylarini ko‘proq ishlash, qaerga urg‘u berish va bir rangda ishlab boshqa rangda lessirovka qilib natijaga erishish kabi bilimlarni o‘rganishga harakat qiladi. Bundan tashqari rassomning rangtasvir asariga bo‘lgan munosabati o‘zgaradi va u tarbiyalana boshlaydi. Albatta hamma ham asardan mukammal darajada nusxa ko‘chira olmaydi, ammo shunday bo‘lgan taqdirda ham ushbu asar va ushbu asar muallifidan ko‘plab rangtasvir sirlarini o‘rganadi. Asar tugallanmay qolgan holatda ham talaba-rassom ishni qanday to‘g‘ri olib borish to‘g‘risidagi bilimlarga ega bo‘ladi.

Muxtasar qilib aytganda, nomdor akademik rangtasvir maktablarining namoyondalari asarlaridan nusxa ko‘chirish yuqori bilimlarni beradigan, rangtasvir madaniyatini o‘rgatadigan, professional darajaga olib chiqadigan hamda mustahkamlaydigan muhim amaliyotdir. Zero, akademik maktabda bo‘ljak rassomni tayyorlashda asardan nusxa ko‘chirish tarixdan amalda qo‘llanilib kelgan va hozirgi kunda ham ta’lim jarayonining ajralmas qismidir.

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COMPARATIVE STUDY OF INTERROGATIVE PRONOUNS AND SENTENCES IN ENGLISH AND UZBEK LANGUAGES

Soatova Nasiba Mengdovulovna

soatovanasiba@gmail.com

Termiz iqtisodiyot va servis universiteti magistranti.

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Abstract. This article provides general and specific information about interrogative sentences, their types, classification, usage, and benefits.

Keywords: Classification of interrogative sentences, wh-interrogatives, yes/no interrogatives, alternative interrogatives, tag questions. **СОПОСТАВИТЕЛЬНОЕ ИССЛЕДОВАНИЕ ВОПРОСИТЕЛЬНЫХ МЕСТОИМЕНЕЙ И ПРЕДЛОЖЕНИЙ В АНГЛИЙСКОМ И УЗБЕКСКОМ ЯЗЫКАХ.**

Аннотация. В данной статье представлены общие и частные сведения о вопросительных предложениях, их видах, классификации, использовании и преимуществах.

Ключевые слова: Классификация вопросительных предложений, WH-вопросительные вопросы, вопросительные предложения да/нет, альтернативные вопросительные предложения, вопросы-разметки.

A comparative study of interrogative pronouns and sentences in English and Uzbek languages involves examining the similarities and differences between how questions are formed and expressed in both languages. It encompasses an analysis of the grammatical structures, usage, and nuances associated with interrogative pronouns and sentences in English and Uzbek. This study may explore various aspects, including syntactic patterns, word order, and cultural considerations that influence question formation. Additionally, it may investigate how interrogative sentences serve communicative functions in different contexts within each language.

In English, interrogative pronouns are used to introduce questions. The main interrogative pronouns are:

Who: Refers to people.

Example: Who is coming to the party?

What: Refers to things or actions.

Example: What is your favorite color?

Which: Refers to a specific item or choice.

Example: Which book did you choose?

Whose: Indicates possession.

Example: Whose phone is this?

Whom: Refers to the object of a verb or preposition.

Example: Whom did you see at the store?

In Uzbek, interrogative pronouns are also used to form questions. Key interrogative pronouns include:

Kim: Refers to people.

Example: Kim keladi?

Nima: Refers to things or actions.

Example: Nimani sevdingiz?

Qaysi: Refers to a specific item or choice.

Example: Qaysi kitobni tanladingiz?

Kimsan: Indicates possession.

Example: Kim bu telefondagi?

Kimni: Refers to the object of a verb or preposition.

Example: Kimni do'konida ko'rdingiz?

Interrogative sentences in English are formed by inverting the subject and auxiliary verb or using a question word at the beginning of a sentence.

Example: Are you coming to the party?

The interrogative pronoun for 'what' is involved in the construction of a sentence is given by the speaker to the listener to determine the purpose and cause of the action, situation, event - the reality of the event, and serves as an adverb in the sentence. If we analyze the similarities and differences of interrogative pronouns in English and Uzbek languages, we may observe the following: The semantic features of the interrogative words "who" in English and "kim" in Uzbek can be interpreted similarly: Who can cook pilav? Kim palov pishira oladi? According to U. Tursunov and A. Mukhtorov, interrogative pronouns refer to the subject, its sign and quantity, the place and time of the action, and other features. Using the interrogative pronouns, the speaker tries to identify information from the listener about something that is unfamiliar to him - the subject, the event - the event and the action [1]. Agreeing to this conception H. Muhiddinova describes interrogative pronouns as interrogative pronouns used by the speaker to identify information about an object - an event, and an action, which means that it is the function of the word group in the sentence [2]. As we know Uzbek language refers to agglutinative group while English language refers to analytical. For that reason, some grammatical contrasts can be observed. Being an analytical language English does not mark interrogative words 'who' and 'what' as the derived affixes it belongs to. For example, the word what possesses the category of substantive when it denotes noun while when it is before the noun it denotes an adjective. For example, 'What is on the table?' 'What book did you read?'

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1. Academic Databases: Utilize databases like JSTOR, Google Scholar, or PubMed. Use relevant keywords such as "interrogative sentences classification" to find academic articles.
2. Check the catalogs of your local library or university library. Librarians can assist you in finding relevant books on the topic.
3. Libraries: Websites like Project MUSE, ResearchGate, or the Directory of Open Access Journals (DOAJ) may have articles related to your query.

Абдукахорова – дочь Муслимы Мирзабахром.

Андижанский государственный педагогический институт, факультет социально-гуманитарных наук и искусства, кафедра изобразительного искусства и инженерной графики, студент 2 курса.

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Аннотация. В данной статье рассматривается жанр натюрморта в изобразительном искусстве и история его возникновения, правила рисования натюрморта в цветных изображениях, а также художники, эффективно творившие в этом жанре.

Ключевые слова: Натюрморт, перспектива, композиция, цвет, цветовая перспектива, палитра, цвет, эскиз, тень, полутень, светлая тень.

CHARACTERISTICS OF THE STILL LIFE GENRE

Abstract. This article examines the genre of still life in fine art and the history of its origin, the rules for drawing still life in color images, as well as artists who worked effectively in this genre.

Key words: Still life, perspective, composition, color, color perspective, palette, color, sketch, shadow, penumbra, light shadow.

Натюрморт занимает главное место в науке о живописи. Цель изучения данного предмета – глубоко освоить теорию и практические навыки рисования натюрморта будущим учителям изобразительного искусства, сформировать у них положительные способности.

На основе знаний и умений, приобретенных художником-педагогом в живописи натюрморта, роль живописи несопоставима в его наблюдениях и исследованиях перед созданием художественного образа, особенно эскизов, в создании на их основе масштабных произведений искусства.

Натюрморт — французское слово «nature morte» — безжизненная природа, жанр изобразительного искусства. Описаны предметы, которые расположены в реальной бытовой среде, окружающей человека, и по составу образуют целую группу.

Натюрморт изображает «неодушевленные предметы», такие как предметы быта, различные атрибуты, фрукты и овощи, цветы, костюмы птиц и животных, оружие. Иногда в натюрморт можно включать людей, животных и птиц, чтобы дополнить основной сюжет.

Предметы, изображенные в натюрморте, направлены на отображение характера, интереса владельца или ритмических, динамических и статических состояний формы, цвета, фактуры и строения предметов.

Натюрморт был известен в Древнем Египте в настенных фресках, в эллинистических мозаиках, в Китае как фрагмент птичьей и цветочной композиции. В Европе конец 16 в. имеет самостоятельное значение с начала 17 в., а наиболее развитый ее период соответствует 17 в. Термин «Натюрморт» начал использоваться в 18 веке. Итальянский художник М. Караваджо и его последователи играют важную роль в распространении натюрморта. Их любимыми сюжетами стали цветы и фрукты, дары моря – рыбы, крабы.

Жанр натюрморта получил высокого развития у В. К. Хеды из Нидерландов, П. Клааса, Ф. Снейдерса из Фландрии, Ю. Фейта, Ф. Сурбарана из Испании, Ж. Б. Шардена из

Франции и других. Больше внимания натюрморту уделяли П. Сезанн, А. Матисс, Ж. Брак и другие.

В 20 в. реалистические традиции жанра натюрморта продолжили Д. Ривера, Д. Скейрос в Мексике, Р. Гуттузо в Италии. Натюрморт появился в России в 18 веке. В первой половине 19 века М. А. Вруболь, К. Коровин, И. Е. Грабарь и другие пытались найти истину в жанре натюрморта, найти красоту в существовании.

В изобразительном искусстве Узбекистана элементы натюрморта можно встретить в искусстве древности, например, в настенных росписях Афросиаба - фрукты в вазе, в миниатюре - такие предметы, как чернильница и кнут, изображенные в портрет Камолиддина Бехзода «Шайбонийхан». Настоящее становление и развитие натюрморта приходится на 30-50-е годы 20 века. В это же время появились первые образцы натюрморта в творчестве художников: В. Уфимцева, Н. Кашиной, З. Ковалевской, О. Татевосян, С. Абдуллаева, В. Фадеева, Ю. Елизарова и других, эффектно созданных в жанр натюрморта и его развитие обеспечены.

Цвет можно воспринимать по-разному, также возможно мышление и проектирование с использованием цвета. Необходимо изучить основы цветоведения, разницу между понятиями «цвет» и «краска». Цвет, необходимый для картины, обычно создается путем смешивания цветов в палитре. Затем художник трансформирует краску в плоскости картины, создавая комплекс цветов – колорит. Само слово «цвет» одно, но оно определяет многие качества процесса живописи, поэтому правильно считать цвет основой этого вида искусства.

Цвет — один из видимых признаков вещей, воспринимаемых зрением.

Реалистическое изображение с натуры – это верное представление форм и цветов окружающих нас событий или вещей – это построение вещей, основанное на законах построения и перспективы, выражающее их пространственное расположение, материальность, размер и пропорции, приближенное к карандашному рисунку. или зарисовывать в целом, изображая предметы и заключаясь в определении характерных особенностей и изысканной красоты вещей.

Грамотность четкого изображения можно освоить, выполняя учебные натюрморты на начальных этапах обучения. На самом деле натюрморт является ценным изобразительным объектом в обучении основам грамотности.

Натюрморт называют камерной музыкой живописи. В нем можно наблюдать умелое нанесение краски, монодность цвета и пластику формы, а через них можно быстро и легко познать основные законы живописи. То есть перспектива – это конструктивное построение, изображение формы в тени-свете и цвете, положение и материальность изображаемых вещей в пространственной дистанции, единство и гармония в описании цвета и цветовых отношений. Академик Академии художеств Т. Козиев подчеркнул значение натюрморта в учебном процессе: «Натюрморт – это такая почва, на которой должна прочно обосноваться художественная школа».

Натюрморт должен быть изображен в помещении, на улице, в тени и на солнце, при естественном и искусственном освещении. Это, в свою очередь, создает прочную основу для эффективной реализации учебных и творческих задач.

На начальном этапе практического изображения натюрморта необходимо изображать группу предметов и предметов несколько проще, а затем. Важно правильно организовать композицию натюрморта, чтобы изобразить группу вещей. Оно строится на основе двух аспектов: определения организационной части натурной композиции (умения выбирать вещи и композиционно красиво их располагать), определения точки зрения по отношению к природе и описания композиции. на поверхности бумаги. При создании учебной натюрмортной композиции следует соблюдать следующие правила.

При составлении натюрморта форму лучше украшать мелкими узорами, а сложных конструкций избегать. В состав комплексной продукции может входить гофрированный газ. Чрезвычайная сложность по форме и красочность по цвету натюрмортной композиции затрудняет понимание характера цветовых отношений в композиции.

Натюрморт лучше разместить ниже линии горизонта, поскольку на столе должна быть хорошо видна нижняя часть предметов и предметов (их основа). Если основание вещей расположить по одной линии, горизонтальная плоскость поверхности стола не будет видна, что отрицательно скажется на пространственном разрешении натюрморта.

При создании натюрморта необходимо учитывать высоту предметов, их расположение в плоскости картины, цвет и форму. Неправильно, когда группа вещей собирается в одном направлении. Большие предметы могут быть частично заблокированы другим предметом. Предметы в наборе должны быть размещены таким образом, чтобы каждый из них был хорошо виден с первого взгляда.

Цвета предметов в естественной обстановке должны быть в определенной степени схожи и близки друг к другу.

Важна предыстория (основание) учебных материалов. Значительное влияние на восприятие вещей оказывает сила контраста в плане разных цветов и света-тьмы. На светлом фоне хорошо видны полутень и теневые стороны вещей. Объекты могут проявлять больше своих светлых качеств на темном фоне. Удачному изображению природы помогает то, что цвет фона средний между светлыми и темными объектами, гладкий по цвету и не видимый глазом. Например, для темно-красных объектов выбирается нейтральный красный фон, если объекты насыщенного светло-зеленого цвета, лучше иметь менее насыщенный темно-зеленый фон. Фон натюрморта с основой (горизонтальной плоскостью стола) должен быть максимально естественным. В качестве фона также можно использовать обустройство комнаты, ширину внутреннего пространства, внешние стены деревянного дома или ширину далекого пейзажа. В любом случае он должен уметь отражать реальность жизни в природе.

В процессе изображения натюрморта все предметы коллекции, их взаимное расположение, светотеневые отношения подвергаются образному виду и восприятию.

Композиция натюрморта должна быть составлена таким образом, чтобы добиться полного обзора его с любой точки зрения. Успех этой работы зависит от личного художественного вкуса и опыта художника. Выбрав интересную точку зрения по отношению к природе, необходимо определиться с размером листа бумаги или ткани. Необходимо уметь правильно определить и описать композицию натюрморта, выраженную на листе бумаги.

Нельзя также при описании состава природы начинать работу с отдельных предметов и затем переходить к другим. Важно не допустить ошибок в соотношении, расстоянии и пространственном расположении группы вещей на бумаге. Для этого очень необходимо обозначить набор предметов светлыми линиями, тщательно выполнить перспективное - димо всегда сравнивать размеры отдельных предметов и их частей.

В процессе работы с цветом необходимо уточнить характер форм. В процессе визуализации важно соблюдать методическую последовательность от начала и до конца работы.

В заключение следует сказать, что рисование натюрморта, как и другие жанры, требует от художника определенного мастерства. Если оно нарисовано по правилам, работа обязательно будет качественной и приятной для зрителя.

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O'ZBEKISTON VA JAHON TA'LIM SOHASIDAGI INNOVATSION LOYIHALAR VA TEKNOLOGIYALARNI RIVOJLANTIRISH.

Dehqonov Behzod Nekmurod o'g'li

Buxoro davlat universiteti "Tarix va yuridik fakulteti"
4-bosqich talabasi.

E-mail: dehqonovbehzod05@gmail.com

Tel: +998901803403

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***Annotatsiya.** Bugungi kunda ta'lim tizimida innovatsiyalarni qo'llash, bu orqali maktab, texnikum, litsey, universitet muassasalarining dars jarayonlarida zamonaviy texnologiyalardan foydalanishni takomillashtirish, o'qitishda samaradorlikni oshirish dolzarb masalalardan biridir.*

Maqolada jahondagi ta'lim muassasalarida eng ko'p qo'llanilgan va O'zbekistonda ularni tatbiq etishga qaratilgan loyihalar aytib o'tilgan.

***Kalit so'zlar:** AI, innovatsiya, ta'lim tizimi, raqamli texnologiya, krossover tizimi, virtual reallik, 3D model.*

DEVELOPMENT OF INNOVATIVE PROJECTS AND TECHNOLOGIES IN UZBEKISTAN AND WORLD EDUCATION.

***Abstract.** Today, the use of innovations in the education system, thereby improving the use of modern technologies in the teaching processes of schools, technical schools, lyceums, universities, and increasing the effectiveness of teaching is one of the most urgent issues. And projects aimed at their implementation in Uzbekistan are mentioned.*

***Key words:** AI, innovation, educational system, digital technology, crossover system, virtual reality, 3D model.*

РАЗВИТИЕ ИННОВАЦИОННЫХ ПРОЕКТОВ И ТЕХНОЛОГИЙ В УЗБЕКИСТАНЕ И МИРОВОМ ОБРАЗОВАНИИ.

***Аннотация.** Сегодня применение инноваций в системе образования, тем самым улучшая использование современных технологий в учебном процессе школ, техникумов, лицеев, вузов, повышая эффективность обучения, является одним из наиболее актуальных вопросов. были упомянуты проекты, направленные на их реализацию в Узбекистане.*

***Ключевые слова:** ИИ, инновации, образовательная система, цифровые технологии, кроссоверная система, виртуальная реальность, 3D-модель.*

Ta'lim tizimi - davlatning eng muhim sohalaridan biri bo'lib bu tizimni rivojlantirish orqali mamlakatdagi mavjud bo'lgan barcha tarmoqlarini yuksalishiga erishishimiz mumkin. Dunyoning eng rivojlangan davlatlarida ham ta'lim tizimiga e'tibor juda yuqori rivojlanganini ko'rishimiz mumkin.

Ta'lim tizimi shunchalik tez o'zgarmoqdaki o'quvchilar va o'qituvchilar zamonaviy strategiyalarga moslashishini talab qiladi. Tassavur qilaylik oddiy sinfxona, ma'ruza qilayotgan o'qituvchi va diqqatini bir joyga jamlashga harakat qilayotgan o'quvchilar. So'nggi paytlarda jahon mamlakatlaridagi ko'plab o'qituvchilar o'z darslarini turli xil yondashuvlar bilan o'quvchilarni o'qishga ko'proq jalb qilmoqdalar.

Ko'pgina maktablar, o'qituvchilar va murabbiylar o'quvchilarni qiziqtirish va faolligini oshirish uchun yangi normada innovatsion o'qitish strategiyalarni sinab ko'rishmoqda.

Raqamli texnologiyalar o'quvchilar ongiga kirishga yordam berib o'quvchilar tomonidan darslarni yaxshi tushinishi kuzatilmoqda. Innovatsion o'qitish tizimlariga yana bir qancha misollar keltirishimiz mumkin.

1. O'yinlarga asoslangan ilmiy bellashuvini tashkil etish. O'quvchi va talabalarni onlayn platformalar orqali qiziqarli bo'lgan va o'yin uslubida tashkil etiladigan bilimlar bellashuvida va qiziqarli ilmiy tanlovlarga jalb etish.

Bu bellashuv hamma ommaviy o'yinlar kabi ilmiy uslubda tashkil etiladi va o'quvchilar unga virtual o'yinlarga berilib ketgani kabi qiziqib bellashuvlarda qatnashadilar. O'yin g'oliblarini rag'batlantirish orqali qamrovini keng qilish mumkin.

2. Virtual reallikka asoslangan texnologiyalar. Bunda asosan o'quvchilar va talabalar 3D formatga ega sinfxonalarda tahsil olishadi. Ular o'zlari o'tayotgan mavzuni virtual reallikda ko'radilar va muloqot qila oladilar. Bu bilan bema'lol boshqa mamlakatlarga, tog'larga davrlarga o'zlarini his qilishlari mumkin.

Tassavur qiling siz sinfxonada tarix fani o'tyabsiz va siz paleolit, mezolit davrida bo'lib qolganday o'zingizni his qilmoqdasiz. Tassavur orqali sizning xotirangizga bir umr bu saqlanib qoladi.

3. Krossover o'qitish tizimi. Bunday tizimdan ko'plab mamlakatlar foydalanadi. Ammo bizning ta'lim tizimimizda juda kamdan-kam bunaqa tizimdan foydalaniladi. Bu sinfda o'tilgan mavzularni tashqarida ham sinash yoki ko'rish yo'li bilan amalga oshiriladi.

Masalan siz tarix, geografiya yoki shunga aloqador fanlardan olgan bilimingizni haqiqiy hayotda ko'rmoqdasiz.

Bu sizga hayrat va zavq berishdan tashqari bir umrlik yoddan chiqmas ma'lumotlarni eslab qolish imkoniyatini beradi. Axir doskadan tashkil topgan bir sinfda diqqatni jamlashga harakat qilib ma'ruza eshitgandan ko'ra uni haqiqiy ko'rishga hech narsa yetmaydi.

4. 3D modeldagi darsliklar. Bu 3D modeldagi darsliklar orqali o'quvchilar va talabalar murakkab mavzuni ham yaxshi tushunishga va kengroq dunyoqarashga ega bo'lishga erishadilar.

Bu ayniqsa tibbiyot va shunga aloqador kimyo, fizik kabi soha va fanlarga oid darslarni o'qiyotgan talabalarga mavzuni o'rganishga juda qulaylik yaratadi.

5. Ta'lim tizimida sun'iy intellekt (AI). Ko'pchilik insonlar sun'iy intellektning yomon jihatlari haqida to'xtalib o'tadi. Uning ta'lim tizimida ijobiy taraflari ko'pligini aytib o'tmoqchiman. AI shunchalik murakkab va keng ma'lumotlarni jamlaydigan texnologiya.

Bunda maktablarda fanlarni baholash va yaxshilanishi kerak bo'lgan sohalar bo'yicha fikr-mulohazalarni bilib olishimiz mumkin. Ko'pchilik narsalarni ham avtomatlashtirish mumkin. Oliy ta'lim sohasida diplom ishi, kurs ishi, attestatsiya, yakuniy nazoratlarda ham qo'llash orqali ko'chirmachilik kabi holatlatlarni oldini olishga yordam beradi.

Texnologiyalardan oqilona foydalanib ta'lim natijalarini o'zgartish uchun infratuzilma va vositalarni o'rnatish uchun raqamli texnologiyalar bo'yicha tajribali mutaxassis bilan hamkorlik qilish va ularni sonini ko'paytirishimiz eng yaxshi yondashuvlardan biridir.

Zamon rivojlangani sayin innovatsion texnologiyalar ko'paymoqda. Bunday texnologiyalardan esa ta'lim tizimida foydalanish o'quv jarayonlarini osonlashtirish va o'quvchilarning aqliy salohiyati oshirish garovi bo'lib xizmat qiladi.

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“SHARQ RENESANSI” DAVRI MAVZUSINI “FIKRIY HUJUM” METODIDAN FOYDALANISHNING SAMARALI YO’LLARI

Gadayeva Munira

Osiyo xalqaro universiteti

“Pedagogika va psixologiya” kafedrası katta o’qituvchisi.

Azimova Zebiniso

Buxoro tuman 20- maktab tarix fani o’qituvchisi.

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Annotatsiya. Ushbu maqolada “Sharq renessansi” davri mavzusini “Fikriy hujum” metodidan foydalanishning samarali yo’llariga doir ma’lumotlar berilgan.

Kalit so’zlar: Uyg’onish davri, Sharq sivilizatsiyalari, “Fikriy hujum”, metod, milliy-ma’naviy qadriyatlar.

EFFECTIVE WAYS TO USE THE "THOUGHTSTORM" METHOD ON THE THEME OF THE "EASTERN RENAISSANCE" ERA

Abstract. This article provides information on effective ways to use the “Thoughtstorm” method on the topic of the “Eastern Renaissance” peri.

Key words: Renaissance, eastern civilizations, “Brainstorming” method, national and spiritual values.

ЭФФЕКТИВНЫЕ СПОСОБЫ ИСПОЛЬЗОВАНИЯ МЕТОДА «МЫСЛИТЕЛЬНАЯ БУРЯ» НА ТЕМУ ЭПОХИ «ВОСТОЧНОГО ВОЗРОЖДЕНИЯ».

Аннотация. В данной статье представлена информация об эффективных способах использования метода «Мыслительный шторм» на тему периода «Восточного Возрождения».

Ключевые слова: Ренессанс, восточные цивилизации, “Мозговой шторм” метод, национально-духовные ценности.

Hammamizga ma’lumki, IX-XII asrlarda O’rta Osiyo hududida birinchi Renessans (Uyg’onish davri) davri sodir bo’ldi. “Renessans” atamasi dastlab Italiyadagi madaniy-ma’naviy yuksalish (14—16-asrlar) ga nisbatan qo’llanilgan, uni o’rta asrchilik turg’unligidan yangi davrga o’tish bosqichi deb baholaganlar. Ammo Renessans, ya’ni Uyg’onish faqat Yevropa hodisasi emas. Movaraunnahrda Italiyaga qaraganda bir necha asr oldin (9—12-asrlar) ulkan madaniy ko’tarilish yuz bergan, ilm-fan, falsafa, adabiyot rivojlanib, ilg’or insonparvarlik g’oyalari jamiyat fikrini band etgan, aqliy va ijodiy faollik gurkiragan. “O’rta Osiyoda birinchi Renessans davrida davlat boshqaruvi taraqqiyoti” mavzusidagi mazkur bitiruv malakaviy ishida Arab xalifaligi hukmronligidan nihoyasiga yetganidan (IX asr) so’ng, O’rta Osiyoda yuz bergan birinchi Renessans davrida vujudga kelgan davlatlar va ularning davlat boshqaruvi shakli, tuzilishi haqida batafsil ma’lumotlar berib o’tilgan.

Sharqda mavjud bo’lgan ilk o’rta asrlar sivilizatsiyasi butun g’arbga ijobiy ta’sir o’tkazgan, keyinchalik g’arbda shakllangan sivilizatsiya Sharq taraqqiyotiga o’z ijobiy ta’sirini o’tkazgan va shu asnodan sivilizatsiyalar millat, xalq va mamlakatlarning o’zaro yaqinlashuvida ham ijobiy ahamiyatga ega bo’lib kelgan. G’arb va Sharq sivilizatsiyalarining o’zaro bir-biriga ta’siri, bir-birini boyitishi insoniyat taraqqiyotining muhim ma’naviy omilidir. Sharq sivilizatsiyasidagi o’z

mohiyatiga ko'ra insonparvarlik xarakteriga ega bo'lgan qadriyatlar jahon sivilizatsiyalar rivojlanishida barqarorlikni ta'minlaydi. Ayniqsa, IX-XV asr musulmon tarixiy-falsafiy merosi, Sharq, aniqrog'i Markaziy Osiyo mutafakkirlarining o'rta asrlar va Uyg'onish davri Ovrupa falsafiy tafakkuriga ko'rsatgan ta'siri hamda ahamiyatini ochib berish xalqimizni, ayniqsa, yoshlarni tarbiyalashga samarali xizmat qilishi shubhasizdir.

Jahon fani rivojida Markaziy Osiyo mutafakkirlaridan Abu Nasr Forobiy, Ibn Sino, Abu Rayhon Beruniy va ko'plab bobokalonlarimizning durdona asarlari milliy-ma'naviy qadriyatlarimiz bo'lib, ularning beqiyos ilmiy-ma'rifiy kashfiyotlarisiz fan bir muncha achinarli holga tushib qolgan bo'lar edi. Bu fikrni tarix ham isbotlaydi. Ushbu mavzuni «Fikriy hujum» metodi orqali tashkil etishda, o'quvchilarning mashg'ulotlar jarayonida faolliklarini ta'minlash, ularni erkin fikr yuritishga rag'batlantirish hamda bir xil fikrlashdan ozod etish muayyan mavzu yuzasidan rang-barang g'oyalarni to'plash, shuningdek, ijodiy vazifalarni hal etish, yechish jarayonining dastlabki bosqichida paydo bo'lgan fikrlarni yechishga o'rgatish uchun xizmat qiladi. «Fikriy hujum» metodi. A.F.Osborn tomonidan tavsiya etilgan bo'lib, uning asosiy tamoyili va sharti mashg'ulot (bahs)ning xar bir ishtirokchisi tomonidan o'rtaga tashlanayotgan fikrga nisbatan tanqidni mutlaqo ta'qiqlash, har qanday luqma va hazil-mutoyibalarni rag'batlantirishdan iboratdir.

Bundan ko'zlangan maqsad ta'lim oluvchilarning mashg'ulot (bahs) jarayonidagi erkin ishtirokini ta'minlashdir. Ta'lim jarayonida ushbu metoddan samarali va muvaffaqiyatli foydalanish o'qituvchining pedagogik mahorati va tafakkur ko'lamining kengligiga bog'liq bo'ladi. «Fikriy hujum» metodidan foydalanish chog'ida ta'lim oluvchilarning soni 15 nafardan oshmasligi maqsadga muvofiqdir. 3. «Fikrlarning shiddatli hujumi» metodi. Mazkur metod Ye.A.Aleksandrov tomonidan asoslangan hamda G.Ya.Bush tomonidan qayta ishlangan. «Fikrlarning shiddatli hujumi» metodining mohiyati jamoa orasida muayyan topshiriqlarni bajarayotgan har bir ta'lim oluvchining shaxsiy imkoniyatlarini ro'yobga chiqarishga ko'maklashish hamda ta'lim oluvchilarda ma'lum jamoa (guruh) tomonidan bildirilgan fikrga 2 qarshi g'oyani ilgari surish layoqatini yuzaga keltirishdan iboratdir. Ushbu metoddan foydalanishga asoslangan mashg'ulot bir necha bosqichda tashkil etiladi.

Ular quyidagilardir:

1-bosqich. Ruhiy jihatdan bir-biriga yaqin bo'lgan ta'lim oluvchilarni o'zida birlashtirgan hamda son jihatdan teng bo'lgan kichik guruhlarni shakllantirish.

2-bosqich. Guruhlarga hal etish uchun topshirilgan vazifa yoki topshiriqlar mohiyatidan kelib chiqadigan maqsadlarni aniqlash.

3-bosqich. Guruhlar tomonidan muayyan g'oyalarning ishlab chiqilishi (topshiriqlarning hal etilishi).

4-bosqich. Topshiriqlar yechimlarini muhokama etish, ularni to'g'ri hal etilganligiga ko'ra turkumlarga ajratish.

5-bosqich. Topshiriqlar yechimlarini qayta turkumlashtirish, ya'ni ularni to'g'rilik darajasi, yechimini topish uchun sarflangan vaqt, yechimlarning aniq va ravshan bayon etilishi kabi mezonlar asosida baholash.

6-bosqich. Dastlabki bosqichlarda topshiriqlar yechimlari yuzasidan bildirilgan muayyan tanqidiy mulohazalarni muhokama etish hamda ular borasida yagona xulosaga kelish. Yuqorida mohiyati bayon etilgan «Fikrlarning shiddatli hujumi» metodini ijtimoiy, gumanitar va tabiiy

yo'nalishlardagi fanlar yuzasidan tashkil etiladigan mashg'ulotlar jarayonida birdik muvaffaqiyatli qo'llash mumkin.

Metodni qo'llash jarayonida quyidagi holatlar yuzaga keladi:

O'quvchilar tomonidan muayyan nazariy bilimlarning puxta o'zlashtirilishiga erishish;

Vaqtini iqtisod qilish;

Har bir o'quvchini faollikka undash;

Ularda erkin fikrlash layoqatini shakllantirish.

Ko'rinib turibdiki ushbu metod ta'lim oluvchilar tomonidan muayyan nazariy bilimlarning puxta o'zlashtirilishiga erishish, vaqtini iqtisod qilish, har bir ta'lim oluvchini faollikka undash, ularda erkin fikrlash layoqatini shakllantirishga yordam beradi. Maskur uslublardan tashqari juda ko'p metodlar ham mavjudki ulardan o'qituvch dars mavzusiga mos uslubni tanlay bilishi o'ta muhimdir. Quyida keltiriladigan dars ishlanmalar namuna sifatida berilmoqda.

Keltirilgan mavzular ayrim maktablarda o'qituvchining darsni tashkil etish mahoratiga qarab o'quvchilar tomonidan yengil o'zlashtirilishi mumkin. Aksariyat o'quvchilar tomonidan mazkur darslarni o'zlashtirishi qisman qiyin kechayotgani tajribada ko'rilmoqda. Shuningdek, dars ishlanmani turli usulda shakllantirishni mumkinligi e'tiboringizga havola etildi.

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HUJUM HARAKATI

Gadayeva Mohigul Muxamedovna

Osiyo xalqaro universiteti

“Tarix va filologiya” kafedrası assistenti.

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Annotatsiya. Ushbu maqolada tarixda ayollarning paranji tashlagah davri voqealari, sovet hokimiyati davrida majburiy tarzda amalga oshirilgan Hujum harakati haqida soʻz boradi.

Kalit soʻzlar: hujum, chachvon, paranji, artel, kooperatsiya.

ATTACK ACTION

Abstract. This article talks about the events of the era of women's veiling in history, the offensive action that was forcibly carried out during the Soviet regime.

Key words: attack, chachvan, veil, artel, cooperation.

АТАКУЮЩЕЕ ДЕЙСТВИЕ

Аннотация. В данной статье рассказывается о событиях эпохи женского чадры в истории, о наступательных действиях, насильственно проводившихся во времена советской власти.

Ключевые слова: нападение, чачван, завеса, артель, кооперация.

Hujum (turkiy tillarda — tajovuz, arabcha hujum) — 1920—1930-illarda sovetlarning Oʻrta Osiyosida olib borilgan va ayollarning mavqeini oʻzgartirish uchun qilingan harakat. 1920-yillarda butun SSSRda ayollarning jamiyatdagi rolini qayta koʻrib chiqish, ularni baʼzi uy ishlaridan ozod qilish, ularga taʼlim olish va erkaklar bilan teng asosda ishlash imkoniyatini berishga qaratilgan siyosat amalga oshirildi. Chunki „Sharq ayollari“ SSSRda ayollarning teng huquqqa ega boʻlmagan toifasi deb hisoblangan. 1920-yillarning oʻrtalaridan boshlab „Sharq ayollarini ozod qilish“ harakati uchun “Hujum” degan maxsus nom paydo boʻldi.

Oʻtgan asrning 20–30-yillari Oʻrta Osiyo mintaqasi ayollari taqdirida tub burilish yasadi.

Ularning turmush tarzi, ijtimoiy faolligi, jamiyatdagi oʻrni, ijtimoiy xulq-atvori tubdan oʻzgardi. Oʻrta Osiyoda kommunistlar oldida odamlarning ongini, turmush tarzini oʻzgartirish vazifasi turar ekan, ular birinchi navbatda islom diniga zarar berish va ayollarni koʻchaga chiqarishni maqsad qildi. Bu yoʻlda ular eng avvalo dinni odamlar uchun zararli eʼtiqod deb eʼlon qildi. Ularning nazdida kommunistik jamiyatda yashaydigan insonlarning eʼtiqodi “kommunistcha dahriylik” boʻlishi lozim edi. Ikkinchi tarafdin, Markaziy Osiyo ayollarining koʻcha kiyimi boʻlgan paranjini yoʻq qilish uchun turli harakatlar boshlashdi. “Hujum”ning ilk tashviqot harakatlari 1924-yilda tashkil etildi. Ammo u muvaffaqiyatsizlikka uchradi. Sababi, Oʻrta Osiyo mintaqasidagi ayollarning aksariyati diniy eʼtiqod ruhida tarbiya topgan va shu ruhda yashar edi. Shuningdek, koʻpgina erkaklar oilasidagi ayollar koʻchada ochiq yuz bilan yurishini qabul qila olmagan.

Oʻzbek ayollari va qizlarining hayoti asrlar davomida islom dini shariati koʻrsatmalari asosiga qurilgan edi. Sovet hokimiyati oʻrnatilgach, Sharq ayollarini “ozodlik”ka chiqarish, eski turmush tarziga hujum qilish, ayollarning chachvon va paranjisini tashlab yangi zamon qurayotganlar safiga tezroq qoʻshilishi kabi muammolar kun tartibiga qoʻyildi. Bolsheviklar tomonidan Oʻrta Osiyo respublikalarida, xususan, Oʻzbekistonda bu muammo qisqa muddat davomida shoshilinch hal qilindi.

1925–1926-yillarda “Hujum” harakati sustroq davom etdi. Ammo 1927-yildan bu harakat qattiq avj oldi. Kommunistlar yangi artellar, kechki o‘quv kurslari tashkil etib, unga ayollarni jalb etib yoki uyma-uy targ‘ibot qilib, ayollarni paranjidan ozod eta olmasliklarini tushunib yetdi va endi boshqacha yo‘lga o‘tdi. “Hujum” kompaniyasi 1926-yil sentyabrda O‘rta Osiyo xotin-qizlari kengashida e‘lon qilinib, uni 1927-yil 8-martdan boshlashga qaror qilindi. 1926-yil dekabrda “Hujum” kompaniyasini o‘tkazish uchun O‘rta Osiyo respublikalari, xususan, O‘zbekistonda maxsus komissiyalar tuzildi.

1927-yil 8-martda Bolsheviklar Butunittifoq Kommunistik partiyasi MK O‘rta Osiyo byurosining birinchi kotibi I. Zelenskiy boshchiligi bilan Samarqandning Registon maydonida minglab o‘zbek ayollari ro‘mollarini yechdilar, ularni to‘plab, keyin olovda yoqib yubordilar. Shu kuni 10 ming ayol paranjisini tashlagan. Paranjisini olovga ulotirayotgan ayollarni olomondan himoya qilish uchun ko‘p sonli militsiya xodimlari to‘plandi; ular paranjisini olovga otgan ayollarni maydonga kirishda ham, chiqib ketishda ham qo‘riqlab turdi. Keyingi uch oy ichida yana 90 000 ayol paranjini yechdi.

Bu voqeadan so‘ng jamiyatda, ayniqsa erkaklar orasida noroziliklar avj oldi, ko‘plab Harakat aholining qattiq qarshiligiga duch keldi. O‘zbek ayollari va qizlarining hayoti asrlar davomida islom dini shariati ko‘rsatmalari asosiga qurilgan edi. Sovet hokimiyati o‘rnatilgach, Sharq ayollarini “ozodlik”ka chiqarish, eski turmush tarziga hujum qilish, ayollarning chachvon va paranjisini tashlab yangi zamon qurayotganlar safiga tezroq qo‘shilishi kabi muammolar kun tartibiga qo‘yildi. Bolsheviklar tomonidan O‘rta Osiyo respublikalarida, xususan, O‘zbekistonda bu muammo qisqa muddat davomida shoshilinch hal qilindi, natijada katta yo‘qotishlar yuz berdi, ko‘plab xotin-qizlar eskilik va xurofot tarafdorlarinnig qutqusi bilan o‘z yaqinlari tomonidan o‘ldirildi. 1927-1928 yillarda birgina O‘zbekistonda ayollar bo‘limi a‘zolari, klub va kutubxona mudirlari orasidan 2500 dan ortiq ayollar o‘ldirilgan. Harakat aholining qattiq qarshiligiga duch keldi. Ilk qurbonlar Surmaxon Shermatova va yosh aktrisa Nurxon Yo‘ldoshxo‘jayevalar bo‘ldi...

Ko‘plab xotin-qizlar eskilik va xurofot tarafdorlarinnig qutqusi bilan o‘z yaqinlari tomonidan o‘ldirildi. O‘zbek ayollarini ozodlikka chiqarish va yangi turmushga jalb qilish, darhaqiqat, kerak edi. Biroq bu ishni bolsheviklar va sovet hokimiyati vakillari tanlagan tezkor yo‘l bilan emas, balki asta-sekin va bosqichma-bosqich amalga oshirilganda katta qurbonlar va yo‘qotishlar bo‘lmas edi.

O‘zbek ayollarini ozodlikka chiqarish va yangi turmushga jalb qilish, darhaqiqat, kerak edi. Biroq bu ishni bolsheviklar va sovet hokimiyati vakillari tanlagan tezkor yo‘l bilan emas, balki asta-sekin va bosqichma-bosqich amalga oshirilganda katta qurbonlar va yo‘qotishlar bo‘lmas edi.

Lekin shuni ham ta‘kidlash lozimki, aksariyat ayollar bunday yangi harakatlarga umuman qo‘shilmaydilar va bunday ishlarni o‘zlariga ep ko‘rmaydilar. Sababi din Turkiston ayollari hayotining ajralmas qismiga aylangan bo‘lib, ular maishiy turmushdagi har qanday yangilik va o‘zgarishni dinga qarshi chiqish deb hisoblaganlar. XX asrning boshlarida Toshkentda yashagan rus etnografi V. Alekseyev mahalliy xalqning urf-odatlarini o‘rganish jarayonida “Toshkent ayollarining hayoti butunlay diniy qobiqda ekan”ligini alohida qayd qilib o‘tadi. (Alekseyev V. Sravnitel’naya etnografiya narodov Sredney Azii. M, 1986. S. 26.) So‘zining isboti sifatida u musulmonlar hayotida uchraydigan har qanday marosimlarga diniy tus berilishi va unda ayollar ishtiroki zaruriy bo‘lishini keltiradi. Masalan, to‘y, aza, mavlud, beshik to‘yi, fotiha to‘yi, hayit bayramlari kabi marosimlarni, asosan, ayollar tashkillashtiradi. Ular orasida yetakchi bo‘lgan ayol

o‘z qarorini barchaga singdiradi. Bunday hollarda ayollar psixologiyasida din, asosan, o‘zi bilan bog‘liq turli marosimlarni asrlar davomida shakllanib kelgan marosim va an‘analarni to‘g‘ri va aniq tarkibda o‘tkazishdan iborat bo‘lib qoladi. Ba‘zan ish shu darajaga borib yetadiki, bajarilishi lozim bo‘lgan marosimda biror kamchilik yoki xato uchrasa, buni dindan tashqari, deb hisoblaydigan ayollar ham uchraydi. Aslida, bularning sof ilmiy dingan hech qanday aloqasi yo‘q.

Etnograflar bunday holatni “din va maishiy hayotning o‘zaro haddan tashqari aralashtirib, noto‘g‘ri va sun‘iy bo‘lgan sinkretik holatning yuzaga kelishida” deb hisoblaydilar. (Fletcher W. Soviet Believers: The Religions Sector of Population/ Lawrence. 1981. r.67.)

Paranji tashlash tadbirlari 1924-yilda boshlangan bo‘lsa ham, Markaziy Osiyoning turli hududlarida 1940-yilgacha, hatto markazlardan uzoq hududlarda 1950-yillargacha paranji yopinshdi. SSSRda paranjining ommaviy yo‘q bo‘lishi Ikkinchi jahon urushi boshlangan vaqtga to‘g‘ri kelgan bo‘lsa, uning butunlay yo‘qolishi 1950-yillarga kelib amalga oshdi.

O‘zbekistonda sovetlarning xotin-qizlar bilan bog‘liq ijtimoiy-siyosiy tadbiri tufayli o‘zbek ayollari ruhan uyg‘ondi, ijtimoiy hayotning barcha jabhalarida erkin, faol qatnasha boshladi. Ammo sovet davrida bu jarayonga bir tomonlama qaralib, faqat ijobiy baho berilgan bo‘lsada, osha davrda tegishli ko‘plab birlamchi manbalar mahalliy aholining tarixan tarkib topgan turmush tarzi, urf-odatlarini, islom dini bilan bog‘liq an‘analar hisobga olinmagani bois, bu ishlar salbiy oqibatlar bilan kechganidan dalolat beradi.

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JISMLARNING TEMPERATURASI VA UNI O'LCHASH

N. Aytimbetov

fizika kafedrasining docenti

Sh. Alibekova

fizika kafedrası magistranti

Berdaq nomidagi Qoraqolpoq davlat universiteti.

<https://doi.org/10.5281/zenodo.10578967>

Annotatsiya. Maqolada termodinamik muvozonatdagi tizimlar holatini xarakterlovchi termodinamik funkciya bo'lgan temperaturani o'lchaydigan asboblarni keltirilgan va uni kompyuter dasturi bilan o'lchash mumkinligi ko'rsatilgan.

Kalit so'zlar: temperatura, termodinamik muvozanat, termometr, dastur, konvertatsiya.

TEMPERATURE OF SUBSTANCES AND ITS MEASUREMENT

Abstract. The article presents instruments measuring temperature, which is a thermodynamic function characterizing the state of systems in thermodynamic equilibrium, and shows that it can be measured using a computer program.

Keywords: temperature, thermodynamic equilibrium, thermometer, application, conversion.

ТЕМПЕРАТУРА ТЕЛ И ЕЁ ИЗМЕРЕНИЕ

Аннотация. В статье приведены приборы, измеряющие температуру, которая является термодинамической функцией, характеризующей состояние систем в термодинамическом равновесии, и показано, что ее можно измерить с помощью компьютерной программы.

Ключевые слова: температура, термодинамическое равновесие, термометр, приложение, конвертация.

Termodinamik muvozanat issiqlik harakatining maxsus ko'inishi sifatida yuzaga keladi. Agar turli muvozanat holatdagi ikkita sistema kontaktga (xususan, issiqlik kontakti) keltirilsa, tashqi parametrlar qanday bo'lishidan qat'iy nazar, ular ilgariydek termodinamik muvozanat holatda qolishi yoki ulardagi muvozanat holatlar buzilishi mumkin.

Muvozanatdagi sistema holatining maxsus funktsiyasi sifatida temperaturaning mavjudligi to'g'risidagi fikr termodinamikaning ikkinchi dastlabki fikri yoki «nolinchi boshlanishi» deb yuritiladi.

Temperatura termodinamik muvozanatdagi sistemalar holatini belgilovchi termodinamik funktsiyadir. Muvozanatda bo'lmagan sistemalar uchun temperatura tushunchasini kiritish ma'noga ega emas. Bunday sistemalarda energiya intensiv almashinib turadi va sistemaning energiyasi uning bo'laklari energiyalarining yig'indisiga teng bo'lmaydi, chunki o'zaro ta'sir energiyasi katta bo'ladi va energiyaning oddiy additivlik xossasi bajarilmaydi.

Muvozanatdagi sistemaning hamma ichki parametrlari – tashqi parametrlar va temperaturaning funktsiyasidir (termodinamikaning ikkinchi postulati).

Termodinamikaning ikkinchi dastlabki fikri jism temperaturasining o'zgarishini uning birorta ichki parametrining o'zgarishi bo'yicha aniqlash imkonini beradi.

Temperaturani o'lchash uchun qo'llaniladigan asboblarni termometrlar deyiladi.

1. Suyuqlikli termometrlar. Bunday tur termometrlarda termometrik jism sifatida suyuqlik xizmat qiladi, harorat parametri esa, uning hajmidir. Ularning tuzilishi hammaga ma'lum suyuqlik shisha rezervuarining va shisha yoki kvars trubkaning bir qismini to'ldiradi. Ularni qo'llash sohasi -200 dan +600 °C gachadir. Bunday termometrlarda ko'pincha pentan (-200dan +20 °C gacha), etil spirti (-80 dan +80 °C gacha) va simob (-30 dan +600 °C gacha) ishlatiladi.



1-súwret.
Suyuqlikli termometr

Suyuqliklarni tanlash ularning ishlatilish joylariga bog'liq. Shunday, simob -38 °C da qotadi va 557 °C dagi normal atmosfera bosimida qaynaydi (yuqoriroq haroratlarni o'lchash uchun simobli termometrlarda simob ustida 70 atm bosimda inert gaz bo'lishi kerak).

Yuqori haroratlarni o'lchashga mo'ljallangan suyuqlikli termometrlar qalin devorli rezervuar va kapillyarga ega (yuqori haroratlarda suyuqlik bug'larining katta bosimi yuzaga keladi).

Bunday termometrlarning kamchiligi ular shkalasining teng o'lchamli emasligidir.

Bu suyuqlikni va u joylashgan rezervuar va kapillyar materialining issiqlikdan kengayishi xususiyatlari bilan bog'langan. Haroratni o'chash aniqligini oshirish uchun kaltalashtirilgan suyuqlikli termometrlar qo'llanilib, ularning shkalasi gradusning kichik sonlari uchun mo'ljallangan. Bunday termometrlar shkalalarining eng kichik bo'limi gradusning yuzdan bir bo'lagiga teng bo'lishi mumkin.

2. Gazli termometrlar. Termometrlarda qo'llaniladigan termometrik modda-o'zining xossalari bo'yicha ideal gazga yaqin bo'lgan gazlardir. Bunday termometrlarda ko'pincha H₂, N₂, He ishlatiladi. Haroratning o'zgarishi haqida yoki doimiy bosimda hajmning o'zgarishiga qarab (doimiy bosim termometrlari), yoki doimiy hajmda bosimning o'zgarishiga qarab (doimiy hajm termometrlari) xulosa chiqariladi. Gazli termometrlarda 2 dan 1300 K gacha haroratlar o'chanadi. Xalqaro amaliy harorat shkalasining doimiy nuqtalari gazli termometrlar bilan aniqlanadi.



2-súwret.
Gazli termometr

3. Qarshiliqli termometrlar. Ularda termometrik jism tok o'tkazuvchi sim bo'lib, termometrik parametr – elektrik qarshilikdir. Bunda sim material shunday tanlanadiki, solishtirma qarshilik (ρ_e) o'lchanayotgan harorat intervalida bir gradusga qizdirilganda $d\rho_e/dt$ juda kichik o'zgarishga uchraydi (metallar uchun ($d\rho_e/dt$)>0).



3-súwret.
Qarshilikli termometr

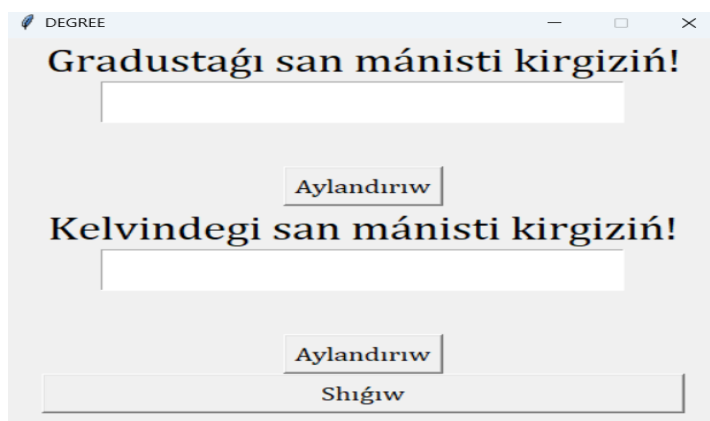
Ixtiyoriy termometrda xossalardan birining haroratga bog'liqligini oson belgilash mumkin bo'lgan jism (termometrik jism) bor. Harorat shkalasini aniqlash uchun hajmni, bosimni, uzunlikni (qattiq jismlar uchun), elektr tokiga qarshilikni, termoelektr yurituvchi kuchni va boshqa kattaliklarning haroratga bog'liqligidan foydalanish mumkin.

Temperaturaning XBS dagi o'lchov birligi Kelvin (K) deb ataladi.

Termodinamik harorat absolyut harorat ham deb atalib, T bilan belgilanadi. Absolyut harorat yuz gradus shkalali harorat bilan quyidagicha ifodalanib:

$$T=273,15^{\circ}\text{C}+t$$

Bu formuladan foydalanib bir necha masalalar yechiladi. Shuning bilan birga Phyton programmalashtirish tilida yozilgan programmik mahsulotning yordamida aniqlash mumkin:



4-rasm.
Python
programmalashtirish
tili yordamida
yaratilgan
programma.

Berilgan programmani foydalanish jarayonida biz Kelvindan Tselsiyga yoki aksini ishlash mumkin bo'ladi. Uni bajarishda asosan Tkinter kutubxonasidan foydalaniladi. Shu sababli bajarilish tezligi yuqori. Bu grafik programma foydalanuvchi uchun Tselsiy va Kelvinning orasidagi konvertatsiyada qulay interfeysta ishlangan. Bu programmada, agar foydalanuvchi sonning o'rniga harf kiritilsa, unga son yozishini so'raydi va programma xatolik bermaydi. Shu maqsadda programmaturani konvertastiyalashda yaxshi instrument bo'lib xizmat qiladi.

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ТАЛАБА ҲАЁТИДА МАСЪУЛИЯТНИ ЎРНИ

Ж.Н.Сагындыков

ҚДУ профессори, Фалсафа фанлари номзоди.

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Аннотация. Талабаларнинг ўқув фаолиятига бўлган масъулиятнинг гендер хусусиятларини ёритишда умумий масъулиятнинг даражасини эмперик натижалари тадқиқ қилинган.

Калим сўзлар: масъулият, рефлексив, регуляторлик, динамиклик, когнитив, рефлексивлик.

TAKE RESPONSIBILITY IN STUDENT LIFE

Abstract. The empirical results of the level of general responsibility in highlighting the gender characteristics of students' responsibility for educational activities have been researched.

Key words: responsibility, reflexive, regulatory, dynamism, cognitive, reflexivity.

ВОЗЬМИТЕ НА СЕБЯ ОТВЕТСТВЕННОСТЬ В СТУДЕНЧЕСКОЙ ЖИЗНИ

Аннотация. Исследованы эмпирические результаты уровня общей ответственности при выделении гендерных особенностей ответственности студентов за учебную деятельность.

Ключевые слова: ответственность, рефлексивная, регулятивная, динамичность, когнитивная, рефлексивность.

Инсон ҳаётида ривожланиб шаклланишида унда бир қанча фаолиятлар муҳим вазифани бажаради булар ичидаа ўқув фаолияти жуда катта аҳамиятга эга, Меҳнат жараёнида ҳам ўзидан катталар билан бирга ишлаганида ва катталарнинг талабага бераётган баҳоси ва билдираётган муносабати улардаги иродавий сифатларни тарбиялайди. Бундай сифатларнинг бири бу масъулият ҳисобланади, биз тадқиқотимизда масъулият даражаларини аниқлашга ҳаракат қилдик.

Тадқиқотимизда талабаларнинг ўқув фаолиятига бўлган масъулиятнинг гендер хусусиятларини ёритишда умумий масъулиятнинг даражасини аниқлашга эътибор қаратилди. Чунки, масъулиятни ўрганишга доир илмий манбаларда уни алоҳида жабҳада ёки тизимли ўрганиш мумкинлиги ҳамда масъулиятнинг алоҳида томонларини тадқиқ этиш бир қатор йўналишларни ўз ичида қамраб олиши мумкинлиги қайд этилади: Шунга кўра, куйидаги йўналишлар: эркинлик билан масъулиятнинг ўзаро муносабатлари; социал ва шахсий масъулият; масъулиятнинг ахлоқий категория эканлиги; шахс масъулиятидаги ички ва ташқи муносабатлар; масъулиятнинг ҳаракат эканлиги ва бошқалар инobatга олинди. Бу ўз навбатида масъулиятни тизимли таҳлил қилиш ва уни изоҳлаш бир қатор хусусиятлар мажмуининг ўзаро таъсирини таҳлил қилишни ва масъулиятнинг сифатини тизимли таҳлилини тақозо этади. Биз тадқиқотимизнинг характеристикасидан келиб чиққан ҳолда масъулиятнинг ўқув фаолиятида намоён бўлишининг ижтимоий-психологик табиатини ёритишга ҳаракат қилдик. Бунинг учун биз биринчи навбатда ўқув фаолияти жараёнида намоён бўлишни характерловчи масъулиятнинг индивидуал томонларини акс эттирувчи хусусиятлари устида олиб борилган тажриба-синовга мурожаат қиламиз. Бунда биз талабалардаги масъулиятни тадқиқ этишнинг дастлабки поғонасида мазкур шахснинг

характерологик хусусиятларида мужассамлашган сифатининг индивидуал ва ижтимоий табиатини бир-бирига боғлиқ ҳолда изоҳлашга асосланамиз. Масалан, Т.Н. Сидоров (1987) томонидан социал масъулиятнинг структураси ўзида когнитив, мотивацион ва хулқий жабҳаларни бирлаштиргани сингари, индивидуал фаолиятида ҳам худди ушбу жиҳатларни намоён этиши табиийдир. Бу эса тадқиқот натижаларининг масъулиятни изоҳлашда индивидуал ва социал жиҳатдан ўзаро алоқадорликда кўриб чиқиш мумкинлиги имкониятини беради.

Тадқиқотда тажрибани амалга ошириш ва унинг натижалари таҳлилини масъулиятни баҳолашнинг тизимли тузилишига таянган ҳолда амалга оширдик ва талабаларнинг ўқув фаолиятидаги масъулият намоён бўлишини тадқиқ этишда А.И. Крупнов томонидан шакллантирилган «Масъулият» тестидан фойдаландик. Мазкур методика таркибида масъулият структурасининг когнитив, мотивацион ва хулқий жиҳатларини акс эттирувчи баҳолаш шкаллари мавжуд. Тажрибадан олинган натижаларга математик-статистик ишлов берилишда респондентларнинг жавоблари бир қатор мезонлар асосида, яъни, умумий, гендер, таълим босқичлари ҳамда тадқиқот методикалари ўртасидаги ўзаро алоқадорликка таяниб иш тутилди.

Кўйида биз талабаларнинг ўқув фаолиятидаги масъулиятини тадқиқ этиш тажриба ишларининг дастлабки натижалари шарҳини амалга оширамиз.

Талабаларнинг ўқув фаолиятидаги масъулиятини баҳолашда тестнинг мазмуний тузилмасини ташкил этувчи динамиклик, мотивацион, когнитив, рефлексив, эмоционал, регуляторлик жабҳаларига таянилади ва уларнинг ҳар бири икки қарама-қарши қутбли шкаллари ўзида мужассамлаштирган. Масалан, масъулиятнинг динамиклик жабҳасида эрглик ва аэрглик параметрлари орқали таҳлил қилинади.

Олинган натижаларга кўра, эрглик субъектнинг масъулиятини ўзи томондан ҳеч қандай ортиқча назоратсиз, мустақил бажаришга хайрихоҳлигини ифодаласа, аэрглик эса субъектни фаолиятга нисбатан фаолсизлигини, мураккаб ва қийин вазифалар юклатилганда ўзига масъулиятни олмаслиги, таъсирларга нисбатан беқарорлигини ифодалайди. Эмоционаллик жабҳаси эса субъектнинг масъулият туйғусининг эмоционал омилларини ифодалашда олдида турган вазифалар ва масъулиятга нисбатан ғамхўрлик, хавотирланиш, кўркув ва азобланиш хусусиятларини ифода этади. Масъулиятнинг эмоционал жабҳасини стениклик ва астениклик параметрлари баҳолайди. Стениклик масъулиятли вазифаларни бажаришнинг ижобий эмоционал томонларини, астениклик эса масъулиятли вазифаларни бажаришдаги муваффақиятсизликларда салбий эмоцияларни намоён бўлишини баҳолайди.

Регуляторлик жабҳаси шахснинг юклатилган вазифаларни бажаришидаги назоратнинг шаклланганлигини ифодалайди. Шу боис, регуляторлик жабҳаси интерналлик ва экстерналлик параметрлари орқали баҳоланади. Интерналлик параметри субъектнинг мустақиллик, ўзига нисбатан танқидий муносабатли эканлиги, масъулиятли ишларни бажаришда жавобгарликни ўз зиммасига олиши ҳамда бошқаларга тобе бўлмаслигини билдиради. Экстерналлик параметри эса вазифаларни бажаришда шарт-шароит ва ўзгаларнинг фаолияти билан боғлиқ равишда иш тутишни, мустақилликни етишмаслиги ва тобелikka хайрихоҳлигини ифодалайди.

Масъулиятлиликиннинг мотивацион жабҳаси - масъулиятни ўзининг намоён бўлиши хусусиятига кўра бир қатор объектив талабларини шартлайди, яъни манфаатдорлик, меъёр,

мотив, мақсадга эришишдаги барқарорлик ва бошқаларни тақозо этади. Шунга кўра бўлса керак, ўз даврида тадқиқотчи В.Г.Асеев социал масъулиятнинг мезони воқеликдаги мотивацияни акс эттирувчи соҳаларга, яъни воқеликни мос тарзда ифодаловчи принципаал имкониятларга боғлиқ деб, изоҳлаган. Масъулиятликнинг мотивацион жабҳаси социоцентрик ва эгоцентриклик позициялар билан баҳоланади. Социоцентриклик масъулиятли топшириқлар юклатилганда шахс жамоа, жамият, одамлар ичида бўлиш хоҳиши, мотивацияси, ўз манфаатидан кўра жамоа манфаатини устун қўйишини ифодалайди. Эгоцентриклик эса масъулиятли топшириқларни бажаришда эътиборни ўзига қаратиш ва ўзининг мотивациясига мувофиқ амалга ошириш, топшириқларни рағбатлантириш, мукофот ҳисобига бажариш ҳамда шахсий зарар етиши ва жазоланишдан қочишини англатади.

Масъулиятнинг когнитив жабҳаси кенг маънога эга бўлиб, у масъулиятли хулқ-атворнинг конкрет мезонлари ва унинг моҳияти ҳақидаги умумий билимлар муносабатини ифодаловчи социал масъулиятни белгиловчи ҳисобланади.

Масъулиятнинг когнитив компоненти онглилик ва билимдонлик позициялари орқали баҳоланади. Онглилик масъулиятнинг тўлиқ анланганлиги, унинг мазмун ва моҳиятини атрофлича тушуниши ва сифатни яхлит тасаввур қилишини билдиради. Билимдонлик позицияси эса масъулиятнинг ўзига хос бўлмаган тарзда ҳамда умумий томондан тушунишни ифодалайди.

Рефлексив баҳоловчи жабҳаси эса масъулиятли ҳаракатнинг натижасини баҳолашга мўлжалланган бўлиб, предметли натижавийлик ва субъектив натижавийлик позицияларига таяниб иш тутади.

Шунингдек, методиканинг жабҳаларини ўзаро боғлиқликда ҳам таҳлил этиш мумкин бўладики, оқибатда масъулиятнинг фаоллик, йўналганлик ва ўзини ўзи тартибга солиш қийматларини талқин қилишга кўмаклашади.

Куйида натижалар таҳлилига мурожаат қилишда юқоридаги келтирилган тавсифларга етарлича таянган ҳолда талабалар масъулиятининг ижтимоий-психологик табиатини ёритишга ҳаракат қиламиз.

Методиканинг натижалари таҳлилида дастлабки маълумотларни ўртача арифметик қиймат ва параметрлар ўртасидаги корреляцион боғлиқликлар инobatга олиниб таҳлил қилинди.

«Масъулият» тестининг натижаларида ўқув фаолиятида талабалар масъулияти намоён бўлишининг умумий ҳолати, гендер фарқлари деярли ҳар бир бандлар бўйича тақдим этилган.

Талабаларнинг жавобларига кўра масъулиятнинг умумий намоён бўлишида айрим параметр ва позицияни ифодаловчи шкала кўрсаткичлари яққол, айримлари эса қисман ифода этилганликни, айримлари эса умуман ифодаланмаганликни кўрсатишининг гувоҳи бўлинди.

Талабалар нафақат ўқув фаолиятида балки, меҳнат жараёнида ҳам ўзидан катталар билан бирга ёнма-ён ишлайди. Бу жараёнда катталарнинг талабага бераётган баҳоси ва билдираётган муносабати, қайсидир ишни унга ишониб топшириши уларнинг ўзига бўлган ишончини орттиради, бу эса ижтимоий ҳаётдаги қоида ва тартибларни, норма ва тушунчаларни тезроқ эгаллаб олишига ёрдам беради.

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СОВРЕМЕННАЯ ИННОВАЦИОННАЯ ТЕХНОЛОГИЯ ОБУЧЕНИЯ

Жанабаева Айжамал Ерполатовна

Магистрантка 1 курса

НГПИ (имени Ажинияза)

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Аннотация. В этой статье приведены основные законы дидактики, цели обучения, методы их применения, новые инновационные методы обучения.

Ключевые слова: Обучение, преподавания, знание, образования, метод, результат, средства, активность, воспитание.

MODERN INNOVATIVE TRAINING TECHNOLOGY

Abstract. This article presents the basic laws of didactics, learning objectives, methods of their application, and new innovative teaching methods.

Key words: Learning, teaching, knowledge, education, method, result, means, activity, education.

Время сегодня буквально летит и все вокруг стремительно меняется. Образовательные технологии и методологические приемы XX века претерпевают значительные изменения. Конечно есть веками устоявшиеся дидактические принципы разработанные несколько столетий назад великими дидактиками Песталоцци, Яном Коменским и другими. Но сегодня перед человеческим обществом стоят другие задачи. И для их решения, нужны другие люди. Люди нового поколения должны уметь решать нетрадиционные задачи, также нетрадиционными способами. На первый план выступает прагматический компонент изначальное понимание ЗАЧЕМ? нужно, Создавать для КОГО? КАК? и ЧТО? именно создавать.

Появляется потребность воспитание и формирование людей нового поколения умеющих и желающих думать, нетрадиционно иметь творческий подход к решению проблемы.

В связи с этим и встает проблема воспитания творчески мыслящих людей, формировать таких людей необходимо начинать как можно раньше, то есть в дошкольном возрасте и в школах.

Слово «школа» является арабским словом и означает «место учебы». А педагогика с греческого означает «ведущий ребенка». В Древней Греции людей, которые отводили в школу детей из богатых семей, называли педагогами. Но в современном мире, слово «педагог» используется в качестве ведущий ребенка в мир знаний и воспитаний.

Главной задачей педагога вести ребенка за собой, внедрять новые идеи, обучать и наставлять, и на личном примере показать. Чтобы ребенок видел в педагоге своего кумира, какой-то степени идеала личности, и чтобы стремился подражать ему во всем, доверял и подчинялся. И только тогда между педагогом и обучающимся будет полное взаимопонимание, взаимосвязь и взаимоуважение. Чтобы достичь таких высоких результатов, педагогам надо найти индивидуальный подход, учитывая психологические особенности каждого ученика. Педагог должен знать своих учеников, их темперамент, способности, типы характеров, учитывая плюсы и минусы, также знать их нейропедагогические способности. Бывает левополушарные или правополушарные тип,

например: правополушарные ученики опираются всегда на эмоцию, а левополушарные на логику.

Одним из двух главных процессов, составляющих целостный педагогический процесс, является процесс обучения (учебный процесс).

В современном понимании для обучения характерны следующие признаки: двусторонний характер, совместная деятельность учителей и учащихся, руководство со стороны учителя, специальная планомерная организация и управления, целостность и единство, соответствие закономерностям возрастного развития, управление развитием и воспитанием учащихся.

Дидактика от греческого означает «поучающий, изучающий» - часть педагогики, разрабатывающая проблема обучения и образования. Впервые это слово появилось в сочинениях немецкого педагога Вольфганга Ратке для обозначения искусства обучения.

Основными категориями дидактики являются: преподавание, умение, обучение, образование, знания, умения, навыки, а также цель, содержание, организация, виды, формы, методы, средства, результаты (продукты) обучения.

В последнее время статус основных дидактических категорий предлагается присвоить понятиям дидактической системы и технологии обучения. Отсюда получаем краткое и емкое определение: дидактика-наука об учении и образовании, их целях, содержании, методах, средствах, организации, достигаемых результатах.

Преподавание- упорядоченная деятельность педагога по реализации цели обучения (образовательных задач), обеспечение информирования, воспитания, осознания и практического применения знаний.

Учение- процесс, в ходе которого на основе познания, упражнения и приобретенного опыта возникают новые формы поведения и деятельности, изменяются ранее приобретенные.

Обучение - упорядоченное взаимодействие педагога с учащимся, направленное на достижение поставленной цели.

Образование – система приобретенных в процессе обучения знаний, умений, навыков, способов мышления.

Знание – совокупность идей человека, в которых выражается теоретическое овладение этим предметом. Это факты, сведения, научные теории, законы, понятия, закрепленные в сознании учащихся.

Умение – овладение способами (приемами, действиями) применения усвоенных знаний на практике.

Цель (учебная, образовательная) – то, к чему стремится обучение, будущее, на которое направлены его усилия.

Содержание (обучение, образование) – система научных знаний, практических умений и навыков, способов деятельности и мышления, которыми учащимся необходимо овладеть в процессе обучения.

Метод (от латинского «metodos» - путь, способ) – путь достижения (реализации) цели и задач обучения.

Результаты (продукты обучения) – это то, к чему приходит обучение, конечные следствия учебного процесса, степень реализации намеченной цели.

Преподаванию никогда не «угнаться» ни за наукой, ни за изменениями жизни, если оно пойдет по пути механического нанизывания на пирамиду старых программ все новых и новых фактов и открытий. Необходим иной принцип, и он сводится к тому, чтобы заново осмыслить критерии отбора содержания образования и перейти к новым инновационным методам обучения.

Внедрением в учебно-воспитательный процесс современных технологий учитель и воспитатель все более осваивает функции консультанта, советчика, воспитателя. Это требует от них специальной психолого-педагогической подготовки, так как профессиональной деятельности учителя реализуются не только специальные, предметные знания, но и современные знания в области педагогики и психологии, технологии обучения и воспитания. На этой базе формируется готовность к восприятию, оценке и реализации педагогических инноваций.

В заключение, я хочу сказать, что если человек сам осознанно не будет двигаться вперед, сам не хочет получать образование, то ему не поможет ни новые методы, ни технологии, ни наставления и поучения.

Как говорил К.Д.Ушинский «Если педагогика хочет воспитать человека во всех отношениях, то она должна прежде узнать его тоже во всех отношениях».

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ИММУНИТЕТ- ДЕН САҰЛЫҚТЫҢ ХӘМ УЗАҚ ӨМИР СҮРИҰДИҢ ГИРЕҰИ

Сапаров Турдыбай Толыбаевич

Бердақ атындағы Қарақалпақ мәмлкетлик университети
педагогика илимлери кандидаты, доцент.

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Аннотация. Мақалада иммунитет сөзиниң келип шығыу тарыйхы, иммунитеттиң тийкарғы функциясы, формалары хәм ахамияти көрсетилген.

Гилт сөзлер: Иммунитет, белок, лейкоцит, фагоситоз, елиминатсия, вакцина, антиген, антитела, эпидемия, пандемия, ОИТС/ОИВ.

IMMUNITY IS THE GUARANTEE OF HEALTH AND LONGEVITY

Abstract. The article talks about the history of the origin of the word immunity, the main function, types and meaning of immunity.

Keywords: Immunity, amino acid, leukocyte, phagocytosis, elimination, vaccine, antigen, antibody, epidemic, pandemic, AIDS/HIV.

ИММУНИТЕТ – ГАРАНТ ЗДОРОВЬЯ И ДОЛГОЛЕТИЯ

Аннотация. В статье говорится об истории происхождения слова иммунитет, основной функции, видах и значении иммунитета.

Ключевые слова: Иммунитет, аминокислота, лейкоцит, фагоцитоз, элиминация, вакцина, антиген, антитело, эпидемия, пандемия, СПИД/ВИЧ.

Буннан көп жыллар бурын халықтың абыройын шығарған жаўырыны жерге тиймеген палўанларды, темирден түйме сокқан, ағашқа гүл ойған усталарды хәм т.б халықтың ишинен шыққан айрықша талантлы инсанларды патша хәм ханлар өмириниң ақырына шекем салықтан азат еткен хәм ондай адамларды иммунитетти бар инсанлар деп атаған.

Дерлик XIX әсирдиң ақырына шекемги дәўирде айрықша қәўипли кеселликлердиң (холера, шума, сибир жарасы хәм т.б) эпидемиясынан халық қырылып, қалалар босап қалған. Бирақ айрым адамлар наўқаслар менен тығыз қатнаста болыўына қарамастан оларға кеселлик жуқпаған. Ондай адамларды халық иммунитетти бар адамлар (қудай талам кеселлениўден азат еткен деген түсиникте) деп атаған хәм оларды дизимге алып эпидемия ўақтында наўқасларға хызмет етиў ушын хәм қалаларды труплардан тазалаў жұмысларында пайдаланылған.

Иммунитет ҳаққында түсиникке ийе болыў ушын дәслеп адам организмниң дүзилисин билиўимиз керек. Организминиң тийкарғы қурылыс материалы белок есапланады. Негизинде тиришиликти белоклардың жасаў усылы деўге болады. Белок оғада қурамалы дүзилiske ийе болып, ол 20 аминокислотадан турады хәм аминокислоталар жайласыў аралығы менен өзгешеленеди. Аминокислоталардың хәм олардың жайласыўы аралығының кодланыўы нәтийжесинже 1^{2700} сандағы организмди жаратыўға болады. Физиклер бул сан пүткил әлемниң молекуласын санаўға жетеди деген пикирди айтады.

Мине соның ушында барлық тири организмлер генетикалық жақтан өзгешеликке ийе болып, бир-бирине уксамайды, яғнай, дүньяға бир мәрте келеди. Солай етип хәр бир организмниң қудай талам инам еткен тек өзине тән арнаўлы гербиши болады хәм ол клетка

деп аталады. Адам организми әне усындай клеткалардың жыйындысынан ибарат болып эволюциялық раўажланыў басқышында клеткалар хәр қыйлы (200 жүзден аслам клетканың түри бар) хызмет атқарыўға ийкемлескен. Илимпазлардың берген мағлыўматларына карағанда адам организми орташа 10 триллион клеткадан турады.

Иммунитеттиң тийкарғы ўазыйпасы, генетикалық жақтан бийтаныс организмлерди ажыратып билиўи яғный, өзиникин хәм басқаны таныўы. Генетикалық жақтан өзгешеликлерге ийе организмлерге (затларға) бактериялар, вируслар, эпийайылар куртлар, белоклар, клеткалар, тканлар аутоанигенлер хәм рак клеткалары жатады. Адам организмде күнине бир нешше жүз миллиард клетка ыдырайды (набыт болады) хәм сонша клетка тазадан пайда болады.

Тилекке қарсы тазадан пайда болған клеткалардың ишинде мәлим дәрежеде өзгериске ушыраған, (мутация болған) клеткалар хәм пайда болады. Хәзирги ўақытта мутацияға алып келиўши факторлар көбейип кетти. Оларға радиацияны, экологиялық өзгерислерди, аўқатлық затлардың структурасының өзгериўин хәм сапасының төменлеўин т.б мысал етиўге болады. Буның ақыбетинде адамлар арасында кеселлениўшилик жийи ушырасып, өсимте, аутоиммун, аллергиялық хәм т.б. кеселликлер менен наўқасланғанлардың саны күннен-күнге көбеймекте.

Мине усындай мутациялық өзгериске ушыраған генетикалық жақтан өзгешеликке ийе клеткаларды жоқ етиў, үзип таслаў, (элиминациялаў) иммун системаның тийкарғы ўазыйпасы есапланады. Иммунитеттиң тийкарғы мақсети организмнің ишки орталығының сапалық турақлылығын қадағалаў. Ал иммунитеттиң жуқпалы кеселликлерге қарсы гүресийи болса тийкарғы функциясының ақыбети есапланады. Хәр бир организмде иммунлық система генетикалық жақтан қадағаланады.[5] Негизинде хәр бир организмнің генетикалық системасы сол организмнің жазмышы есапланады. Айрым адамлар жасаўшаң хәм көбейиўшең болады. Соның ушында халықтың арасында узақ жасаўшы хәм туқым тебериги кең тарқалған адамлар деген пикирлер бар.

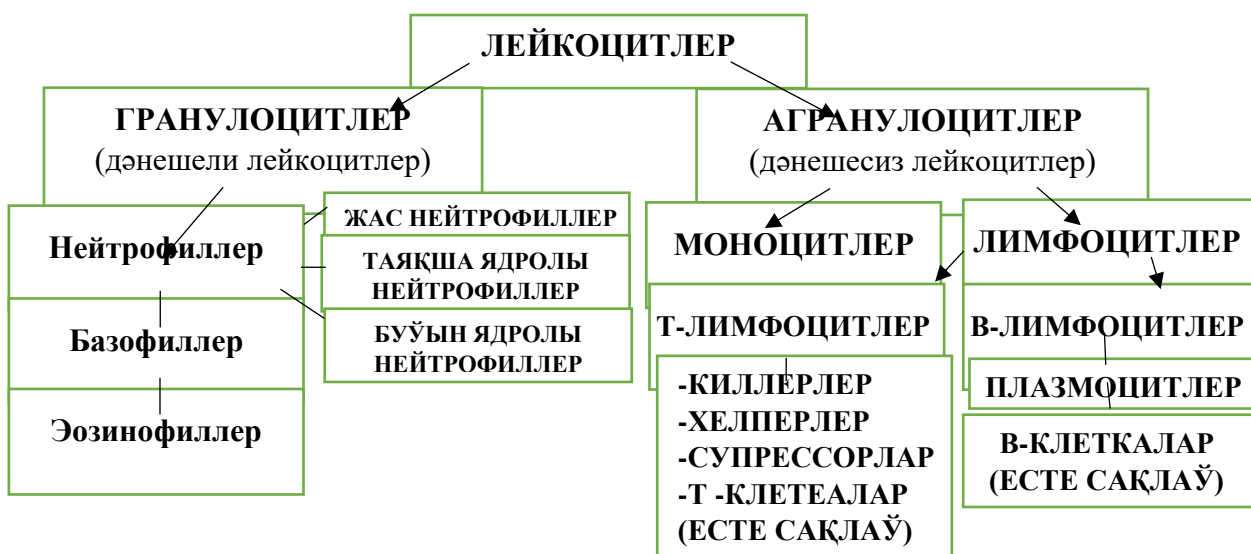
Иммунологиялық хызметти арнаўлы клеткалар, тканлар хәм органлар системасы атқарады. Оларға айры тәризли без, талақ, лимфа түйинлери, лимфатикалық фолликулалар, лимфойдлық топламлар, қызыл сүйек мийиндеги хәм перифиялық қандағы лимфоцитлер жатады. Бул диффуз жайласқан органның салмағы орташа 2,0 кг жақын болады. [3]

Өмирде көринис бир болады дегениндей жаратылыста душпанларда көп хәм олардың хийлелериде көп. Соның ушында жоқары дәрежеде раўажланған организмлерде иммунлық системаның дүзилиси хәм функциясы оғада курамалы болады. (раўажланған мәмлекетлердің курамалы дүзилiske ийе армиясын еслетеди). Иммунлық системаның функциясы толық үйренилген деўге болмайды. Себеби, организм ушын бийтаныслық қәсийетке ийе рак клеткаларының раўажланыў механизмин хәм аутоиммун кеселликлердің патогенезин толық билмеймиз, сонлықтан-да, бундай наўқасларды толық емлей алмаймыз. Иммунитет хәққинда сөз болғанда көп мағлыўматлар еске түсийи мүмкин. Бирақ ең дәслеп иммунитеттиң еки түри хәққинда түсиникке ийе болыў керек деп есаплайман.

- 1- клеткалық иммунитет
- 2- гумораллық иммунитет

Рус илимпазы И.И.Мечъников биринши болып клеткалық иммунитеттиң тийкарын салған. Илимпаз ақ қан денешелериниң-лейкоцитлердиң фагоцитарлық функциясын анықлаған [1].

Фагоцитоз деп, лейкоцитлер тәрәпинен патоген микроорганизмлердиң орап алынып ыдыратылыуына айтылады. Фагоцитарлық қәсийетке ийе клеткалар патоген микроорганизмлерди, бузылған клеткаларды бийтаныс бөлекшелерди хәм т.б жоқ етеди. Бул кубылыстың клеткалық иммунитет делиниўиниң себеби фагоцитарлық кубылыста тийкарынан қан клеткалары қатнасады. Төмендеги схемада фатоцитарлық қәсийетке ийе қан клеткалары хаққында мағлыўмат берилген.



Негизинде клеткалық хәм гумораллық иммунитетти бир-биринен ажыратып қараўға болмайды, олар биргеликте тығыз байланыста хызмет атқарады [4].

Гумораллық иммунитетти биринши болып, немис илимпазы П.Эрлих баянлап берген. Гумор суйықлық деген мәнисти билдиреди. Гумораллық теория бойынша организмге биринши марте келип түскен бийтаныс клеткалар (патоген микроорганизмлер) иммунокомпотент клеткалар тәрәпинен антиген сыпатында қабыл етиледі хәм оған қарсы организмде иммуноглобулинлер (антителалар) синтезленеди.

Организмде синтезленген арнаўлы антителалар организмге тускен арнаўлы антигенлер менен байланысып оларды нейтраллайды. Нәтийжеде инфекцияның раўажланыуы тоқтайды еки иркиледі. Бирақ, буның ушын организмдеги иммунокомпотент клеткалар генетикалық жақтан жат (бийтаныс) патоген организмлер менен бир марте болсада дусласыуы керек, сол ўақытта арнаўлы антигенге қарсы арнаўлы антитела пайда болады [2]. Бундай дусласыўдың еки жолын келтирип өтиўге болады.

1. Жукпалы кеселлик пенен аўырып тәўір болыў. Бундай жағдайда тәбийғый иммунитет пайда болады. Организмде тәбийғый жол менен пайда болған иммунитет (антителалар) көпшилик жукпалы кеселликлерде индивидттиң өмириниң ақырына шекем сақланады. Натийжеде жукпалы кеселлик пенен бир мәрте наўқасланған адам көпшилик жағдайларда екинши мәрте аўырмайды.

2. Белгили бир жукпалы кеселликке қарсы арнаўлы антитела пайда етиў ушын, сол кеселликтиң штаммасы (әззилетилген бирақ антигенлик қәсийетке ийе арнаўлы

микроорганизм) организмге жибериледи. Бундай штаммалар кеселлик шақырмайды, бирок организмде иммунологиялық өзгерис пайда етип арнаўлы антителалардың синтезлениўине алып келеди, яғный жасалма иммунитет пайда болады. Буған вакцинация – жукпалы кеселликлерге қарсы шаншыў делинеди. Хәзирги ўақытта илиминиң раўажланыўы менен жасалма (суний) вакциналар ислеп шығарылған.

Айрым ўақытлары адам организмине алдыннан таярланған арнаўлы антителалар жибериледи. Мысал ушын, атты иммунизациялап таяр арнаўлы антителаларды алыўға болады. Таяр арнаўлы антителалар әдетте адам организмінде иммунитет пайда етепейди, арнаўлы инфекция менен ўақтынша гүреседи. Бундай иммунлық сывороткалар арнаўлы инфекциялық кеселликлерди өткир дәўиринде емлеў ушын қолланылады.

Иммунологияда, биологиялық түрге байланыслы иммунитет ажыратылады, яғный хәр түрдің өзиниң жукпалы кеселлиги болады, мысал ушын, таўықта ушырасатуғын шума кеселлиги менен адамлар аўырмайды. Бундай мысалларды көп келтириў мүмкин.

Жүкли хәм емизийли хаялларда иммуноглубинлер анадан балаға өтеди нәтийжеде көкирек жасындағы бала 6 айға шекем жукпалы кеселликлер менен дерлик наўқасланбайды.

Адамлар арасында туўма хәм арттырылған иммунодефицит жағдайлар ушырасады. Артырылған иммунодефицит жағдайларға А.И.Ж.С/СПИД (артырылған иммун жетиспеўшилилик синдромын) мысал етиў мүмкин. АИВ/ВИЧ (адам иммун жетиспеўшилилик вируси) т-лимфоцитлерди зыянлайды нәтийжеде т-лимфоцитлердің функциясы бузылып, организм хәр қыйлы патоген микроорганизмлерди антиген сыпатында танымайды хәм оған қарсы арнаўлы антитела синтезленбейди (қарсы гуреспейди) нәтийжеде АИЖС/СПИД кеселлиги раўажланады.

Иммунология пәниниң раўажланыўы халықтың саламатлығын сақлаўда, өмирдің сапасын жоқарылатыўда үлкен әхмийетке ийе. XIX әсирдің басларында балаларда ушырасатуғын жукпалы кеселликлерден (қызылша, дифтерия полиомиелит хәм т.б.) балалар өлиўшилиги оғада жоқары болған. Эпидемия ўақтында айрым шаңарақларда 2-3 бала өмирден көз жумған.

Айрықша қәўипли кеселликлер эпидемияға хәттеки пандемияға айланып адамлар қырылып қалған. Хәзирги ўақытта бул кеселликлер иммунология илиминиң раўажланыўы нәтийжесинде әмелге асқан шаншыў (вакцинация) жолы менен емленеди. Иммунологиялық қадағалаўдан шетлеп өтетуғын рак клеткаларының раўажланыўының сырлы патогенези иммунологиялық процесслердің ишинде жасырынғанлығы илимий болжаўға жақын келеди.

Жуўмақлап айтқанда, иммунология илиминиң раўажланыўы биология хәм медицина илиминиң раўажланыўына үлкен үлес қосады.

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NAIM KARIMOV. ADABIY TANQID SOHASIDAGI IZLANISHLAR
SAMARASI

Nuriddinova Umida

Termiz davlat universiteti o'zbek filologiyasi fakulteti 3-bosqich talabasi

Sarvar Tuliboyev

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Annotatsiya. Ushbu maqolada munaqqid Naim Karimovning adabiy-tanqidiy faoliyati va izlanishlari yoritib berildi. Cho'lponga bag'ishlangan "Istiqlolni uyg'otgan shoir" risolasi va Hamza Hakimzoda Niyoziy haqidagi "Hamzani kim o'ldirgan yoxud Shohimardonning qora bahori" maqolasi doirasida adabiyotshunos olimning ilmiy-tanqidiy qarashlari atroflicha bayon etildi. Shuningdek, Naim Karimov o'zbek adabiy tanqidi rivojida o'ziga xos o'ringa va muhim ahamiyatga ega ekanligi ta'kidlab o'tildi.

Kalit so'zlar: Ozod Sharafiddinov, Naim Karimov, adabiy tanqid, adabiyotshunoslik, Cho'lpon, Hamza Hakimzoda Niyoziy, Oybek, munaqqid, Vadud Mahmud, tahlil.

NAIM KARIMOV. THE RESULT OF RESEARCH IN THE FIELD OF
LITERARY CRITICISM

Abstract. In this article, the critic Naim Karimov's literary and critical activities and researches were highlighted. The scholarly and critical views of the literary scholar were described in detail within the pamphlet "The Poet Who Awakened Independence" dedicated to Cholpon and the article "Who Killed Hamza or the Black Spring of Shahimardan" about Hamza Hakimzada Niazi. It was also emphasized that Naim Karimov has a special place and important importance in the development of Uzbek literary criticism.

Keywords: Azod Sharafiddinov, Naim Karimov, literary criticism, literary studies, Cholpon, Hamza Hakimzada Niyazi, Oybek, critic, Vadud Mahmud, analysis.

НАИМ КАРИМОВ. РЕЗУЛЬТАТ ИССЛЕДОВАНИЙ В ОБЛАСТИ
ЛИТЕРАТУРНОЙ КРИТИКИ

Аннотация. В данной статье освещена литературно-критическая деятельность и исследования критика Наима Каримова. Научные и критические взгляды литературоведа подробно изложены в брошюре «Поэт, пробудивший независимость», посвященной Чолпону, и статье «Кто убил Хамзу, или Черный источник Шахимардана» о Хамзе Хакимзаде Ниязи. Также было подчеркнуто, что Наим Каримов занимает особое место и важное значение в развитии узбекского литературоведения.

Ключевые слова: Азод Шарафидинов, Наим Каримов, литературоведение, литературоведение, Чолпон, Хамза Хакимзада Ниязи, Ойбек, критик, Вадууд Махмуд, анализ.

O'zbekiston Qahramoni, sermahsul ijodkor, qalami o'tkir munaqqidlarimizdan biri Ozod Sharafiddinov adabiy tanqidga shunday ta'rif bergan edi: "Tanqid nima, degan savolga javob yo'q. Ba'zilar tanqid yozuvchiga yo'l ko'rsatadi, kamchiliklarini ochib beradi, deyishadi.

Yozuvchilar esa tanqidchilar asardan xato qidirib o'qimasligi kerak, degan fikrni bildiradilar. Mening nazarimda, tanqidchi asarning nuqsonini topishdan ko'ra ko'proq undagi mavjud – yashiringan go'zallikni topib ko'rsata bilishi lozim. Agar ta'rif kerak bo'lsa, tanqid – bu

badiiy adabiyotdagi, she'riyatdagi, nasrdagi yashirin go'zallikni kashf qilish san'ati, derdim" ("Tanqidchilik kasbi haqida"). O'ylaymanki, yuqoridagi so'zlar tanqidga berilgan go'zal hamda tushunarli ta'rifdir. Ozod Sharafiddinov tanqidchi bo'lish uchun ijodkor "Himolay ham ip esholmay qoladi" gan bilimlar sohibi bo'lishi zarurligini, yosh tanqidchilar bu sohani oson deb o'ylab, mas'uliyatsizlik bilan yondashayotgani, tanqid "umrbod mashaqqatli, tinimsiz, orom bilmaydigan mehnat" ekanligini ta'kidlaydi. Yoxud "ko'zni yumib, og'izni ochib" (Abdurauf Fitrat) yengil mushohada qiladigan, har qanday mafkuraga ergashib ketaveradigan tanqidchilarning peshonasiga adabiyotning o'zi qora tamg'a bosganiga barchamiz guvohmiz.

Ammo o'z yo'lida, o'z maqsadida sobit turgan, haq so'zni aytishdan hayiqmagan zabardast tanqidchilarimiz ham bor (Abdurauf Fitrat, Vadud Mahmud, Cho'lponlarni eslang!), shu o'rinda ularning yo'lini davom ettirgan, ustozlarining nomini oqlagan, ular haqida qimmatli ma'lumotlarni adabiyotshunoslikka olib kirgan adabiy tanqidimiz vakillari ham bir talay. Ulardan biri o'zbek adabiyotshunosligi va tanqidchiligida mustahkam o'rniga ega bo'lgan filologiya fanlari nomzodi, professor Naim Karimovdir.

Naim Karimov ijodiy faoliyati jamiyatda, shuningdek, adabiy muhitda holat yaxshilasha boshlagan davrga to'g'ri keladi. Tanqidchi 1932-yilda Toshkentda dunyoga kelgan. O'rta ma'lumotni olgach, SAGU ning o'zbek filologiyasi fakultetida, so'ng ushbu universitet aspiranturasida tahsilni davom ettirgan. "Hamid Olimjonning badiiy mahorati" mavzusida nomzodlik dissertatsiyasini yoqlagan olimning doktorlik ishi "XX asr o'zbek adabiyoti taraqqiyotining o'ziga xos xususiyatlari va milliy istiqolol mafkurasi" mavzusida edi (1994). O'z FA Til va adabiyot institutida qariyb yetmish yillar samarali mehnat qilgan.

Naim Karimov izlanuvchan va o'ziga xos ilmiy-estetik qarashlarga ega munaqqid va adabiyotshunosdir. Uning bu xususiyatlari Hamza, Cho'lpon, Oybek, Usmon Nosir, Hamid Olimjon, Maqsud Shayxzoda ijodi va faoliyatiga oid tadqiqotlarida yorqin ko'rinadi. Uning "Oybek", "Oybek gulshanida qolgan g'unchalar", "Oybek va Zarifa", "Ilhom chashmasining ajib mavjlari", "Oybek. Mashhur o'zbek adibining hayoti va ijodidan lavhalar" kabi asarlari, "Tarix so'qmoqlari izimdan cho'tir...", "Oybek: Tosh ekan bu boshim...", "Ikki darg'a" (Oybek va Otajon Hoshim xususida), "Yozilmagan durdona", "Oybek o'g'itlari", "Oybekning so'nggi qo'shig'i" singari o'nlab maqolalari oybekshunoslikda, umuman, adabiyotimizda katta ahamiyatga ega bo'lsa, "Istiqololni uyg'otgan shoir" risolasi, "Cho'lpon" ma'rifiy romani Cho'lpon haqida, "Hamza Hakimzoda Niyoziy", " "Boy ila xizmatchi" pyesasining ijodiy taqdiri", "Hamza grajdanin", "Qorasoch va Oltoyxon" (Hamzaning "Qorasoch" operasi haqida), "Hamzani kim o'ldirgan yoxud Shohimardonning qora bahori" kabi maqolalari esa Hamza haqida o'qilmagan, biz bilmagan hikoyalarni so'zlaydi.

XX asrdagi buyuk shoir, yozuvchilar hayoti, faoliyatini asarlarining yozilish sababi, tarixi, muallifning atvori, tabiati, turmush tarzi, muhiti-yu davrasi bilan bog'liq holatda gavdalantirish Naim Karimov kabi ijodkorlardan boshlangan, desak adashmagan bo'lamiz. Naim Karimov har bir tadqiqotini aniq faktlar bilan yozadi, o'quvchi rad qila olmaydigan dalillar keltiradi. Albatta, uning orqasida tinim bilmas izlanishlar yotibdi.

Shu o'rinda "Hamzani kim o'ldirgan yoxud Shohimardonning qora bahori" maqolasiga to'xtalsak. Ushbu maqola 1991-yilda "Yoshlik" jurnalining 10-sonida bosilib chiqadi.

Shohimardon! O, tog'lar qo'ynida pinhon,
Go'zal diyor, ko'ksingda dahshatli achhiq

Qanday qonli sirlar bor?...

Yurak zirqirar

Bosadi xotiralar – qora bosiriq...

Oybekning yuqoridagi misralari bilan boshlanuvchi maqola bir necha qismlardan, jumladan, “Shohimardon mozori”; “Hamza Shohimardonda”; “Hamza qazigan choh”; “Fitna”; “Hamzaning so’nggi kuni”; “Fojiadan so’ng”; “Jumboq” dan iborat. Ko’rinib turganidek, maqola hajman anchayin katta. Nomlar asosida qismlarga ajratib olishni Naim Karimovning boshqa maqolalarida ham ko’rishimiz mumkin, masalan, “Abdulla Qodiriy qayerda o’qigan?” maqolasi: “Qodiriy Mayakovskiy bilan ko’rishganmi?”; “Qodiriy shoir Oltoyni nega tanqid qilgan?”; “Qodiriy Moskovdan nega olib qolishgandi?”; “Kuldirardi, biroq o’zi kulmas edi”. Bu tartib-intizom ham Naim Karimovning yana bir jihatini ko’rsatadi. Maqolada munaqqid har bir holatga, berayotgan har bir ma’lumotiga batafsil yondashgan. Shohimardondagi mozorni ta’riflash uchun hazrati Ali haqidagi rivoyatdan so’zlaydi (O’rta Osiyo xalqlarida mavjud rivoyatga ko’ra, uning yettita tani bor bo’lib, yettinchisi Shohimardonning xushmanzara manziliga dafn etilgan). Hamza haqida xufyalar so’zlagan gaplari, johil dindorlarning Hamzaga qarshi tuzgan rejalari, suiqasdni necha kishi amalga oshirgani (17 kishi, shulardan to’rttasi Shohimardondan qochib chiqib ketadi), hatto har birining ismigacha, to’z-to’polon vaqtida Hamza bilan birga bo’lganlar, ya’ni guvohlar (Do’stmuhammad Shermatov, Mullajon Abdurahimov, Jahongir Xolmatov, Orifjon Marjabov), bu fojiada Hamroqul Tursunqulov (qishloq xo’jaligi ishlab chiqarish yetakchisi, rais)ning qanday qo’li borligi, yozishmalar, maktublar aniq tarixiy faktlar bilan beriladi. Hodisa shunday tasvirlanadiki, voqealar silsilasi birma bir butun rang-u ro’yi bilan ko’z oldimizdan o’tadi. Naim Karimov Shohimardon xo’jalari yoki bolsheviklar qilmishlarini yoritarkan, Hamzaning ayblarini ham keltiradi, u Shohimardonda to’g’ri siyosat olib bormagan, degan fikrlarga keladi (Xo’jalarning iltimosini eshitmasdan ularni majburan Shohimardondan chiqarib yuborishga urinish, tahdidlar, so’kish va haqoratlar hamda shu kabilar. Tanqidchi Hamzaning o’ziga o’zi choh qaziganidan taajjubga tushganini kitobxondan berkitmaydi. Maqola so’ngida o’zining qarashlari va jumboqli tomonlarni ham ta’kidlab o’tadi: “...Shuning uchun ham kalavanning bu uchini yechishni dorilamon zamonlarga qoldiramiz”).

“Istiqlolni uyg’otgan shoir” nomli risola Cho’lponga bag’ishlanganini yuqorida aytib o’tdik. Ushbu risolada Cho’lpon adabiy muhiti, uning ayrim asarlari, she’rlarining yaratilishi, tergov, qatl haqida qimmatli ma’lumotlar beriladi. Munaqqid Cho’lpon ruhiy olamidagi o’zgarishlarni uning she’rlari asnosida o’quvchiga yetkazadi:

Kulgan boshqalardir, yig’lagan menman,

O’ynagan boshqalar, ingragan menman.

Erk ertaklarini eshitgan boshqa,

Qullik qo’shig’ini tinglagan menman.

(1920-yilda Bokuda o’tkazilgan Sharq xalqlari qurultoyining samarasiz bo’lganidan nadomat chekkan shoirning ruhiy iztiroblari)

Cho’lpon asarlarida nomi tilga olingan, ammo bizga notanish bo’lgan shaxslar haqida ma’lumot beriladi. Jumladan, “Ketding” sarlavhali marsiya bag’ishlangan Rahmatulla Sultonov.

Ushbu inson biz tanigan atoqli adabiyotshunos olim va dramaturg Izzat Sultonning akasi bo’lib, O’shda tug’ilgan. U Andijondagi rus-tuzem maktabida Cho’lpon bilan birga o’qigan. Sil kasali bilan og’rib, juda erta, aniqrog’i, 1921-yil 21 yoshida vafot etgan.

Asarda Cho'lpon va Vadud Mahmudning yaqin maslakdoshlik munosabati, ularning fikr almashinuvlari, hazil mutoyibaga yo'g'rilgan yozishmalari, shu o'rinda Vadud Mahmudning ham o'ziga xos iste'dod va salohiyatlari yoritilgan. Naim Karimov bularni ayta turib keyingi izlanishlari borasida ham so'z yuritadi: "...shoir, taxminimga ko'ra, shu yillarda Toshkent, Andijon, Samarqandda qolgan aqrabolari bilan xatlashib turgan. Bu xatlarning bugungi kunga qadar saqlanib qolganiga katta umid bog'lash aqldan bo'lmasa-da, har qalay, ularni izlash huquqidan bizni hech kim mahrum eta olmasa ham kerak".

Adabiyotimiz Naim Karimovdek izlanuvchan, yuksak salohiyatli olim va munaqqiddan ajraganiga ko'p bo'lmadi (2023-yilning 17-sentyabri). Biroq uning qilgan ishlari asrlar osha adabiyot, madaniyat, shuningdek, adabiy tanqidimiz "koriga yarashi"ga ishonchimiz komil.

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XALQ OG‘ZAKI IJODI NAMUNALARI ORQALI BOLALARDA MA’NAVIY TARBIYANI SHAKLLANTIRISHNING AHAMIYATI

Soatova Rayxona Sadriddin qizi

Termiz davlat pedagogika institute

Pedagogika va san‘at fakulteti

Pedagogika yo‘nalishi talabasi

rayhonasoatova@gmail.com

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Annotatsiya. Ushbu maqolada xalq og‘zaki ijodi namunalari, ularning tarbiyaviy ahamiyati, bolalarda ma‘naviy tarbiyani shakllantirishdagi o‘rni haqida so‘z boradi.

Kalit so‘zlar: Maqol, ertak, xalq, ma‘naviyat, tarbiya, ezgulik.

THE SIGNIFICANCE OF FORMING SPIRITUAL EDUCATION IN CHILDREN THROUGH EXAMPLES OF FOLK'S ORAL CREATION

Abstract. This article will talk about the samples of folk oral creativity, their educational significance, their role in the formation of spiritual education in children.

Keywords: proverb, fairy tale, folk, spirituality, upbringing, goodness.

ЗНАЧЕНИЕ ФОРМИРОВАНИЯ ДУХОВНОГО ОБРАЗОВАНИЯ У ДЕТЕЙ НА ПРИМЕРАХ НАРОДНОГО УСТНОГО ТВОРЧЕСТВА

Аннотация. В данной статье рассматриваются образцы устного народного творчества, их воспитательное значение, роль в формировании духовного воспитания детей.

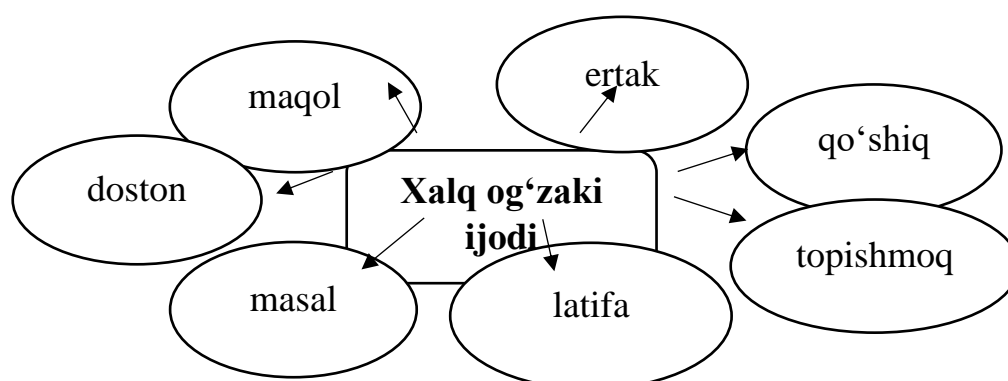
Ключевые слова: пословица, сказка, народ, духовность, воспитание, доброта.

Insonlarning dunyoqarashi shakllanishida bolalik davri muhim bosqich hisoblanadi. Bu davrda ular ruhiy, jismoniy, psixologik, aqliy jihatdan rivojlanadi va shu bilan birga ularda insoniy fazilatlar, mehr-oqibat hurmat, oliyjanoblik shakllana boshlaydi. Bolalik davri ta‘lim-tarbiya berishning poydevori hisoblanadi.

Shu sabab bizning asosiy vazifalarimizdan biri bolalarni mustaqil shaxs bo‘lishga, faollikka, bilim olishga, insoniylikka, Vatanga sadoqatlilikka, oliyjanoblikka, mehnatsevarlikka, barchani birdek hurmat qilishga undashdan iboratdir. Bizga bu borada xalq og‘zaki ijodi yaqindan yordam beradi.

Bugungi kunda xalq og‘zaki ijodi tarixiy kategoriya sifatida rivojlanib kelmoqda.

Folklarning barcha janrlari qadimiy bo‘lsa-da, u hamisha yanada takomillashib bormoqda.



Maqollarni hayot qomusi, xalq og‘zaki ensiklopediyasi, o‘ziga xos bir badiiy-tarixiy solnoma deyish mumkin. Ular insonlar aqlini o‘tkirlashtiradi, nutqini ravshan va ta’sirchan qiladi, hayotda to‘g‘ri yo‘lni tanlay bilishga, hayotiy jumboqlar va muammolarni to‘g‘ri yechishga o‘rgatadi.

Shuningdek, maqollar o‘z ijodkori bo‘lmish xalqning dunyoqarashini, madaniy, maishiy hayotini, tafakkur xazinasini jamlovchi eng kichik og‘zaki ijod namunalari sifatida juda qadimiydir.

Maqollar nafaqat bolalarni, balki katta yoshli insonlarning aqlini teranlashtiradi, nutqini ravshan qiladi, hayotda oq-u qorani ajratishga, muammolarni yecha olishga o‘rgatadi. Yana bundan tashqari, maqollar xalqning dunyoqarashini, tafakkurini, madaniyatini, orzu-istaklarini o‘z ichiga qamrab oladi. Xalq maqollari yoshlarni to‘g‘riso‘zlik, adolat, mehribonlik, topqirlik, hurmat qilish, donolik, ehtiyotkorlik, haqiqatgo‘ylik, jasurlik, vatanparvarlikka undaydi.

“Vatani borning baxti bor”, “Oltin olma, duo ol”, “Bilagi zo‘r birni yiqar, bilimi zo‘rni mingni” kabi maqollar yuqoridagi fikrlarga yaqqol misol bo‘la oladi.

Xalq og‘zaki ijodi namunalaridan yana biri bu ertaklardir. Xalqimiz bejiz “Ertaklar-yaxshilikka yetaklar” deyishmagan. Ertaklarning bolalar hayotida tarbiyaviy ahamiyati anchayin katta. **“Uch og‘ayni botirlar”, “Zumrad va Qimmat”, “Ziyod Botir”, “Egrivoy va To‘g‘rivoy”** kabi ertaklar mo‘jiza va fantaziyani hayot bilan bog‘lab, to‘g‘rilik, halollik, ozodlik, matonat, sabr-bardosh, mehnatsevarlik, odamiylik kabi go‘zal fazilatlarini targ‘ib qiladi. Ertaklardagi qiziqarli syujetlarga shu kabi didaktik g‘oyalar izchillik, bo‘yoqdorlik bag‘ishlabgina qolmay, bolajonlar e’tiborini o‘ziga jalb qilib, shirin tuyg‘ular dunyosiga g‘arq qiladi.

Xalq og‘zaki ijodi namunalaridan biri bo‘lgan topishmoq bolalarda ziyraklik, topqirlik, mantiqiy fikrlash, fantaziya qilish qobiliyatlarini yanada yaxshi shakllanishida ko‘mak beradi desak, mubolag‘a bo‘lmaydi. Topishmoqlarda xalqimizning donoligi, zakovatligigi yaqqol namoyon bo‘ladi.

**Hamrohim bor befoyda,
Qo‘ymas yerda, yo‘l, soyda.
Quvalasam, ketmaydi,
Savalasam, o‘tmaydi. (Soya)**

Xulosa qilib aytadigan bo‘lsak, xalq dostonlari, ertaklar, qo‘shiqlar, maqollar, topishmoqlari va boshqa janrdagi asarlar yosh avlodning ma’naviyatini yuksaltirish, uni komil inson darajasiga yetishini ta’minlash maqsadini nazarda tutgan holda yaratilgandir. Ma’lumki, o‘tgan davrlarda xuddi bugungidek matbuot, ommaviy axborot vositalari, turli o‘quv dargohlari, internet kabi ta’lim, ma’rifat tizimlari bo‘lmagan. Bu kabi vazifalarni esa oddiy xalqimiz tomonidan yaratilgan ijod namunalari bajargan. Xalq og‘zaki ijodi rivojlanishi xalq pedagogikasi yaratilishiga zamin yarata oldi.

Bu ijod namunalarida birlik, hurlik, sadoqat, ezgulik, donolik, ma’rifatlilik, mehnatsevarlik, odillik kabi insoniy fazilatlar ulug‘lanib, razolat, xiyonat, sotqinlik, yolg‘onchilik, birovni haqqiga xiyonat qilish, axloqsizlik qattiq qoralanadi. Bundan ko‘rinib turibdiki, kelajak bunyodkorlari – bolalar, yoshlarni har taraflama barkamol qilib tarbiyalashda xalq og‘zaki ijodining o‘rni beqiyos va samaralidir.

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DAVLAT BOSHQARUVIDA MA'MURIY ORGANLARNING AHAMIYATI

Jiyanova Shohidaxon Mahsumovna

Farg'ona viloyati yuridik texnikumi maxsus fan o'qituvchisi
3-darajali yurist, magistr.

E-Pochta: shokhidaxonjiyanova@gmail.com

Tel: +998-91-327-45-05

<https://doi.org/10.5281/zenodo.10579367>

Annotatsiya. Ushbu maqolamda men boshqaruv organlari, boshqaruv ma'muriyati organlari va ularning vazifalari hamda jamiyatda tutgan o'rni va ahamiyati mavzusini yoritganman.

Kalit so'zlar: Boshqaruv tushunchasi, ma'muriy organlar, rahbar tushunchasi, huquq layoqati, muamala layoqati.

AUTHORITY OF ADMINISTRATIVE BODIES IN STATE MANAGEMENT

Abstract. In this article, I covered the topic of management bodies, management administration bodies and their tasks, as well as their role and importance in society.

Key words: The concept of management, administrative bodies, the concept of a leader, legal capacity, negotiation capacity.

ПОЛНОМОЧИЯ ОРГАНОВ АДМИНИСТРАТИВНОГО УПРАВЛЕНИЯ В ГОСУДАРСТВЕННОМ УПРАВЛЕНИИ

Аннотация. В этой статье я затронул тему органов управления, органов управления и их задач, а также их роль и значение в обществе.

Ключевые слова: Понятие управления, административные органы, понятие лидера, правоспособность, переговорная способность.

KIRISH

“Ma'muriy huquq” atamasi lotincha “administratio” so'zidan olingan bo'lib, “boshqaruv huquqi” ma'nosini anglatadi. Shu sababli, “Ma'muriy huquq” fanining mazmun-mohiyatini ochib berishdan avval boshqaruv, davlat boshqaruvi tushunchalarining mohiyatini anglab olish lozim bo'ladi.

Boshqaruv davlat paydo bo'lmasdan oldin vujudga kelgan bo'lib, kimnidir yoki nimanidir yoxud qandaydir faoliyatga “yo'naltirish, unga rahbarlik qilish” ma'nosini anglatadi.

Huquqshunos olim Y.N.Starilovning fikricha, boshqaruv — bu boshqaruv subyektining boshqaruv obyektiga nisbatan maqsadga muvofiq va doimiy ta'sir etish jarayoni hisoblanadi.

¹⁵⁷Bunda boshqaruv obyektiga sifatida turli xildagi hodisalar va jarayonlar, jumladan, inson, jamoa, ijtimoiy jamoatchilik, mexanizmlar, texnologik jarayonlar va boshqalar namoyon bolishi mumkin.

Boshqaruv subyektining obyektga nisbatan ta'siri boshqaruv tizimiga bevosita bog'liqdir.

Boshqaruv tizimi bu boshqaruv jarayonini ta'minlovchi mexanizm, ya'ni maqsadga muvofiq va kelishilgan holda funksiyalanuvchi o'zaro bog'liq elementlardir. Boshqaruv jarayonidagi bu elementlar orqaga qaytish prinsipi asosida yagona tizimga birlashadi.

¹⁵⁷ г Бахрах Д.Н., Россинский Б.В., Стариков Ю.Н. Административное право: Учебник для вузов. — М.: «Норма», 2004. С. 19.

Ma'muriy huquq sohasi davlatni idora etish jarayonida, ya'ni ijro va farmoyish faoliyatini amalga oshirishda yuzaga keladigan ijtimoiy munosabatlarni tartibga soluvchi yuridik normalar majmuini o'z ichiga oladi. Boshqaruv faoliyati turlarining xilma-xilligi Ma'muriy huquqning keng ko'lamli va ko'p tarmoqliligini taqozo etuvchi asosiy omildir. Ma'muriy huquq me'yorlari barcha ijro etuvchi hokimiyat organlarining vakolatini aniqlaydi hamda davlat boshqaruv organlarini tuzish, ularni qayta tashkil qilish va tugatish tartibini belgilab beradi. Ular fuqarolarning davlat boshqaruv sohasidagi huquq va majburiyatlarini mustahkamlaydi, ijro etuvchi hokimiyat organlarining faoliyati va mansabdor shaxslarning xulq-atvoriga yagona qonun-qoidalarni belgilab beradi, ma'muriy huquqbuzarliklar uchun javobgarlik va uni qo'llash tartibini ko'rib chiqadi.

Ma'muriy huquq me'yorlari turli ma'muriy-huquqiy munosabatlarning qatnashchilari orasida yuzaga kelayotgan ma'muriy-huquqiy munosabatlar doirasida amalga oshiriladi.

O'zbekiston Respublikasida Respublika Prezidenti, barcha darajadagi davlat boshqaruv organlari, davlat xizmatchilari, nodavlat notijorat tashkilotlari, jismoniy shaxslar (O'zbekiston Respublikasi fuqarolari, chet mamlakatlarning fuqarolari va fuqaroligi bo'lmagan shaxslar) ma'muriy-huquqiy munosabatlarning qatnashchilari jumlasiga kiradi.

O'zbekiston Respublikasi Ma'muriy huquq tizimi umumiy va maxsus qismlardan iborat. Umumiy qism me'yorlari davlat boshqaruvining asosiy tomoyillarini, Ma'muriy huquq sub'yektlarining huquqiy holatini, davlat xizmati asoslarini boshqaruvining huquqiy shakllari va usullarini davlat boshqaruv tizimidagi qonuniylik va izomni ta'minlash usullari va tartibini mustahkamlaydi.

Turli davlat organlari tomonidan chiqariladigan me'yoriy-huquqiy aktlar Ma'muriy huquqni bayon qilish shakli, uning manbalari bo'lib xizmat qiladi. O'zbekiston Respublikasi Konstitutsiyasidagi mavjud me'yorlarning aksariyat qismi bevosita ma'muriy-huquqiy yo'nalishga ega bo'lgan eng muhim me'yorlar jumlasidandir. Bular, ijro etuvchi hokimiyat organlarining shakllanish va faoliyat asoslarini belgilab beruvchi hamda fuqarolarning davlat boshqaruv tizimidagi huquq va erkinliklarini mustahkamlovchi konstitutsiyaviy me'yorlar sanaladi. Ma'muriy huquq asosiy me'yorlari O'zbekiston Respublikasi Vazirlar Mahkamasining ta'lim, mudofaa, joylardagi davlat hokimiyati, sanitariya nazorati va boshqa to'g'risidagi qonunlarida o'z ifodasini topgan.

O'zbekiston Respublikasi Prezidentining davlat boshqaruv organlarini tuzish, ularni qayta tashkil qilish va tugatish to'g'risidagi, shuningdek, boshqaruv tizimlarini iqtisodiy, ijtimoiy-madaniy, ma'muriy-siyosiy qurilish va h.k. sohaslaridagi, turli tarmoqlarni takomillashtirish to'g'risidagi ko'plab qarorlari ma'muriy huquq manbalari bo'lib xizmat qiladi.

Davlat boshqaruvini tartibga solish ishi O'zbekiston Respublikasi hukumatining, tarmoq va tarmoqlararo davlat boshqaruv organlarining, shuningdek, joylardagi vakolatli va ijro etuvchi organlarning me'yoriy-huquqiy aktlari bilan amalga oshiriladi. Vazirlar Mahkamasi davlat boshqaruv organlarining huquqiy maqomini belgilab beruvchi aktlarni qabul qiladi. Ma'muriy huquq manbalari qatoriga, jumladan, qarorlar, buyruqlar, tarmoq va tarmoqlararo boshqaruv organlari (vazirliklar, mahkamalar, davlat qo'mitalari, respublika agentliklari)ning turli xil yo'riqnomaviy materiallari, shuningdek, joylardagi davlat hokimiyati organlarining qarorlari kiradi.

Mustaqillik yillarida Ma'muriy huquq me'yorlari ancha yangilandi. Chunki, davlatning iqtisodiy funksiyalari, barcha darajadagi ijro etuvchi hokimiyat organlari tizimi va ular faoliyatidagi asoslilik, omilkorlik singari jihatlar ham tubdan o'zgardi. Markazlashmagan tizimga o'tish va umumdavlat ahamiyatiga ega bo'lmagan qator vakolatlarning markaziy organlardan quyi bo'g'inlarga o'tkazilishi jarayoni ro'y bermoqda.

Ma'muriy huquqning ijro etuvchi hokimiyat tuzilishini tokomillashtirishda, davlat xizmatining huquqiy asoslarini vujudga keltirishda, bozor iqtisodiyotini tartibga solishda, fuqarolar va tadbirkorlik tizimlari qonuniy huquqlari va manfaatlarining qat'iy himoya ostiga olinishini ta'minlashda ahamiyati katta.

Ma'muriy huquq me'yorlarini takomillashtirish jarayoni ijro etuvchi hokimiyat organlarida ikki yo'nalishda ketmoqda. Bir tomondan, ijro etuvchi hokimiyatning markaziy va mahalliy organlari orasidagi vakolatlarni chegaralash yo'li bilan, ikkinchi tomondan esa — bajaradigan vazifasiga ko'ra bir xil tipdagi davlat boshqaruv organlarining huquqiy maqomini belgilashda bir xillikni ta'minlash hamda davlat va ijtimoiy hayotning turli sohalaridagi boshqaruv darajasini yuksaltirish yo'li bilan ushbu jarayon amalga oshirilmoqda.

Iqtisodiy munosabatlarni boshqarib borishning bozor mexanizmiga o'tish sharoitida ma'muriy huquq me'yorlari yangi iqtisodiy boshqaruv omillarining joriy etilishini nazarda tutadi (litsenziyalash, kvota belgilash, soliq solish va undirish). Bozor iqtisodiyotining ma'muriy-huquqiy ta'minlanishi iqtisodiy va ijtimoiy sohalar rivojini prognozlash va dasturiy rahbarlik qilish, O'zbekistonning ilmiy-texnikaviy salohiyatini davlat tomonidan qo'llab-quvvatlash hamda davlat mulkini samarali boshqarish va tadbirkorlikni rag'batlantirishga doir tadbirlar tizimini ishlab chiqish va amalga oshirishga qaratilgan.

XULOSA

Xulosa o'rnida shuni aytish mumkinki, mamlakatimizning tashkiliy qurilish vazifalarini hal qilishda ma'muriy huquqning ahamiyati katta. Davlat boshqaruvi tizimini rivojlantirish, davlat apparatining ishini yaxshilash, boshqaruv faoliyatining samaradorligini oshirishga qaratilgan tadbirlarning deyarli barchasi ma'muriy huquq normalari yordamida amalga oshiriladi. Ya'ni aynan ma'muriy huquq normalari boshqaruv organlari, korxonalar, muassasa va tashkilotlarni tashkil etish, o'zgartirish yoki tugatish qoidalarini belgilab beradi.

Ma'muriy huquq nafaqat boshqaruvni, balki boshqariluvchi faoliyatni ham tartibga soladi.

Misol uchun, yo'l harakati qoidalari, jamoat joyida yurish turish qoidalari, ov qilish, savdo, sanitariya va yong'indan saqlash qoidalari va h.k.

Shunday qilib, ma'muriy huquq normalari qanday qilmishlar (harakat yoki harakatsizlik) ma'muriy huquqbuzarlik hisoblanishi, ma'muriy javobgarlik turlari va usulini, bunday huquqbuzarliklarni ko'rib chiqish tartibini o'rnatadi.

Ma'muriy huquq fanining boshqa huquqiy fanlar bilan o'zaro aloqalari, munosabatlariga kelsak, shuni aytib o'tish joizki ma'muriy huquq boshqa huquqiy fanlar bilan chambarchas bog'liq.

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DAVLAT BOSHQARUVI SOHASIDA GENDER TENGLIKNING HOLATI

Jiyanova Shohidaxon Mahsumovna

Farg'ona viloyati yuridik texnikumi mahsus fan o'qituvchisi
3-darajali yurist, magistr

E-Pochta: shokhidaxonjiyanova@gmail.com

Tel: 91-327-45-05

<https://doi.org/10.5281/zenodo.10579400>

Annotatsiya. Ushbu maqolada Gender tenglik tushunchasi, bugungi kunda davlat boshqaruvida gender tenglikning holati va ahamiyati, bu borada davlat tomonidan amalga oshirilayotgan islohotlar va qabul qilingan qarorlar va ularning ijrosi haqida batafsil yoritilgan.

Kalit soʻzlar: Gender tushunchasi, ayol va erkak tengligi, ayollar huquqlari, erkaklar huquqlari.

THE STATE OF GENDER EQUALITY IN THE FIELD OF PUBLIC ADMINISTRATION

Abstract. This article describes in detail the concept of gender equality, the state and importance of gender equality in public administration today, the reforms implemented by the state and the decisions taken and their implementation.

Key words: Concept of gender, equality of women and men, women's rights, men's rights.

СОСТОЯНИЕ ГЕНДЕРНОГО РАВЕНСТВА В СФЕРЕ ГОСУДАРСТВЕННОГО УПРАВЛЕНИЯ

Аннотация. В данной статье подробно описано понятие гендерного равенства, состояние и значение гендерного равенства в государственном управлении сегодня, реформы, проводимые государством, а также принятые решения и их реализация.

Ключевые слова: Понятие пола, равенство женщин и мужчин, права женщин, права мужчин.

KIRISH

Gender tengligi va jinsiy tenglik, aniqrog'i: erkaklar va ayollar o'rtasidagi tenglik — bu oilada va jamiyatda erkaklar va ayollar o'rtasida teng huquqlarga erishishni nazarda tutadigan tushuncha va boshqa qonuniy munosabatlar.

Ba'zi tadqiqotchilarning fikriga ko'ra, gender tengligi — bu patriarxal tizimdan keyingi ijtimoiy-jinsiy munosabatlarning keyingi bosqichidir. Gender tengligi tamoyili insonning shaxs sifatida paydo bo'lishiga to'sqinlik qiladigan barcha ijtimoiy to'siqlarni o'rganish va yo'q qilish, shuningdek, hayotning barcha sohalarida erkaklar va ayollar shaxsiyatini anglash uchun teng ijtimoiy imkoniyatlarni yaratishdan iborat tushunchadir.

O'zbekiston gender tengligi ko'rsatkichi ro'yxatida 2019-yildan boshlab qatnashishni boshladi. 2019-yil holati bo'yicha O'zbekistonning gender tengligi ko'rsatkichi ro'yxatidagi 189 mamlakat ichida 62-o'rinni egalladi. Birlashgan Millatlar Tashkilotining Aholishunoslik jamg'armasi (UNFPA) ekspertlarining fikriga ko'ra, O'zbekistondagi har 100 000 dan 29 ayol gender tengsizlik tufayli vafot etishi va 15-19 yoshdagi har ming o'spirin qiz uchun tug'ish ko'rsatkichi 23,8 ni tashkil qiladi.

Gender tengligi ko'rsatkichi ro'yxati bo'yicha 62-o'rinda O'zbekiston bilan bir qatorda Kosta-Rika va Urugvay ham 0,288 ko'rsatkichi bilan qayd etilgan. O'rta Osiyo davlatlari o'rtasida

Qozog'iston 44-chi, Qirg'iziston 82-chi, Tojikiston 70-chi o'rinlarni egallashgan, Turkmanistonda esa bu ro'yxatda hech qanday ma'lumot ko'rsatilmagan.

Yurtimizda 2019-yil 2-sentabrda 562-sonli O'zbekiston Respublikasi "Xotin-qizlar va erkaklar uchun teng huquq hamda imkoniyatlar kafolatlari to'g'risida"gi Qonuni qabul qilingan.

Mamlakatimizda Gender tenglik bo'yicha Komissiya 2019-yildan boshlab ish yuritib keladi. Oliy Majlis Senati Raisi Tanzila Narbaeva O'zbekiston Respublikasi Gender tenglikni ta'minlash masalalari bo'yicha komissiyasining raisi hisoblanadi.

Shuningdek, 2019-yil 2-sentyabrda qabul qilingan "Xotin-qizlar va erkaklar uchun teng huquq hamda imkoniyatlar kafolatlari to'g'risida" O'zbekiston Respublikasining qonuni xotin-qizlarning jamiyatdagi o'rniga qaratilgan huquqiy himoya, huquqiy kafolat sifatida ma'qullandi.

Quvonarli tomoni shundaki, ming yillardan buyon jamiyatda ayol va erkak o'rtasidagi tengsizlik va uni hal etish masalasi hamisha dolzarb bo'lib kelgan huquqiy munosabatlarning nechog'lik dolzarbligiga qaratilgan qonundir. Jumladan, qonunning 1-moddasida qayd etilganidek, qonunning maqsadi xotin-qizlar va erkaklar uchun teng huquq hamda imkoniyatlarni ta'minlash sohasidagi munosabatlarni tartibga solishdan iborat.

To'g'ri, hozir biz yashayotgan davr yangilanayotgan O'zbekistonning islohotlarida inson manfaatlarining ustunligiga qaratilgan bir paytda, hali ham oilaviy nizolarning juda katta qismi erkaklar tomonidan ayol huquqlarining tan olinmaslik holatlari shuningdek, ayrim holatlarda jamiyatda ham xotin-qizlarning huquq hamda imkoniyatlariga yetarlicha ahamiyat berilmayotgani haqiqatdir.

Ana shunday salbiy holatlarga qarshi mazkur qonunning 2-moddasida "Xotin-qizlar va erkaklar uchun teng huquq hamda imkoniyatlar kafolatlari to'g'risidagi qonun hujjatlari ushbu Qonun va boshqa qonun hujjatlaridan iboratdir.

Agar O'zbekiston Respublikasining xalqaro shartnomasida O'zbekiston Respublikasining xotin-qizlar va erkaklar uchun teng huquq hamda imkoniyatlar kafolatlari to'g'risidagi qonun hujjatlarida nazarda tutilganidan boshqacha qoidalar belgilangan bo'lsa, xalqaro shartnoma qoidalari qo'llanilishi" belgilangan.

Shuningdek, qonunda gender tushunchasi ham qayd etilgan bo'lib, unga ko'ra, gender — xotin-qizlar va erkaklar o'rtasidagi munosabatlarning jamiyat hayoti va faoliyatining barcha sohalarida, shu jumladan siyosat, iqtisodiyot, huquq, mafkura va madaniyat, ta'lim hamda ilm-fan sohalarida namoyon bo'ladigan ijtimoiy jihati ko'rsatilgan. Demak, gender tushunchasi faqat ayollar manfaatlarini ifodalamaydi. Balki har ikki jins vakillarining o'z orzu va maqsadlari sari dadil odimlashi, hayot sifatini oshirish uchun bir xil imkon berish kerakligini ilgari suradi, xolos. Aynan rivojlangan jamiyatning talablaridan biri bu erkak va ayol huquqlari tengligining ta'minlanishidadir.

Bugun O'zbekiston ayollari har bir jabhada o'z o'rniga ega bo'lib borayotganini barchamiz bevosita amalda ko'rib, chuqur his etmoqdamiz. O'tgan yili yurtimiz tarixida birinchi marta milliy parlamentda ayollar soni bugungi ko'rsatkichga ko'tarilgani ham buning yorqin tasdig'idir. Gap shundaki, Oliy Majlis Qonunchilik palatasiga saylangan 150 nafar deputatning 48 nafari yoki 32 foizini xotin-qizlar tashkil etdi. Senatda esa bu ko'rsatkich qariyb 25 foizga yetdi.

Mahalliy Kengashlar deputatlarining 31 foizi ham jonkuyar, faol ayollardir. Ana shunday natijalar tufayli O'zbekiston parlamenti ayol deputatlar soni bo'yicha dunyodagi 190 ta milliy parlament o'rtasida 37-pog'onaga ko'tarildi. Holbuki, bundan 5 yil ilgari 128-o'rinda edik.

Bunday keskin ijobiy o'zgarishlar parlament saylovlari shunchaki o'tkazilmagani, "Yangi O'zbekiston — yangi saylovlar" shiori hayotda bevosita o'z in'ikosini topganini anglatadi.

Kimlardir ayol kishining rahbar bo'lganining nimasi yaxshi, deyishi mumkin. Bunday savolga javob aniq: nozik hilqat sohibalari ijtimoiy masalalarga ko'proq yurakdan his qilib yondashadi, dilidan o'tkazib qarorlar qabul qiladilar.

Ijtimoiy masalalar esa, bu — xalqning dardi, xalqning muammosi, shu kecha-kunduzda uning boshidan o'tayotgan muammolar bilan uzviy bog'liqdir. Ayol buni ko'proq, teranroq tuyishining yana bir sababi u oila bekasi, bolalar tarbiyachisi, ularning sog'lig'i uchun qayg'uradigan shifokordir. Siyosiy hayotda faol bo'lgan xotin-qizlarimiz aynan mana shunday xislatlari tufayli qonunlarning yanada hayotiy bo'lishi uchun kurashadilar, ularda aniq masalalar, muammolarning yechimlarini ifodalash uchun jon kuydiradilar.

Binobarin, O'zbekistonda xotin-qizlar masalasiga juda katta e'tibor qaratilyapti. Ularning huquqlari, erkinliklari, qonuniy manfaatlari Konstitutsiyamiz, qonunlarimizda mustahkamlab qo'yilgan. Tan olish kerak, orada bu boradagi islohotlarning ko'pi qog'ozda qolib ketdi. Ayrim holatlarda ayollar o'zlarini namoyon etishlari uchun sharoitlar kamlik qildi, stereotiplar to'siq bo'ldi. Masalan, ayol tadbirkorlik qilaman, desa, preferensiyalar berish tizimi yo'q edi. Umuman, ularga imtiyozlar yaratish bo'yicha huquqiy baza yaratilgan bo'lsa-da, shularni ro'yobga chiqarish bo'yicha aniq "Yo'l xaritasi" ishlab chiqilmagan edi. Oqibatda jamiyatning aslida faol bo'lishi kerak bo'lgan mazkur qatlami tobora passivlashib ketdi.

Bir tomondan bu mentalitetga ham bog'liq bo'lgan, deb o'ylayman. Birgina ta'lim sohasini oladigan bo'lsak, bizda qizlar va o'g'il bolalarning bilim olishlari, kasb tanlashlari bo'yicha kelajaklarini ta'minlashda farqlar bor edi, hali ham bunday dunyoqarash uchrab turibdi. To'g'ri, hamma bolalar maktabda o'qitiladi. Biroq keyinchalik kasb tanlash, oliy o'quv yurtida tahsil olishga kelganda, ko'proq e'tibor va ustunlik o'g'il bolaning ta'lim olishiga, uning uchun barcha sharoitni yaratishga qaratiladi. Chunki ba'zi insonlarda faqat o'g'il bolaga bilim berish kerak, o'qitish kerak, chunki u bizning boquvchimiz, degan qarashlar ustunlik qiladi.

Qiz bolaga kelganda, bu boshqacha tus oladi. Maktab ta'limi majburiy bo'lgani bois o'qiydi. Ammo keyin "bu bironing xasmi, kerak bo'lsa turmush o'rtog'i boqib oladi", degan tushunchaga urg'u beriladi.

Vaholanki, qiz bola oliy ma'lumotli bo'lsa, qanchalik bilim va salohiyat olsa, buni kelgusida farzandlariga ham "yuqtiradi", har tomonlama barkamol avlodni voyaga yetkazish masalasiga mas'uliyat bilan yondashadi. Yurtning kelajagi esa mana shunday dunyoqarashga ega onalar tomonidan yaratiladi.

O'z navbatida, bugun jamiyatimizda o'ta bilimli, qobiliyatli bo'lsa-da, o'zini oilasiga, turmush o'rtog'i va farzandlariga bag'ishlagan ko'plab ayollarni bilaman. Zero, oilaning ta'minoti uchun turmush o'rtog'i yetarli mablag'ni topsa, ayolning o'zi ham bor vaqtini, mehnatini bolalari uchun sarflasa, nima uchun biz uni majburlab ishga olib chiqishimiz kerak? Bu ham ularning o'z huquqi, tanlovi aslida.

Demak, xotin-qizlarning jamiyatda o'z o'rnini topishida, birinchi navbatda, ota-onalarning munosabati katta rol o'ynasa, ikkinchisi, oliy ta'limda ularni qamrab olish imkoniyati muhim o'rin tutadi. Masalan, talaba qiz turmushga chiqsa, o'qishni qiynalib davom ettirishga majbur bo'ladi. Qo'llab-quvvatlaydigan qaynota bilan qaynonaning qo'lga tushsa-ku yaxshi, ammo "o'qib nima bo'larding", deydi oilaga kelin bo'lsa, buyog'ini tasavvur qilavering. Yillar davomida

to'planib qolgan shu kabi muammolar, oliy o'quv yurtlariga yoshlarni qamrab olish ko'rsatkichining to'qqiz foiz ekanligi oliy ma'lumotli, keng tafakkur va dunyoqarashi bor ayollarni tarbiyalashda katta to'siq bo'ldi.

Quvonarlisi, bugungi kunda zamonaviy fikrlaydigan ota-onalar, qaynota-qaynonalar, kuyovlar ko'payib boryapti. O'z navbatida, xotin-qizlarning ta'lim olishi, kasbli bo'lishi uchun qog'ozda emas, real hayotda katta qulayliklar, yengilliklar yaratilmoqda. Bugun gender tenglik degan demokratik tamoyil haqida ochiq-oydin gapirilayotgani, bu borada izchil chora-tadbirlar olib borilayotgani fikrimizga misol bo'la oladi.

XULOSA

Xulosa o'rnida shuni aytish mumkinki, Gender masalalari yuzasidan O'zbekiston Markaziy Osiyo davlatlari orasida ancha ilg'or siyosat yuritmoqda. Shu bois BMT Markaziy Osiyodagi gender platformasini O'zbekistonda tuzish bo'yicha amaliy takliflarni ko'rib chiqyapti.

Natijada ushbu nufuzli xalqaro tashkilot va qo'shni davlatlar bilan hamkorlikda gender tenglikni faol ilgari surayotgan mamlakat sifatida Markaziy Osiyo platformasini yaratish ishlari yangi bosqichga ko'tariladi. Bundan ko'zlangan asosiy maqsad Markaziy Osiyo mintaqasi bo'ylab gender masalasida olib borayotgan sa'y-harakatlarimizni taqdim etish hamda qardoshlar bilan o'zaro bilim, fikr va tajriba almashishdir.

O'zbekiston Respublikasi Prezidentining "2017 — 2021 yillarda O'zbekiston Respublikasini rivojlantirishning beshta ustuvor yo'nalishi bo'yicha Harakatlar strategiyasini "Ilm, ma'rifat va raqamli iqtisodiyotni rivojlantirish yili"da amalga oshirishga oid Davlat dasturi to'g'risida"gi Farmonida ham xotin-qizlarimizning haq-huquqlarini himoya qilish, ularni oliy ta'limga yana-da ko'proq qamrab olishga alohida e'tibor qaratilgani ham bejiz emas.

Mana shunday g'amxo'rlik mevasi ham shirin bo'ladi. Qizlarimiz, ertaga ishlagan yoki ishlamagan taqdirda ham, oliy ma'lumotli bo'lsa, oqilalik libosini kiyadi, qo'pol gapirmaydi, bir qo'lida qaynonasi, bir qo'lida turmush o'rtog'ini ko'tarib yuradi, chiroyli oilaning dilbar va dono bekasiga, o'zaro munosabatlarda mohir diplomatga aylanadi. Mustahkam oila qurishda aynan shu jihatlar nihoyatda muhim ekanligini yigitlar ham yaxshi tushunadi, ular ham, o'z navbatida, o'ziga yaqin bo'lgan turmush o'rtog'i va onasini hurmat qiladi, e'zozlaydi.

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O'ZBEKISTONDA XOTIN-QIZLAR HUQUQINING KAFOLATLARI

Mirjavharova Feruzaxon Usmonjonovna

Farg'ona viloyati yuridik texnikumi maxsus fan o'qituvchisi 3-darajali yurist.

E-Pochta: Mirzavharovaferuzaxon@gmail.com

Tel:94 399 30 01

<https://doi.org/10.5281/zenodo.10579434>

Annotatsiya. Ushbu maqolada xotin-qizlar huquqlari, xotin-qizlarning imkoniyatlari, Respublikamizda xotin-qizlarga yaratilgan shart-sharoitlar va qulayliklar haqida bir qancha ma'lumotlar keltirib o'tilgan.

Kalit so'zlar: Gender tushunchasi, ayollar huquqlari, ayollarga berilgan imkoniyatlar.

GUARANTEES OF WOMEN'S RIGHTS IN UZBEKISTAN

Abstract. This article provides some information about women's rights, women's opportunities, conditions and facilities created for women in our Republic.

Key words: Concept of gender, women's rights, opportunities given to women.

ГАРАНТИИ ПРАВ ЖЕНЩИН В УЗБЕКИСТАНЕ

Аннотация. В данной статье представлена некоторая информация о правах женщин, возможностях женщин, условиях и льготах, созданных для женщин в нашей Республике.

Ключевые слова: Понятие пола, прав женщин, возможностей, предоставляемых женщинам.

KIRISH

So'nggi yillarda mamlakatimizda demokratik ijtimoiy-siyosiy va ijtimoiy-iqtisodiy islohotlarni amalga oshirishda xotin-qizlarning faol ishtiroki inobatga olgan holda xotin-qizlarning ijtimoiy-siyosiy va sotsial faolligini yanada oshirish, ularning turli soha va tarmoqlarda o'z qobiliyat va imkoniyatlarini ro'yobga chiqarishi uchun shart-sharoit yaratish, huquq va qonuniy manfaatlariga so'zsiz rioya qilinishini ta'minlash, onalik va bolalikni har tomonlama qo'llab-quvvatlash, shuningdek, oila institutini mustahkamlash borasida keng ko'lamli ishlar amalga oshirilmoqda.

Mamlakatimizda inson huquqlari, erkinliklari va qonuniy manfaatlarini ta'minlashga ustuvor ahamiyat qaratilmoqda. Natijada oilaga, ayol zotiga bo'lgan munosabatimiz tobora yuksalib, ularga hurmat-ehtirom ko'rsatish hayotimizning ma'no-mazmuniga, asosiy maqsadiga aylandi.

Bugun O'zbekiston ayollari barcha jabhalarda o'z o'rni va munosib mavqeiga ega bo'lib bormoqda. Keyingi saylovlarda yurtimiz tarixida birinchi marta milliy parlament tarkibidagi xotin-qizlar soni dunyo miqyosida namunali ko'rsatkichga ko'tarilgani ham bu fikrimizni yaqqol tasdiqlaydi.

Gap shundaki, Oliy Majlis Qonunchilik palatasiga saylangan 150 nafar deputatning 48 nafari yoki 32 foizini xotin-qizlar tashkil etdi. Senatda bu ko'rsatkich qariyb 25 foizga yetdi. Mahalliy Kengashlar deputatlarining 31 foizi ham jonkuyar, faol ayollardir. Ana shunday natijalar tufayli O'zbekiston tarixida ilk marotaba parlamentda xotin-qizlar soni BMT tomonidan belgilangan tavsiyalarga mos darajaga yetib, milliy parlamentimiz ayol deputatlar va senatorlar soni bo'yicha dunyodagi 190 ta milliy parlament o'rtasida 37-pog'onaga ko'tarildi.

Shuningdek, boshqaruv lavozimidagi xotin-qizlar ulushi – 27 foizga, siyosiy partiyalarda – 44 foizga, oliy ta’lim tizimida – 40 foizga, tadbirkorlik sohasida esa 35 foizga yetdi. Bularning barchasi so‘nggi yillarda gender tenglikni ta’minlash, ayollarning ijtimoiy va siyosiy hayotdagi rolini oshirish borasidagi tizimli ishlarning samaralaridir

Tenglik va kamsitilmaslik 1945-yilda qabul qilingan Birlashgan Millatlar tashkiloti Nizomining asosiy tamoyillaridandir. Ayollar huquqlari – inson huquqlari bo‘lganligi sababli, ayollar barcha inson huquqlariga ega va ulardan foydalanadi. Shu ma’noda, gender tengligi Birlashgan Millatlar Tashkilotining asosiy qadriyatlaridan biri bo‘lib, jinsiy kamsitish deyarli barcha inson huquqlari to‘g‘risidagi shartnomalarida taqiqlangan.

Zo‘ravonliklarsiz yashash huquqi, jismoniy va ruhiy salomatlikning eng yuqori darajasiga erishish huquqi, ta’lim olish huquqi, mulk huquqi, teng ish haqi olish huquqi va boshqa barcha inson huquqlari jinsidan qat’i nazar ayollar uchun ta’minlanishi kerak. Biroq, butun dunyo bo‘ylab millionlab ayollar ushbu huquqlardan foydalanishda kamsitishlarga duch kelishda davom etmoqdalar. Gender tengsizligi ayollar va qizlarga salbiy ta’sir ko‘rsatadigan ko‘plab muammolarning sababchisi hisoblanadi. Bular maishiy va jinsiy zo‘ravonlik, ish haqining pastligi yoki ishga joylashishdagi muammolar, ta’lim olish va boshqalar bo‘lishi mumkin.

Inson huquqlari umumjahon deklaratsiyasi shunchaki asosiy tamoyillarni belgilaydi, Ammo faqat shuning o‘zi bilan ayollar va qizlarning huquqlarini haqiqiy ta’minlashga erishib bo‘lmasdi. Birlashgan Millatlar Tashkiloti tomonidan ushbu bo‘shliqni to‘ldirish uchun qilingan qadamlardan biri 1979-yil 18-dekabrda qabul qilingan Xotin-qizlarni kamsitishining barcha shakllariga barham berish to‘g‘risidagi konvensiya (CEDAW) edi. Ayollar huquqlari to‘g‘risidagi konvensiya sifatida tanilgan ushbu hujjat, uni ratifikatsiya qilgan davlatlarga madaniyat, jamiyat, ta’lim, siyosat va qonunchilik sohalarida ayollarning kamsitilishini bartaraf etish majburiyatini yuklaydi.

O‘zbekiston Respublikasi ayollar huquqlarini har doim ta’minlashga alohida e’tibor beradi. O‘zbekiston Markaziy Osiyoda birinchilardan bo‘lib, 1995-yil 6-mayda BMTning Xotin-qizlarni kamsitilishining barcha shakllariga barham berish to‘g‘risidagi konvensiyasiga qo‘shildi.

Shuningdek, Onalikni himoya qilish to‘g‘risida, Mehnat va kasb sohasidagi kamsitish to‘g‘risidagi konvensiyalari va boshqa xalqaro hujjatlarni ratifikatsiya qilgan.

O‘zbekiston Respublikasi Konstitutsiyasining 58-moddasida Xotin-qizlar va erkaklar teng huquqliligi, Davlat xotin-qizlar va erkaklarga jamiyat hamda davlat ishlarini boshqarishda, shuningdek jamiyat va davlat hayotining boshqa sohalarida teng huquq va imkoniyatlarni ta’minlanishi belgilangan.

O‘zbekiston Respublikasi Prezidentining 2019-yil 7-martdagi “Xotin-qizlarning mehnat huquqlari kafolatlarini yanada kuchaytirish va tadbirkorlik faoliyatini qo‘llab-quvvatlashga oid chora-tadbirlar to‘g‘risida”gi qarori qabul qilindi. Ushbu qonunni tayyorlashda Inson huquqlari bo‘yicha O‘zbekiston Respublikasi Milliy markazi mutaxassisleri, O‘zbekiston Xotin-qizlar qo‘mitasi hamda Adliya vazirligi vakillari bilan samarali faoliyat olib borgan. Bunda davlatimiz rahbarining xalqaro talablar doirasida xotin-qizlar ahvolini tubdan yaxshilashga doir qonun ijodkorligi faoliyatida faollik va tashabbuskorlikni oshirishga qaratilgan da’vati dasturilamal bo‘lgan.

“Xotin-qizlar va erkaklar uchun teng huquq hamda imkoniyatlar kafolatlari to‘g‘risida”gi qonun haqida so‘z borganda, mamlakatimizda xotin-qizlarning turmush tarzini yaxshilash,

ularning jamiyat hayotining barcha jabhalarida ishtirok etishi uchun sharoit yaratish, onalik va bolalikning huquqiy, ijtimoiy, iqtisodiy himoya qilinishini ta'minlashning mustahkam huquqiy kafolatlari mavjud ekanini qayd etish lozim.

Davlatimiz rahbarining tashabbusi asosida Oliy Majlis Senatida yangi qo'mita – Xotin-qizlar va gender tenglik masalalari bo'yicha qo'mita tuzildi. O'z navbatida, "Xotin-qizlar va erkaklar uchun teng huquq hamda imkoniyatlar kafolatlari to'g'risida"gi qonunning qabul qilingani gender tenglikni ta'minlash yo'lidagi yana bir muhim qadam hisoblanadi.

O'z navbatida, "Xotin-qizlarni tazyiqlar va zo'ravonlikdan himoya qilish to'g'risida"gi qonun xotin-qizlarni turmushda, ish joylarida, ta'lim muassasalarida va boshqa joylarda tazyiq hamda zo'ravonlikdan himoya qilish sohasidagi munosabatlarni tartibga solishga qaratilgan.

Shu jumladan, ushbu qonunda tazyiq va zo'ravonlikning oldini olishga qaratilgan chora-tadbirlar, bunday qilmishlarni sodir etganlik uchun javobgarlik, tazyiq hamda zo'ravonlikni boshidan o'tkazgan shaxslarni himoya qilishni, shuningdek jamiyatda ayollarga nisbatan tazyiq va zo'ravonlikning har qanday namoyon bo'lishiga murossasiz munosabat muhitini qaror toptirishni nazarda tutuvchi protsessual kafolatlarni shakllantirishga qaratilgan chora-tadbirlar ko'rsatilgan.

Xorijiy tajribani o'rganish hozirda zo'ravonlikka, xususan maishiy zo'ravonlikka, xotin-qizlarga nisbatan qo'llaniladigan tazyiq va zo'ravonlikka qarshi kurashish muammosiga katta e'tibor berilayotganidan darak bermoqda. Bu masalani tartibga soladigan maxsus qonunlar 120 dan ortiq mamlakatda qabul qilingan.

XULOSA

Xulosa sifatida shuni aytish mumkinki, mamlakatimizda xotin-qizlarning og'irini yengil qilish, huquq va manfaatlarini ta'minlash maqsadida qabul qilingan qonunlar, farmon va qarorlar jamiyatda xotin-qizlar faolligini yanada oshirish, oshirish, ularga nisbatan hurmat va ehtiromni yanada mustahkamlashga xizmat qiladi.

So'nggi yillarda milliy qonunchiligimiz va xalqaro konvensiyalar orqali bu yo'nalishda zimmaga olingan majburiyatlarni bajarish yuzasidan amalga oshirilgan keng qamrovli ishlar natijasida yigirmadan ortiq normativ-huquqiy hujjat imzolandi. Xususan, "Xotin-qizlar va erkaklar uchun teng huquq hamda imkoniyatlar kafolatlari to'g'risida"gi, "Xotin-qizlarni tazyiq va zo'ravonlikdan himoya qilish to'g'risida"gi qonunlar, Prezidentimizning xotin-qizlar huquqlarini va gender tenglikni ta'minlash, ayollarni zo'ravonlik va zulmdan himoya qilish, ularning tadbirkorlik maqomini kuchaytirish to'g'risidagi farmon va qarorlari shular jumlasidandir.

Bundan tashqari, navqiron yoshlarimizni, ayniqsa, qizlarimizni sog'lom va yetuk etib tarbiyalash, ularning qobiliyat va iste'dodini ro'yobga chiqarish, Vatanga muhabbat va sadoqat, milliy va umumbashariy qadriyatlar ruhida kamol toptirish ishlari bundan buyon ham davlatimiz va jamiyatimizning e'tibor markazidir.

Xulosa qilib aytganda, hozirgi vaqtda xonadonlarimizning fayzu farishtasi bo'lgan, farzandlarimizni barkamol insonlar etib tarbiyalashga munosib hissa qo'shayotgan ayollarimiz barcha islohotlarimizda faol ishtirok etmoqdalar. Bu, o'z navbatida, hurmatli onalarimiz, opa-singillarimizga doimiy e'tibor va g'amxo'rlik ko'rsatish O'zbekistonda olib borilayotgan davlat siyosatining uzviy qismi bo'lib kelayotganining yorqin dalolatidir.

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INGLIZ TILSHUNOSLIGIDA KONSEPT VA GIPERKONSEPT MASALASI

Bozorova O'g'iloy Quvvat qizi

Termiz iqtisodiyot va servis universiteti magistranti

bozorovaugiloy@gmail.com

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Annotatsiya. Ushbu maqolada ingliz tilshunosligi tarixi, "tushuncha va giperkonsept", "kognitiv" tilshunoslik masalalarining xususiyatlari va ta'rifi, muammolari va echimlari ingliz tilshunosligi.

Kalit so'zlar: Muammo, tushuncha, giperkonsept, ingliz tilshunosligi. Kontekstida ingliz tilshunosligi, "kontsepsiya" va "giperkonsept" atamaları odatda boshqa tillarda yoki ma'lum bir ta'lim sohalarida bo'lgani kabi ishlatilmaydi. Biroq, keling, umumiy tushuncha berish uchun ushbu atamalar aniqlangan.

THE ISSUE OF CONCEPT AND HYPERCONCEPT IN ENGLISH LINGUISTICS

Abstract. In this article history of English linguistics, concepts of characteristics and definition of the issue of "concept and hyperconcept", "cognitive" linguistics, problems and solutions English linguistics.

Keywords: The issue, concept, hyperconcept, English linguistics. In the context of English linguistics, the terms "concept" and "hyperconcept" are not commonly used in the same way they might be in some other languages or specific fields of study. However, let's define these terms to provide a general understanding.

ПРОБЛЕМА КОНЦЕПТА И ГИПЕРКОНЦЕПТА В АНГЛИЙСКОЙ ЛИНГВИСТИКЕ.

Аннотация. В данной статье рассмотрены история английского языкознания, «концепт и гиперконцепт», характеристика и определение вопросов «когнитивного» языкознания, проблемы и пути решения английской лингвистики.

Ключевые слова: Проблема, концепт, гиперконцепт, английское языкознание. В контексте английской лингвистики термины «концепция» и «гиперконцепция» обычно не используются так, как в других языках или конкретных областях исследования. Однако давайте определим эти термины, чтобы дать общее понимание.

Ayni paytda tilga antroposentrik yondashuv tilshunoslik sohasining eng so'ngi yutuqlarini o'zida mujassam etib, mustaqil paradigm sifatidagi maqomini tobora mustahkamlab bormoqda.

Ko'plab tadqiqotchilarning e'tirof etishicha, kognitiv tilshunoslik va lingvokulturologiya antroposentrik paradigmanning yetakchi yo'nalishlari hisoblanadi. O'tgan asrning so'ngi choragida o'zining ilk qadamlarini qo'ygan kognitiv tilshunoslik XXI asr boshodayoq lingvistikaning peshqadam sohalaridan biriga aylanib ulgurdi. Zamonaviy kognitiv tilshunoslikning vujudga kelishi amerikalik olimlar J.Miller, J.Bruner, J.Lakoff, R.Langaker, R.Jakendoff va boshqalarning ilmiy ishlari bilan bog'lanadi. Kognitiv tilshunoslik tilni falsafadagi bilish nazariyasi bilan bog'lab, uning hosil bo'lishidagi psixologik, biologik va eyrofiziologik jihatlarining ijtimoiy, madaniy va lisoniy hodisalar bilan uzviy aloqasini ilmiy tadqiq etuvchi soha hisoblanadi.

Kognitiv so'zi inglizcha "cognize-bilmoq, anglamoq, tushumoq" demakdir. Kognitiv tilshunoslik "chegaradosh fan" bo'lib, kognitologiya, kognitiv psixologiya, psixolongvistika,

lingvistika kabi sohalar to'qnashuvida vujudga keldi. 1975-yilda J.Lakoff va S.Tompsonning maqolasida “kognitiv grammatika” termini paydo bo'ldida 80-yillarda yevropaning an'anaviy tilshunosligida kognitiv tilshunoslik qaror topdi. Rus tilshunosligiga esa kognitiv lingvistika V.I.Gerasimovning (“Новое в зарубежной лингвистике”, 1988) ilmiy maqolasi bilan kirib keldi.

Rus tilshunosligining yana bir atoqli vakili E.S.Kubryakova quyidagicha fikr bildiradi:

“Kognitologiya ko'p qirrali fan sohalaridandir. Uning doirasida shakllangan tilshunoslik, o'z navbatida, murakkab vazifa ijrosini ko'zlaydi, lisoniy va bilim stukturalari o'rtasidagi munosabatlar hamda doimiy muqobiliklar tahlili, izohi rejalashtiriladi”.

O'zbek tilshunosi Sh.S.Safarovning fikriga ko'ra, “Kognitiv tilshunoslikning vazifasi til yordamida bilim olish va saqlash, tilni amalda qo'llash, hamda uzatish, umuman til tizimi va tarkibini inson miyasidagi in'ikosi sifatida tafakkur bilan bog'lab, chuqur ilmiy tadqiq etishdir.

Professor A.Mamatov til tizimini kognitiv jihatdan tahlil qilish borasida fikr yuritarkan, shunday deb yozadi: “Kognitiv fan kognisiya bilan shug'ullansa, kognitiv tilshunoslik kognisiyaning, ya'ni bilishning tilda aks etishini, verballashuvini tadqiq qiladi. Tilga bo'lgan kognitiv yondashuv – bu til shaklining oxir-oqibat inson ongi, fikri, bilish strukturalarining aks ettirilishidir. Kognitivlik o'z tuzilishiga ko'ra insonning bilish faoliyatiga tayangan barcha tipdagi bilimlarning tizimlashishini ifodalaydi.

XXasrning oxirlariga kelib, til va madaniyat muammosi masalasini o'rganishni maqsad qilgan – tilshunoslikning yangi sohasi lingvokulturologiya jadal rivojlandi.

Lingvokulturologiya – madaniyatshunoslik va tilshunoslik fanlari o'rtasida umumlashma fan bo'lib, til va madaniyatning o'zaro ta'siri va bog'liqligi, bu bo'liqlikning shakllanishi hamda yaxlit bir sistema sifatida til va tildan tashqarida aks etishi kabi hodisalarni o'rganish bilan shug'ullanadi.

Lingvokulturologiya o'rganish obyektiga ko'ra madaniyatshunoslik va tilshunoslik fanlariga birmuncha yaqin, biroq mazmun-mohiyati, o'rganish obyektiga bo'lgan yondashuviga ko'ra farqli deb aytish mumkin. Uning chegaralanuvchi maqomi shundan iboratki, u xalq madaniyatining tilda namoyon bo'lishi hamda ifodalanishi, til mentaliteti, milliyligi, til ruhiyati bilan bog'liq arvishda nutqiy muloqotni tashkil etishdagi milliy-madaniy spesifik qoidalarni o'rganadi hamda millatning tilda aks etgan o'ziga xos milliy til xususiyatlarini aniqlash hodisalarini tadqiq etish bilan shug'ullanadi. Lingvokulturologiyaning vazifasi shundan iboratki, u til birliklarining madaniy mazmunini o'zga til elementlari va madaniyatining tanish simvolik kodlari bilan almashtiradi.

Ushbu ikki soha uchun ham umumiy bo'lgan asosiy kategoriyalardan biri, muhim o'rganish obyekti – bu konseptdir. Bu atamani ilk bor 1928-yilda rus tilshunosi Askoldov o'z maqolasida qo'llagan. U konseptga “bu bir tur yoki boshqa turdagi tushunchalar haqida fikrlash jarayonini o'zida aks ettiradigan birlikdir”, deb izoh bergan. Ammo shunga qaramay ushbu atamaga XXasrning 70-yillarida ham chuqur izoh talab qiladigan muammo sifatida qaralardi.

Konsept tushunchasining tilshunoslar istemoliga kirishi 80-yillarda ingliz olimlari R.Jakendof, G.Lakof va M.Johnson larning asarlari bilan bog'liqdir. Aynan o'sha matnlarda konseptualizatsiya, konseptual mohiyat atamalari uchraydi. Konsept tushunchasining lug'aviy ma'nosi ustida aham ko'pgina olimlar har xil fikrlarni bildirishadi. Unga ko'ra mantiqiy kategoriya, amaliy falsafa tushunchasi, milliy mentalitetning asosiy birligi sifatida qaraydiganlar ham bor.

“Konsept”-lotincha “conceptus” so'zidan olingan bo'lib, “tushuncha” ma'nosini bildiradi.

Kognitiv atamalar lug'atida esa konsept atamasiga quyidagicha ta'rif beriladi: konsept bizning tafakkurimizdagi aqliy va psixik resurslarning inson bilim va malakalarida aks etishiga xizmat qiladigan tushunchadir. "Konsept" atamasi zamonaviy tilshunoslikda biror bir leksik birlikning tafakkurdagi obrazini ifodalash uchun qo'llaniladi. Kundalik ilmiy ijodda esa konsept atamasi "tushuncha" bilan sinonim sifatida qo'llaniladi.

Tilshunoslikning yangi yo'nalishi – lingvomadaniyat til va madaniyat o'rtasidagi bog'liqlikni o'rganadi. Konsept uning markaziy tushunchasi hisoblanadi. Professor N.Mahmudov lingvokulturologiyada (lingvomadaniyat) konseptning o'rganilishi xususida shunday yozadi: "Lingvokulturologik tadqiqotlarda aynan konseptning ifodalanishi muammolariga juda katta e'tibor qaratilmoqda, internet materiallari bilan tanishganda, masalan, Rossiyadagi tilshunoslikda bu yo'nalish nihoyatda keng tarqalganini ko'rish mumkin, bu boradagi ishlarni sanab, sanog'iga yetish mushkul. Hatto so'nggi yillarda yoqlangan nomzodlik dissertatsiyalarining juda katta qismi aynan u yoki bu tilda konseptning lingvokulturologik tadqiqiga bag'ishlangan". Garchi ushbu atama kognitiv tilshunoslik va lingvokulturologiya uchun ham muhim kategoriya hisoblansada, uning ushbu fanlardagi izohi farqlidir.

Ushbu termin tilshunoslikda o'tgan asrning 80-yillariga qadar tushuncha so'ziga sinonim sifatida ishlatilgan bo'lsa, bugungi kunga kelib uning izohi tushuncha terminiga nisbatan kengayganini ko'rish mumkin. Konsept tushunchasi deyarli barcha atoqli tilshunoslar tomonidan keng tadqiq qilinib, ularning barchasi ushbu tushunchani turlicha individual tarzda talqin qilishadi. Y.A.Stepanov va S.A.Askoldovning fikri bir biriga juda yaqindir, ular konseptni "mantiqiy kattergoriya" sifatida talqin etishadi.

Ya'ni Askoldovning fikricha "konsept bu madaniyat elementlaridan birining kishi tafakkurida shakllangan shaklidir, xuddi nshu shaklda madaniyat kishining mental dunyosiga kirib boradi". Yana bir rus tilshunosi V.A.Maslova konsept ma'nosiga ko'p qirrali tuzilma sifatida qarab, nafaqat til egalari tomonidan o'ylanadigan, balki ular o'zlari his qiladigan hayajon, baho, milliy obraz va konnatatsiyani o'z ichiga olishini ko'rsatadi va konsept tuzilishida o'zgacha nuqtai nazar borligini ta'kidlaydi. Konsept markazida qadrilik turishi, u madaniyat tadqiqiga xizmat qilishi, madaniyat asosida aynan qadrilik prinsipi yotishini ham o'z fikrlarida bayon etgan.

Qolaversa, har bir konsept murakkab mental uyg'unligi, ma'noviy tuzilishidan tashqari insonni ifodalayotgan obyektga munosabati va umuminsoniy yoki umumiy, milliy-madaniy, ijtimoiy, til egalari tegishli, shaxsiy individual komponentlarni o'z ichiga olishini ta'kidlaydi. Demak, konsept lingvomadaniyatda eng faol qo'llanuvchi birlik sanaladi. Konsept lingvomadaniy birlik sifatida u yoki bu xalq madaniyatining o'ziga xos jihatlarini ifodalaydi.

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BOSHLANG'ICH SINFI O'QUVCHILARDA INGLIZ TILI FANINI O'QITISH METODIKASIGA YO'NALTIRILGAN DARSLARNI TASHKIL ETISH SHAKLLARI

Shafoatov Otabek Alisherovich

Termiz iqtisodiyot va servis universiteti magistranti

shafoatovotabek@gmail.com

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Annotatsiya. Mazkur maqola boshlang'ich sinflarda bolalarga ingliz tili tez oson o'qitishning samarali metodlari haqida atroflicha yoritilgan. Ushbu maqolada bolalarga ingliz tilini mazmunli va qiziqarli o'rgatish usullari bilan tanishishingiz mumkin.

Kalit so'zlar: boshlang'ich sinf, ingliz tili, bolalar, o'rgatish, qiziqarli, qo'shiq, harakatlar, tushuntirish, tez va oson, yosh bolalar, aqliy, jismoniy, o'qituvchi, ovozlari.

FORMS OF ORGANIZATION OF CLASSES FOCUSED ON THE METHODOLOGY OF TEACHING ENGLISH LANGUAGE TO PRIMARY SCHOOL STUDENTS

Abstract. This article gives you a brief overview on how to teach English quickly and easily in elementary school. In this article, you can learn about meaningful and fun ways to teach English to children.

Keywords: elementary, English, children, teaching, fun, song, action, explanation, quick and easy, young children, mental, physical, teacher, voices.

ФОРМЫ ОРГАНИЗАЦИИ ЗАНЯТИЙ, ОРИЕНТИРОВАННЫХ НА МЕТОДИКУ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА УЧАЩИМСЯ НАЧАЛЬНЫХ КЛАССОВ.

Аннотация. В данной статье подробно описаны эффективные методы обучения английскому языку детей в начальных классах быстро и легко. В этой статье вы узнаете о значимых и интересных способах преподавания английского языка детям.

Ключевые слова: элементарный, английский, дети, обучение, веселье, песня, занятия, объяснение, быстро и легко, маленькие дети, умственное, физическое, учитель, звуки.

Bugungi kunda xorijiy tillarni bilish ko'nikmasi hayotimizning ajralmas qismlaridan biri bo'lib bormoqda. Turli sohalaridagi mutaxassislarda chet ellik hamkorlar bilan hamkorlik qilish ko'rsatkichi yuqori bo'lganligi sababli, ularda til o'rganishga bo'lgan talab yuqoridir. Zamonaviy jamiyatda chet tillari kasbiy ta'limning muhim tarkibiy qismiga aylanmoqda. Bunday bilimlarni insonlar dastlab maktabgacha ta'lim muassasalari va maktab keyinchalik institutlarda, o'quv kurslarida yoki mustaqil ravishda xorijiy tilni o'rganadilar.

Ushbu maqsadga yetishishda muvaffaqiyatga erishish, o'qituvchilarning amaliy uslublari va malakasiga bog'liq. Axborot texnologiyalari va zamonaviy o'qitish usullaridan foydalanish qobiliyati yangi materiallarni tezkor tushunishga yordam beradi. Turli usullarni birlashtirib o'qituvchi muayyan ta'lim dasturlarini yechishga qodir bo'ladi. Ingliz tilini o'rgatishda o'rganuvchining salohiyat va darajasi, yoshidan kelib chiqqan holda bosqichma-bosqich o'rgatish yaxshi natija beradi. Psixologlarning fikricha, bolalar kattalarga nisbatan tilni tez va oson o'zlashtiradilar.

Bolalarda til o'rganishga bo'lgan tabiiy moyillik, ularda taqlid qilish xususiyati kuchli ekanligi, kattalarga qaraganda bolalar vaqtining ko'pligi buning asosiy sabablaridandir. Shuni

e'tiborga olish kerakki, 6–7 yoshli bolalar ma'lumotlar ma'nosini tushunib emas, uni mexanik tarzda yodlaydi. Shuning uchun boshlang'ich sinf o'quvchilariga ingliz tilini o'rgatishni grammatik tushuncha berishdan boshlamaslik zarur. Aks holda chet tilini o'rgatishning dastlabki qadamidanoq bolani zo'riqtirib qo'yish va qiziqishini so'ndirib qo'yish mumkin. Shunday ekan, kichik yoshdagi bolalarga xorijiy tilni o'rgatish ancha mushkul va mas'uliyatli. Bolalarga ingliz tilini mazmunli va qiziqarli o'rgatish uchun quyidagi usullardan foydalanish mumkin: - qo'shiq va she'rlar orqali tushuntirish yoki esda qolishi qiyin bo'lgan, ma'noga ega bo'lmagan harf yoki birikmalarni kuyga solib o'rgatish. Bunga misol qilib, bolalarning ingliz tili alifbosini qo'shiq qilib o'rganishlari shunchaki yodlashdan ko'ra samarali ekanligini ko'rsatish mumkin.

- aqliy va jismoniy harakatlar bilan bo'g'liq bo'lgan o'yinlar;
- multfilmlar;

Bolalar til o'rganish mobaynida multfilmdagi gaplarni tushunmasada, multfilm qahramonlarining harakatlari orqali ular ishlatayotgan so'zlarni tushunishga intiladi. Bu esa bolalar uchun qiziq va til o'rganishlari uchun samarali yo'l.

- rol ijro etish (role play) o'qituvchi biror ma'lumotni, masalan, hayvon yoki qushlarning nomlarini o'rgatayotgan paytda rol orqali ijro etishi yoki bolalarga ijro ettirishi lozim.

Misol uchun: bir o'quvchi itning vovillashi, mushukning miyovlashini ko'rsatib bersa, boshqa bir o'quvchi bu tovushlar qaysi hayvon ekanligini ko'rsatish mumkin.

- mavzuga oid muhit;

O'qituvchi mavzusiga qarab o'sha muhitni yaratib bera olsa, bolalar tilni yaxshi o'rganishadi.

Masalan: traveling, birthday, in the kitchen va boshqalar. Traveling(sayohat) mavzusida o'qituvchi sayohat uyushtirishi, sayohatga qanday vositalar orqali (foot, bicycle, automobile, train, boat, airplane) borish mumkinligi, qayerlarga sayohat qilish (Tashkent, Samarkand, Bukhara, England, USA) muhimligi haqida ma'lumot beradi. Bu hol o'quvchilarning so'z boyligini, til imkoniyatlarini kuchaytiradi, dunyoqarashini o'stiradi.

Bolalarda topishmoqlarning javobini topishga qiziqish kuchli. Shuning uchun o'qituvchi topishmoqni ingliz yoki o'zbek tilida aytisada, uning javobini bolalardan ingliz tilida aytishini talab qilishi lozim. Shunda bolalar so'zlarni tez o'rganishadi. Bolalarda til o'rganishga bo'lgan tabiiy moyillik, ularda taqlid qilish xususiyati kuchli ekanligi, kattalarga qaraganda bolalar vaqtining ko'pligi buning asosiy sabablaridandir. Shuni e'tiborga olish kerakki, 6–7 yoshli bolalar ma'lumotlar ma'nosini tushunib emas, uni mexanik tarzda yodlaydi. Shuning uchun boshlang'ich sinf o'quvchilariga ingliz tilini o'rgatishni grammatik tushuncha berishdan boshlamaslik zarur. Aks holda chet tilini o'rgatishning dastlabki qadamidanoq bolani zo'riqtirib qo'yish va qiziqishini so'ndirib qo'yish mumkin. Shunday ekan, kichik yoshdagi bolalarga xorijiy tilni o'rgatish ancha mushkul va mas'uliyatli. Bolalarga ingliz tilini mazmunli va qiziqarli o'rgatish uchun quyidagi usullardan foydalanish mumkin: - qo'shiq va she'rlar orqali tushuntirish yoki esda qolishi qiyin bo'lgan, ma'noga ega bo'lmagan harf yoki birikmalarni kuyga solib o'rgatish.

Bunga misol qilib, bolalarning ingliz tili alifbosini qo'shiq qilib o'rganishlari shunchaki yodlashdan ko'ra samarali ekanligini ko'rsatish mumkin.

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Xulosa qilib aytganda, kichik yoshdagi bolalarga til o'rgatish majburiyat sifatida emas, qiziqarli mashg'ulot tarzida olib borilishi, bir necha samarali usullardan foydalanib dars o'tish ularning kelajakda oladigan bilimlari uchun poydevor bo'lib xizmat qilishi mumkin. Bolalarga chet tillarini o'rganish qanchalar muhimligini tabiiy sharoitlar orqali to'g'ri tushuntirib borilishi darkor. Chunonchi, buyuk mutafakkir Abu Nasr Forobiy ham ko'plab xorijiy tillarni mukammal bilgan, bu tillarda bema'lol gaplasha olgan hamda shu tillarda ijod qilgan. Bunday imkoniyat

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ABU MANSUR AL MOTURIDIY HAYOTI VA IJODI

Abdullayeva Madinaxon Erkinjon qizi

Dinshunoslik fani o'qituvchisi

G'ofurjonova Mubina Bobirjon qizi

Muallif.

Iqtisodiyot va Pedagogika universitetining Filologiya fakulteti.

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Annotatsiya. *Moturudiy-imom, fiqh olimi, kalom ilmining moturidiylik oqimi asoschisi va buyuk mutafakkir va islom dinining peshvolaridan biri, yaxshi xulq egasi, shirinsuhan, saxovatpesha, hadisshunos, olim bo'lgan. Shariat peshvosi dinning yetuk arboblardan hisoblanadi.*

Kalit so'zlar: *Abu Mansur Moturidiy, Moturidiyya maktabi, Ramziy maqbarasi.*

THE LIFE AND WORK OF ABU MANSUR AL MOTURIDI

Abstract. *Moturudi-imam, scholar of jurisprudence, the founder of the Moturidi school of theological sciences, a great thinker and one of the leaders of the Islamic religion, was a good-natured, kind-hearted, generous, hadith scholar, scholar. Sharia leader is one of the mature figures of religion.*

Key words: *Abu Mansur Moturidiyya, Moturidiyya school, Ramzi mausoleum.*

ЖИЗНЬ И ДЕЯТЕЛЬНОСТЬ АБУ МАНСУРА АЛЬ МОТУРИДИ.

Аннотация. *Мотуруди-Имам, учёный правоведения, основатель богословской школы Мотуруди, великий мыслитель и один из лидеров исламской религии, был добродушным, добродушным, щедрым, хадисоведом, учёным. Шариятский лидер является одним из зрелых деятелей религии.*

Ключевые слова: *Абу Мансур Мотуридийя, школа Мотуридийя, мавзолей Рамзи.*

O'zbekistonda Moturidiy merosini o'rganishga faqat mustaqillikdan keyingina kirishildi. O'zbekiston Respublikasi Vazirlar Mahkamasining qaroriga binoan 2000-yilda Moturidiy tavalludining 1130-yilligi O'zbekistonda keng nishonlandi. O'zbekiston prezidenti I.A.Karimov tashabbusi bilan Samarqandda alloma xotirasiga yodgorlik majmui bunyod etildi. Toshkent va Samarqandda Moturidiy ta'limoti va uning islom olamidagi tutgan mavqeiga bag'ishlangan xalqaro ilmiy anjumanlar o'tkazildi. Moturidiy hayotining turli qirralarini yorituvchi maqolalar, risolalar va tadqiqotlar chop etildi. Moturidiy merosini o'rgangan xorijlik olimlar bilan samarali hamkorlik aloqalari o'rnatildi. 2001-yilda Go'ttingen (Germaniya) universitetining professori Rudolf Ulrich qalamiga mansub "Al Moturidiy va Samarqand sunniylik ilohiyati" kitobi o'zbek tilida nashr etildi. 2002-yilda mazkur kitobning keng ommaga, jumladan, oliy o'quv yurtlarining talabalari va o'rta maktablarning yuqori sinf o'quvchilariga mo'ljallangan nashri amalga oshirildi. Endilikda xalqimiz Moturidiy merosi bilan o'z ona tilida tanishish imkoniga ega bo'ldi, izlanishlardan Shayx Abu Mansur Moturidiyning ustozlari yoki shayxlari Imom A'zam Abu Hanifa-No'mon ibn Sobitning shogirdlari hamda shogirdlarining shogirdlari bo'lganlar. Ulardan ba'zilarini eslatib o'tamiz: Abu Nasral-Iyoziy. (Ahmad ibn Abbos)

Abu Mansur Moturidiy (to'liq ismi Muhammad ibn Muhammad ibn Mahmud Abu Mansur al-Moturidiy as-Samarqandiy; 853-Samarqand-944)-imom, fiqh olimi, mutakallim, moturidiylik ta'limoti asoschisi. Imom al-Xudor(xidoyatga yetaklovchi imom). Imom al-mutakallimin (Mutakallimlar imomi), Rais axli sunna ual-jamoa. (Axli sunnar ual-jamoa raisi), Al-Iom az-zoxid (zoxid imom),

Musaxxix axli sunna ual-jamoa (Axli sunna ual-jamoa musaxxuxi) kabi laqablar bilan ulug'langan. Nomi Samarqand yaqinida joylashgan Moturid qishlog'iga nisbatan berilgan. Moturidiyning hayoti va ilmiy merosi aks etgan tarixiy manbalarda o'zi va otasining ismi Muhammad va bobosining ismi Maxmud ekanligi haqidagi qaydlardan boshqa ma'lumotlar uchramaydi. Lekin uning Abu Mansur deb atalishidan shu ismli o'g'li bo'lgan degan taxminga borish ham mumkin.

Manbalarda Moturidiyning quyidagi ikki evarasi, ya'ni qizining nevaralari haqida ma'lumotlar kelgan: Ash-Shayx al-Qoziy al-Xasan al-Moturidiy (vafot 1117)

Abul Muin Nasafiy "Tabsirat al-adillar" asaridan Moturidiyning ilmiy mavqei va kalom ilmidagi qadr-qimmatini yuksak baholab quyidagi so'zlarni bayon qilgan: "Mavarounnaxrda Moturidiydan tashqari barcha xanafiy olimlar mavjud bo'lmaganida ham, Abu Mansur Moturidiy ularing o'rniga kifoya qilar edi. Chunki u shunday zotki, ilm ummonining eng qariga sho'ngib, undan duru gavharlarni olib chiqdi va diniy hujjatlarni o'zining fasoxati, mislsiz zakovati bilan ziynatlandi. Shuning uchun u vafot etganida, Shayx Abul Qosim al-Xakim as-Samarqandiy uning qabri ustiga "Ushbu qabr ilmlarini o'z nafaslarigacha qamrab olgan, uni tarqatishda ko'p zaxmatlar chekkan, qoldirgan merosi ko'p madh qilingan va o'zining umr daraxtidan ko'plab mevalar tera olgan zotning qabridir u deb yozishlarga buyurgan edi": Moturidiyning "Tavilot al-qur'on al-Karim" (Qur'oni Karimning tavillari) nomli tafsiri o'z davrida mashhur bo'lgan va ko'plab olimlar ushbu asarni quyidagicha tavsif bilan yuksak baholagan: "Moturidiy imomlarning ulug'i va millatning ustuni edi. Uning Qur'onga yozgan tafsiri barcha chigalliklarni ochib beruvchi, inson qalbidagi shubxali qora bulutlarni haydovchi hamda nihoyatda balig' vasf ila yaratilgan asardir. Alloh shunday kitobni yozgan zotga o'z salomini yo'llasin".

Moturidiyning mavqei va martabasi nihoyatda yuqori bo'lgan. Uning ilgari surgan aqidaviy qarashlari Movarounnaxrda aksariyat xanafiy ulamolarni tomonidan qo'llab-quvvatlangan.

Abu Mansur Moturidiyning ustozlari.

Tarixchilar imom olimlarni Abu Mansur Moturidiyning ustozlari ichida quyidagi olimlarni alohida qayd etadilar.

1. Abu Nasr Iyoziy rahmatulloxi alayxi Yaxyo ibn Qays ibn Sad ibn Uboda Ansoriy Xazrajii roziyalloxi anxuning avlodlaridan bo'ladi.

Abu Nasr Iyoziy imom Abu Mansur Moturidiyning ustozlari bo'lishi bilan birga, u kishiga ham dars bo'lib, Abu Bakr Ahmad Juzjoniyning xalqalarida dars olar edi.

Abu Nasr Iyoziy katta olim ham edi. Tarixchilarning takidlashlaricha, yurtida u kishiga teng keladigan olim yo'q edi. Abu Nasr Iyoziy turk yurtlarida bo'lgan urushlardan birida shaxid bo'lgan.

2. Abu Bakr Ahmad ibn Isxoq ibn Solih Juzjoniy imom Abu Mansur Moturidiyning ustozlaridan biri bo'lib, u kishi usul va furu ilmlarini o'zida jamlagan va turli ilmlarda baland cho'qqilarni zabt etgan ulkan olim edi.

3. Muhammad ibn Mukotil Roziy, Rayning qozisi.

4. Nusayr ibn Yaxyo

Imom Abu Mansur Moturidiy qoldirgan merosning yana bir ibratli tomoni shundaki, u diniy e'tiqod borasida ashaddiylik toqatsizlikni rad etadi, mo'tadillik va bag'rikenglikni yoqlab chiqib, bu muhim tamoyilni jamiyat hayotining mezoniga aylantirishga intiladi.

Imom Moturidiy ta'limoti ana shu insonparvarlik mohiyatiga ko'ra, insoniyat hayoti va taraqqiyotini yaxshilik va poklik sari, adolat sari yo'naltirishga, odamlarni millati, tili, dinidan qat'i nazar, o'zaro ahil, bahamjihat, mehr-oqibatli bo'lib yashashga da'vat etadi.

Ul zot asos solgan diniy ta'limot-Moturidiyya maktabi Sharq mamlakatlarida katta shuhrat topishiga bo'lgan sabab shuki, unda ilgari surilgan g'oyalar islom dinimizning mohiyatini to'g'rilik, ezigulik, insoniylik deb biladigan jamiki mo'min-musulmonlarning qarashlari va intilishlari bilan ham ohang edi.

Shu bois Moturudiyya maktabida ta'lim olgan turli millat vakillari bo'lmish olimlar, Hazrat Moturudiyyning minglab izdoshlari, ma'naviy shogirdlari uning ta'limoti va merosini dunyoning ko'p-ko'p mamlakatlarida targ'ibu tashviq etib yanada rivojlantirdilar.

Samarqanddagi me'moriy yodgorlik Imom Moturudiy tavalludining 1130-yilligi (2000) arafasida O'zbekiston Respublikasining Birinchi Prezidenti I.A.Karimov tashabbusi bilan Samarqand shahrining markazida bunyod etilib, ramziy maqbarasi o'rnatilgan (hududi qariyb 4 ga). Registon ansambli yaqinida, Vobkent, G'ijduvon va Buxoro ko'chalari oralig'ida joylashgan. Bosh kirish qismi Vobkent ko'chasidagi xiyobon orqali. Loyihaga ko'ra 3 qism (markaziy, bog' va xo'jalik)ga bo'lingan, ular o'zaro bir-biri bilan xiyobonli yo'lka orqali bog'langan. Loyiha o'qi manzarali mujassamotda yaratilib, maqbara binosiga tutashgan. Shar-sharali favvoralar, xiyobonli yo'lka markazida qurib, atrofi obodonlashtirilgan.

Yodgorlikning me'moriy loyihasi va badiiy yechimida o'zbek milliy san'atining eng yaxshi an'analari qo'llanilgan. Maqbara pishiq g'ishtdan, murabba tarxli (12/12m),shiffti gumbazli (balandligi 15m), paygumbazi 24 kichik ravoqchalarga bo'linib, ganchkori panjaralar bilan bezatilgan. Panjaralar yuqorisi murakkab tuzilishdagi mukarnaslar bilan to'ldirilgan. Xona markaziga qo'yilgan sag'anada arab yozuvida buyuk olimning so'zlari bitilgan.

Xulasa qilib, aytganda Moturidiya fiqhga asos solib ijod qilgan va bizlarga bir nechta asarlarni qoldirgan. Motrudiya o'zining maktablarini ochgan. Biz Motrudiya merosini o'rganib uni yanada yuksaltirishimiz kerak.

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6. carjisor@gmail.com

HUQUQIY TARBIYA BERISHNING BUGUNGI HOLATI

Rasulova Tursunoy To'liqinova

Jizzax viloyati yuridik texnikumi mutaxsisslik fanlar kafedrası o'qituvchisi

E-pochta:rasulovaturunoy@gmail.com

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Annotatsiya. Ushbu maqolada axborot kommunikatsiya texnologiyalaridan foydalanilgan holda o'quvchilarning ongida huquqiy tarbiya kategoriyalarini singdirish va bugungi kunda huquqiy tarbiyaning holati va huquqiy tarbiya berish usullari haqida fikr yuritilgan.

Kalit so'zlar: Huquq, huquqiy tarbiya, huquqiy ong, huquqiy madaniyat, huquqiy rivojlanish.

CURRENT STATE OF LEGAL EDUCATION

Abstract. In this article, information communication technologies are used to inculcate categories of legal education in the minds of students, and the current state of legal education and methods of legal education are discussed.

Key words: Law, legal education, legal consciousness, legal culture, legal development.

СОВРЕМЕННОЕ СОСТОЯНИЕ ЮРИДИЧЕСКОГО ОБРАЗОВАНИЯ

Аннотация. В данной статье используются информационно-коммуникационные технологии для формирования в сознании студентов категорий юридического образования, а также обсуждается современное состояние юридического образования и методы юридического образования.

Ключевые слова: Право, юридическое образование, правосознание, правовая культура, правовое развитие.

Bugun Yangi O'zbekiston hayotining barcha sohalari chuqur islohotlar maydoniga aylangan. Bu jarayonda ijtimoiy sohaning asosi hisoblangan ta'lim tizimidagi o'zgarishlar haqida alohida to'xtalib o'tmaslikning iloji yo'q menimcha. Mamlakatimizda so'nggi yillarda ta'lim tizimining barcha bosqichlarini zamonaviy talablar asosida tashkil etish bo'yicha amaliy ishlar hal qiluvchi bosqichga kirdi desak adashmagan bo'lamiz. Ta'lim sohasidagi rivojlanish insonlardagi huquqiy ong va huquqiy tarbiyaning o'sishiga sababchi bo'lmoqda. Insonlarda huquqiy tarbiyaning yaxshi shakllanishi jamiyat tinchligi, yurt kelajagi, turli xil huquqbuzarlik va jinoyatlarning kamayishi va oldini olishga sabab bo'ladi.

Huquqiy tarbiya-shaxsga nisbatan huquqiy ongni, huquqiy ko'rsatmalarni, qonunga itoatkor xulq-atvor ko'nikmalari va odatlarini shakllantiruvchi uyushgan, bir tizimli, aniq maqsadni ko'zlagan faoliyat yig'indisidir. Shuningdek huquqiy tarbiya - bu shaxsga nisbatan huquqiy ongni, huquqiy ko'rsatmalarni, qonunga itoatkor xulq-atvor ko'nikmalari va odatlarini shakllantiruvchi uyushgan, bir tizimli, aniq maqsadni ko'zlagan holdagi tasvir ko'rsatilishidir.

Shuni ta'kidlash kerakki, yaqin o'tmishda huquqiy tarbiya berishga u darajada e'tibor berilmas edi. Pedagogikaga doir darsliklarda shaxsning aqliy kamoloti, mehnati, jismoniy, ma'naviy, estetik tarbiyasi haqida so'z borar edi-yu, lekin huquqiy tarbiya xususida eslatilmasdi. Tarbiyaviy ishning mustaqil yo'nalishi tarzida huquqiy tarbiya yo'nalishining ajratib qo'yilmasligi o'sib kelayotgan avlodning ayrim qismi huquqiy ongi ahvoliga salbiy ta'sir ko'rsatmay qolmadi.

O'zbekistonda huquqiy davlat barpo etish sari qadam qo'yilib, bu yo'lda huquqiy tarbiya, huquqiy ongni takomillashtirish masalalariga katta e'tibor berib kelinmoqda. Bu masuliyatli

vazifada mehnat jamoalarida, bilim maskanlarida va har bir shaxs bilan tushuntirishlar olib borish borasida ko'p qirrali ishlar qilinmoqda.

Huquqiy tarbiyali bo'lish uchun har bir shaxs umumhuquq bilimiga, uni ongli ravishda qabul qilishga va huquqiy madaniyatni alohida bajarishga yetarli darajada huquqiy saboq olish kerak. Lekin hozirgi paytgacha huquqiy tarbiya tushunchasi, uning tushuntirish metodlari olimlarimiz tomonidan to'raligicha yoritilmagan.

Huquqiy tarbiyaning keng va tor maonoda ko'rish mumkin. Keng maonoda butun jamoaning, ko'pchilikning ongiga ta'sir ko'rsatishga qaratilgan tarbiya, tor maonoda esa alohida shaxsga, uning ongiga ta'sir etish yo'llari tushuniladi.

Huquqiy tarbiya natijasida keng omma yoki shaxs o'z hatti – harakatlarining qonuniy ekanligini tushunsa, huquq tartibotni buzmaslikka harakat qilsa o'zini ongli ravishda, huquq normalariga rioya etgan holda boshqara olsa, maqsadga erishilgan bo'lib hisoblanadi.

Demak, huquqiy tarbiya bu- tashkiliy ravishda muntazam olib boriladigan, aniq maqsadni ko'zlagan va shaxsga «guruh shaxslariga» ta'sir qila oladigan, ularda huquqiy ong, huquqiy bilim, qonunlarga rioya qilish xislatlarini vujudga keltiradigan harakatdir.

Malumki, qonunga rioya qilish uchun, eng avvalo uni bilish kerak. Huquqiy tarbiya orqali har bir shaxsning ongiga nima qilish mumkin, nima qilish mumkin emasligini, jamiyat, davlat undan nimani talab qiladi, qonunlarga rioya etish yo'llari nimadan iborat ekanligini yetkazish lozim.

Tartib buzuvchilar orasida o'z hatti-harakatining noqonuniyligini anglamaslik, noqonuniy ekan deb ham o'ylamaslik va bunday harakatni jazoga loyiq emas deb tushunish ko'p uchraydi.

Shunday tushuncha hosil bo'lmasligi uchun huquqiy tarbiya jarayonida har bir jamoada o'rnatilgan tartibni buzish, qonun normalariga rioya etmaslik natijasida intizomiy, mamuriy, moddiy yoki jinoiy jazo kelib chiqishini tushuntirish, uqtirish zarur.

Huquqiy tarbiyani kuchaytirishga oltmishinchi yillardan boshlab alohida ahamiyat berilla boshlandi. Shu davrda aytish kerakki, hozirda ham huquqiy tarbiya bilan chambarchas bog'liq holda olib olib borilayapti.

Masalan bizning yurtimizda huquqiy ongni o'stirish uchun maktablarda huquqiy tarbiya darslari berilmoqda. Yoshlarga huquqiy bilim beruvchi kadrlar tayyorlash maqsadida yuridik texnikumlari ochilmoqda. Joylarda yuridik markazlar tashkil qilinib ulardan xohlagan masalada tavsiyalar va yordam olish imkoniyatlari yaratildi. Ayniqsa Adliya Vazirligi tomonidan judda katta islohotlar amalga oshirilmoqda. Bu kabi tadbirlar albatta insonlar ongida huquqiy tarbiyaning shakllanishi va o'sishida yordamchi bo'ladi.

Xulosa qiladigan bo'lsam huquq haqidagi ma'ruzalar, suhbatlar huquqiy targ'ibotning asosiy shakli bo'lib qolayapti. Albatta, bir martalik tadbirlarning epizodliligi, mavzu jihatdan cho'zilib qolishi o'zining salbiy jihatlariga ham ega. Hozir mavzularning birligi bilan bog'langan, uyushgan tarzda, rejali asosda o'tkaziladigan leksiyalar va suhbatlar turkumlarining tashkil etilishiga o'tilayotgani bejiz emas mavzular turkumlari bir martalik ma'ruzalardan farqli ravishda voyaga yetmaganlarga muayyan tizimdagi bilimlar majmuini beradi, huquq me'yorlarini amalda qo'llanish malakalarini singdiradi, o'quv rejalari va maktab dasturlari bilan uyg'un tarzda o'tkazilishini ta'minlaydi.

Shu bilan birga ayrim suhbatlar, ma'ruzalar huquqiy turmush hodisalariga munosabat bildirish, yangi qonunlarni targ'ib qilish, paydo bo'ladigan ehtiyojlarni qondirishning eng muhim shakli bo'lib hisoblanadi.

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INSON HUQUQLARI TUSHUNCHASI VA UNING RIVOJLANISH BOSQICHLARI

Xatamova Aziza Maxammatqulovna

Jizzax viloyat yuridik texnikumi o'qituvchisi

azizaxatamova987@mail.com

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Annotatsiya. Ushbu maqolada inson huquqlari butun insoniyatning intilishlari, orzu-umidlarini o'ziga jamlagan keng qamrovli tushuncha ekanligi atroflicha yoritib o'tilgan. Maqola davomida inson huquqlari haqidagi sharq mutafakkir olimlarining qarashlari va fikrlari haqida alohida to'xtalib o'tilgan.

Kalit so'zlar: inson huquqlari, nazariy qarashlar, falsafa, taraqqiyot asosi, davr talabi.

THE CONCEPT OF HUMAN RIGHTS AND ITS DEVELOPMENT STAGES

Abstract. In this article, it is explained in detail that human rights are a comprehensive concept that includes the aspirations and hopes of all mankind. In the course of the article, the views and opinions of Eastern thinkers about human rights are discussed.

Key words: human rights, theoretical views, philosophy, basis of development, demand of the times.

ПОНЯТИЕ ПРАВ ЧЕЛОВЕКА И ЭТАПЫ ЕЕ РАЗВИТИЯ

Аннотация. В данной статье подробно объясняется, что права человека – это всеобъемлющее понятие, включающее в себя чаяния и надежды всего человечества. В ходе статьи обсуждаются взгляды и мнения восточных мыслителей о правах человека.

Ключевые слова: права человека, теоретические взгляды, философия, основа развития, требование времени.

Inson huquqlari muammosi – hozirgi zamonning eng dolzarb muammolaridandir. Inson huquqlari – bu jamiyatning eng oliy qadriyati, himmatidir. Inson huquqlari – bu butun insoniyatning intilishlari, orzu-umidlarini o'ziga jamlagan keng qamrovli tushunchadir. Inson huquqlari – bu hozirgi taraqqiyotning asosi va davr talabidir. Inson huquqlari – bu demokratik huquqiy davlatning eng muhim belgisidir. Inson huquqlari har bir davlatning demokratik taraqqiyoti darajasini ko'rsatuvchi muhim mezonidir. Shuning uchun ham inson huquqlari xalqaro huquqda va milliy huquqiy tizimda muhim o'rin tutadi. Insoniyat o'z tarixiy rivolanishi jarayonida inson huquqlariga oid qonunchilik – bu inson va fuqaro huquqlari hamda erkinliklari haqida qonunlar majmuidir. Bu qonunlar qatoriga inson huquqlari bo'yicha xalqaro hujjatlar va milliy qonunlar kiradi. Inson huquqlari to'g'risidagi qonunchilik o'z taraqqiyotida uch katta bosqichni bosib o'tgan.

Birinchi bosqich – 1789-yilgi inson va fuqaro huquqlari fransuz deklaratsiyasidan boshlanib, to birinchi jahon urushiga qadar davom etgan. Bu bosqichda insonning shaxsiy va siyosiy huquqlari to'g'risidagi qonunchilik ustuvor ravishda rivojlangan. Bu davrda qabul qilingan qonunlarda alohida e'tibor quyidagi muammolarni huquqiy tartibga solishga qaratilgan:

shaxs erkinligi va fuqarolar tengligi;

shaxs daxlsizligi;

xususiy mulk huquqi;

saylov huquqi turli seznlr bilan cheklangan bo'lsada.

Ikkinchi bosqichi – XX asrning birinchi yarmini o'z ichiga olgan. Bu bosqichda sotsial yo'nalish demokratiya ta'sirida insonlarning ijtimoiy-iqtisodiy huquqlariga oid qonunchilik tez rivojlangan. Mehnat qilish huquqi, dam olish huquqi, ijtimoiy yordam olish huquqi to'g'risidagi qonunlar alohida ahamiyat kasb etgan. Fransiya va Shvetsiyadagi sotsial qonunchilik, 1920-yilgi Veymar Konstitutsiyasi, Fransiya va Italiyaning 1946-yilgi Konstitutsiyalari bunga yaqqol misol bo'ladi.

Uchinchi bosqich – XX asrning ikkinchi yarmiga to'g'ri kelib, bu bosqichda inson huquqlarining “yangi avlodi” to'g'risidagi qonunchilik rivojlanadi. Bu huquqlar qatoriga: tinch yashash huquqi; sof va toza atrof-muhitga ega bo'lish huquqi; axborot olish huquqi kabilar kiradi. Bu bosqichda inson huquqlari to'g'risida xalqaro qonunchilik tizimi shakllandi. Dunyodagi har bir davlatda ham inson huquqlariga oid muayyan qonunchilik tizimi shakllangan. Bu qonunchilik negizini, avvalambor, Konstitutsiyalar tashkil etadi. Barcha davlatlar Konstitutsiyalarida inson va fuqaro huquqlari va erkinliklariga maxsus bo'lim, boblar ajratilgan. Fuqarolarning konstitutsiyaviy huquq va erkinliklari joriy qonunlarda o'z aksini topgan. Hozirgi kunda davlatlar o'z Konstitutsiyalarida inson huquqlariga oid quyidagi muhim qoidalarni mustahkamlaganlar:

– inson huquqlari va erkinliklarini tan olish va himoya qilish bu davlat majburiyatlaridir;

– inson huquqlari va erkinliklari katalogi xalqaro-huquqiy andozalarga mos kelishi va bu sohada xalqaro huquqning ustuvorligi;

– inson huquqlari va erkinliklari unga tug'ilgandan boshlab taalluqlidir, yangi tabiiy huquq g'oyasini, nazariyasini e'trof etilishi;

– hamma va har kimga inson huquqlari va erkinliklarining teng va barobar taalluqliligi;

– fuqarolarning kafolatlangan sud himoyasi bilan ta'minlanishi;

– inson huquq va erkinliklarini amalga oshirish boshqa shaxslar huquqlarini buzmasligi zarurligi. Dunyo davlatlarida inson huquqlariga oid qonunchilik tizimi quyidagi guruhlarga bo'linadi:

1. Fuqarolarning shaxsiy huquqlariga oid qonunlar;
2. Fuqarolarning siyosiy huquqlariga oid qonunlar;
3. Fuqarolarning iqtisodiy huquqlariga oid qonunlar;
4. Madaniy huquqlarga oid qonunlar;
5. Inson huquqlariga oid xalqaro huquqiy hujjatlar.

Inson huquqlari to'g'risidagi ta'limotning rivojida Sharq mutafakkirlarining xizmatlari benihoya kattadir. Al-Xorazmiy, Forobiy, Beruniy, Ibn Sino, Amir Temur, Ulug'bek, Alisher Navoiy, Bobur Mirzo singari o'nlab olimlar, davlat va jamoat arboblari dunyoqarashida, ularning amaliy ishlarida inson huquqlari masalasi alohida o'rin egallaydi. Ular turli muammolar singari inson huquqlari, erkinliklari, qadriyatlar masalasiga ham befarq qaramaganlar va bu borada o'z fikr-mulohazalarini bildirganlar. Inson haqida g'amxo'rlik qilish, inson erkinligi, haq-huquqlari to'g'risida qayg'urish, inson sha'nini kamsitadigan urinishlarga yo'l qo'ymaslik g'oyalari shular jumlasidandir. O'rta asrlarda butun dunyoda bo'lgani singari Sharq olamida ham inson huquqlari turli yo'llar bilan toptab kelingan. O'sha

davrlarda insonning shaxsiy huquq va erkinliklari singari, uning ijtimoiy-iqtisodiy, siyosiy va ma'naviy huquqlari ham hukmron siyosiy kuchlar tomonidan cheklab qo'yilgan. Bunday holatlarga qarshi noroziliklar shafqatsizlarcha bostirilgan. Kishilar yashash, mehnat qilish va dam olish kabi oddiy insoniy huquqlardan ham to'la erkinlik asosida foydalanish imkoniyatiga ega bo'lmaganlar.

Insonning sha'ni, qadr-qimmati, erkinliklari huquqiy jihatdan kafolatlanmagan, uning huquqlari poymol etilishi oddiy bir hol bo'lgan. Aholi keng qatlamlarining nochor hayoti o'z haq-huquqlarini anglab yetish va uni himoya qilish uchun kurash olib borish imkonini bermagan. Tarixning guvohlik berishicha, ayrim mamlakatlar va mintaqalarda olib borilgan jang-u jadallar, bosqinchilik urushlari natijasida fuqarolarning haq-huquqlari vahshiylarcha toptab kelingan. Bunday misollarni O'rta Osiyoda yashagan xalqlar va millatlar hayotidan ham ko'plab keltirish mumkin. Birgina mo'g'illar bosqini davrida O'rta Osiyoda yashagan xalqlarning haq-huquqlari qanchalik toptalganligini oddiy so'z bilan ifodalash qiyin. Masalan, mo'g'illar 1220-yilda Buxoroni bosib olib, 30 mingdan oshiq buxorolikning yostig'ini quritganlar, aholining qolgan qismini qullarga aylantirib, ko'pchiligini o'zlari ishg'ol qilgan boshqa yerlarga haydab ketganlar. Din peshvolari, olim-u fuzalolarni tahqirlaganlar, Buxoro shahriga o't qo'yilgan. Bunday sharoitda inson huquqlari yoki uni himoya qilish to'g'risida gap ham bo'lishi mumkin emasdi. Lekin mavjud siyosiy tuzumlar sharoitida ham somoniylar, temuriylar, boburiylar davrida inson huquqlarini himoya qilish sohasida talaygina tadbirlar amalga oshirilganligini aytish joiz. Masalan, O'rta Osiyoda somoniylar hukmronligi davrida aholining hunarmandchilik, dehqonchilik, chorvachilik, ilm-fan bilan shug'ullanuvchi qismiga qulay sharoitlar yaratishga harakat qilingan. Savdo-sotiq ishlari avj olib, bu ish bilan shug'ullanuvchilar davlat tomonidan muhofaza etilgan. Savdo karvonlarini qo'riqlab boruvchi soqchilar tayinlangan. Davlatni boshqarishda markaz bilan joylar o'rtasida mustahkam aloqa o'rnatilgan. Bu va shunga o'xshash tadbirlar inson huquqlarini himoya qilishda o'sha davrning barcha hukmdorlari uchun ibrat namunasi bo'lgan. Inson huquqlarini himoya qilishda va ularga berilgan huquqlaridan foydalanishda Sohibqiron Amir Temur amalga oshirgan ishlar diqqatga sazovordir. Sohibqironning butun hayoti va kurashi insonni qadrlash, uning yaxshi hayot kechirishi uchun qulay shart-sharoitlarni yaratib berish bilan chambarchas bog'liqdir. Amir Temur o'zining "Temur tuzuklari"da mamlakat fuqarolarining haq-huquqlari va ularni himoya qilishning zarurligini qayta-qayta ta'kidlagan. Insonning mehnat qilish huquqi asarda quyidagicha ta'riflab beriladi: "Agar kasb-u hunar va ma'rifat ahillaridan bo'lsa, bundaylarga saltanat korxonalaridan yumush berilsin. Bulardan boshqa, bilagida kuchi bor faqir-miskinlar esa o'z ahvoli va kasbi-korig'a qarab ish tutsinlar" ("Temur tuzuklari". –T.; G'.G'ulom nomidagi nashriyot, 1991, 67-bet). Amir Temur inson huquqlarini himoya qilishda eng ko'p kuchg'ayrat sarflagan yetuk siymolardan biri edi. U hukmronlik qilgan davrda inson huquqlarini kamsitishga qaratilgan har qanday urinishlarga chek qo'yilgan va bunday urinishlarning rahnamolari hamda ishtirokchilari qattiq jazolangan. "Yana buyurdimki, — deb yozadi Sohibqiron, — agar (har yer va elning) amaldorlari va kalontarlari oddiy fuqarolarga jabr-zulm qilsa va shu orqali bechoralarga zarar yetkazgan bo'lsa (bunday vaqtlarda) yetkazilgan zararni kalontarlardan undirib, jabr ko'rganlarga bersin, toki ular yana o'z hollariga kelsinlar» («Temur tuzuklari», 99-bet).

Har qanday jabr-zulm inson huquqlarini poymol qiladi. Jumladan, mehnat qilishga majbur etish, qiynoqqa solish, mol-mulkiga, shaxsiy hayotiga zarar yetkazish va shu kabilar. Ulug' Sohibqiron inson sha'niga nomunosib bo'lgan ana shunday xatti-harakatlarga yo'l qo'yib bo'lmaslikning mohiyatini to'g'ri tushungan va shuning uchun ham mamlakat fuqarolarining huquqlarini himoya qilish yo'lida qat'iy kurash olib borgan. Amir Temurning inson huquqlari to'g'risidagi g'oyalari uning davlatni idora qilishdagi o'zi asoslagan qoidalarda juda aniq bayon etilgan. Bu qoidalar qonun kuchiga ega bo'lib, ularda inson huquqlari masalasiga keng o'rin berilgan. Sohibqironning adolat bilan ish ko'rish, gunohkorga ham, begunohga ham rahm-shafqat qilishi, raiyatning ahvolidan doimo xabardor bo'lib turishi, davlat ishlarini saltanat qonunlariga asoslangan holda boshqarishi va boshqa shular singari xayrli ishlari uning inson huquqlarini himoya qilishga qanchalik katta ahamiyat berganligidan darakdir. Amir Temur insonning qadr-qimmatini va huquqlarini qadrlagan va himoya qilgan ulug' zotlardan biridir.

U markazlashgan qudratli mamlakatni boshqarar ekan, o'z amir-u beklaridan, davlat xizmatchilaridan fuqarolarning holidan xabar olib turishni, ularning shaxsiy va ijtimoiy huquqlarini himoya qilishni qattiq talab qilgan. Sohibqiron o'z hukmdorligining barcha davrlarida adolat va insof bilan ish ko'rgan, gunohkorga ham, begunohga ham adolat, haqqoniyat yuzasidan hukm chiqargan, o'zining xayr-ehson ishlari bilan odamlar ko'nglidan joy olgan.

Zolimlardan mazlumlar haqqini undirib bergan. Uning yozishicha, zolimlar yetkazgan ashyoviy va jismoniy zararlar isbotlanganidan keyin ularni shariatga muvofiq odamlar o'rtasida muhokama qilgan. Natijada aybsiz kishiga jabr-zulm o'tkazilmagan. Buyuk allomalar Forobiy, Ibn Sino, Beruniylar ham inson huquqlari masalasini chetlab o'tmaganlar.

Somoniylar davrida amalda bo'lgan tartib-qoidalar, o'sha davrning ijtimoiy-siyosiy tuzumi bu mutafakkirlarning dunyoqarashiga kuchli ta'sir ko'rsatgan. Ular o'z asarlarida bu davrga baho berish bilan birga qimmatli g'oyalarni ilgari surganlar, inson huquqlari va ularni himoya qilish to'g'risida ham o'z fikrlarini yozib qoldirganlar. Forobiy o'zining "Fozil odamlar shahri" asarida odamlarning ma'lum bir kasb-hunar bilan shug'ullanishi, ular har qanday ta'qib va cheklashlardan xoli bo'lishi, erkin va ozod yashashi haqida yozadi. Forobiyning "Fozil odamlar shahri" jamoasi haqidagi ta'limoti, uning komil inson haqidagi fikrlari bilan bog'lanib ketgan.

Xulosa o'rnida shuni aytish joizki, komil inson jamiyatning teng huquqli, erkin fuqarosi bo'lishi lozimligi, jamoa uning huquqlarini hurmat qilishi, kishilarning tinch va osoyishta hayot kechirishlari uchun zarur bo'lgan shart-sharoitlarni ta'minlab berishi haqidagi fikrlar asarning asosiy mazmunini tashkil etadi. Garchi, bu masala xayoliy tarzda tasvirlangan bo'lsada, biroq unda insonga g'amxo'rlik qilish, uning haq-huquqlarini himoya qilish zarurligi g'oyalari ilgari surilganligining o'zi muhim ahamiyatga egadir. Forobiy singari Ibn Sino ham inson va uning jamiyatda egallashi lozim bo'lgan o'rniga katta e'tibor bilan qaragan. Allomaning inson va uning huquqlari to'g'risidagi qarashlari amaliy falsafaga doir ta'limotida asoslab berilgan.

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КОМПРЕССОР ҚУРИЛМАСИ ЭЛЕКТР ЮРИТМАЛАРИНИНГ ЭНЕРГИЯ ТЕЖАМКОР ИШИ РЕЖИМЛАРИНИ ИШЛАБ ЧИҚИШ

Саъдуллаев Туймурод Мардулла ўғли
PhD., «Электр машиналари» кафедраси доценти

Худоёров Жаҳонгир Зокир ўғли
63МБ-23 магистратура талабаси ТашДТУ.

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Аннотация. Мазкур илмий мақола компрессор қурилмаси электр юритмаларининг энергия тежамкор иши режимларини ишлаб чиқиши жараёнига бағишланган. Ушбу мақолада компрессор қурилмасининг энергия самарадорлигини оширишнинг замонавий бошқариш режими ва усуллари келтирилган бўлиб, олиб борилган кўп йиллик тадқиқотлар асосида компрессор қурилмасининг энергия самарадорлигини оширишнинг математик тенгламаси ишлаб чиқилган. Бундан ташқари, компрессор қурилмасининг электр механик тенгламалари асосида технологик жараённи бошқариш усули такомиллаштирилган ва амалга оширилган илмий тадқиқотлар юзасидан тегишли хулосалар қилинган.

Калит сўзлар: Компрессор қурилмаси, электр юритма, бошқариш режими, частота, ток, структура, бурчак тезлиги, тезлик.

DEVELOPMENT OF ENERGY-SAVING OPERATION MODES OF COMPRESSOR DEVICE ELECTRICAL SYSTEMS

Abstract. This scientific article is devoted to the process of development of energy-saving operating modes of electrical circuits of the compressor device. This article presents the modern management mode and methods of increasing the energy efficiency of the compressor device, and based on many years of research, a mathematical equation for increasing the energy efficiency of the compressor device has been developed. In addition, based on the electromechanical equations of the compressor device, the technological process control method has been improved and appropriate conclusions have been made regarding the scientific researches carried out.

Key words: Compressor device, electric drive, control mode, frequency, current, structure, angular velocity, speed.

РАЗРАБОТКА ЭНЕРГОСБЕРЕГАЮЩИХ РЕЖИМОВ РАБОТЫ ЭЛЕКТРИЧЕСКИХ СИСТЕМ КОМПРЕССОРНЫХ УСТРОЙСТВ

Аннотация. Данная научная статья посвящена процессу разработки энергосберегающих режимов работы электрических схем компрессорных устройств. В данной статье представлены современный режим управления и методы повышения энергоэффективности компрессорного устройства, а на основе многолетних исследований разработано математическое уравнение повышения энергоэффективности компрессорного устройства. Кроме того, на основе электромеханических уравнений компрессорного устройства усовершенствован метод управления технологическим процессом и сделаны соответствующие выводы по проведенным научным исследованиям.

Ключевые слова: Компрессорное устройство, электропривод, режим управления, частота, ток, структура, угловая скорость, скорость.

Компрессор қурилмалари энергия самарадор ишлашига қурилманинг ички техник таъсирлари ва ташқи омиллар таъсир кўрсатади [1-2]. Қурилманинг ички техник таъсирларига вентилятор паррақларининг қиялик бурчаги, иссиқлик алмаштиргичларнинг ички ва ташқи параметрлари, компрессор винтларининг эскириш натижасида газ ҳароратига таъсири, қурилма жалюзаларининг очилиш бурчаги ва моторнинг айланиш тезлиги киради [3-5]. Компрессор қурилмасининг самарадорлигига таъсир этувчи ташқи омилларга ташқи ҳавонинг ҳарорати, ҳавонинг намлиги, шамолнинг тезлиги, қурилмага тушаётган қуёш нурунини қиялик бурчаги, ҳавонинг зичлиги ва яна бир қанча кичик таъсирга эга бўлган омиллар киради [6].

Компрессор станциялари йил давомида ҳаво ҳарорати - 25°C дан 47 °C гача ўзгарадиган ҳудудларда олиб борилган тадқиқотлар ҳулосаси шуни кўрсатадики, электр энергия истеъмоли ўзгариши ҳаво ҳарорати ва зичлигини ўзгариши натижасида мавсумий истеъмол фарқи 38% гача ўзгариши кўзатилган [7-10].

Компрессор технологиясида частотавий ростлагичларни жорий этиш билан қурилмадаги ҳаво оқимини бошқариш имконияти пайдо бўлади [11]. Натижада газни схиқиш ҳароратини катта аниқликда автоматик назорат қилиб бошқариш қобилияти юзага келади [12-13]. Бунинг натижасида йил давомида электр энергия сарфини 20% гасҳа тежалиши мумкин.

Компрессор станцияларини ишлаш жараёнида совутиш қурилмалари электр энергия сарф умумий электр энергия балансини катта қисмини ташкил этади. Компрессор қурилмаларининг электр энергия сарфи таъсир этувчи омиллар таъсирида ўзгаради. Электр энергия сарфи йил давомидаги минимал истеъмолдан икки баробаргача ортиши мумкин. Совутиш қурилмаси электр энергия истеъмолига катта таъсир этувсхи омилларга қуйидагилар киради:

Компрессорни ишчи айланиш паррақларини алюмин қуйма ёки композит материаллардан ташкил топган ҳолда енгиллаштирилган;

- компрессор қурилмасининг маторларини частотавий ростлаш асосида газ ҳароратини назорат қилиш;

- компрессор электр ўзатма орқали ва ҳаво босимли тизим кўринишда бошқариш имкониятлари мавжудлиги;

- ташқи ҳаво намлиги пасайганда ҳаво намлигини ростловсхи қурилмани мавжудлиги;

- ҳавони совутиш қурилмасини тўлиқ автоматлаштирилган ҳолда бошқариш;

- иссиқлик ўзатувсхи қовирғали қувирларини ташқи ва исҳки тозалаш қурилмаларини мавжуд эканлиги [14-16].

Илмий изланишлар натижасида энергия самарадор ҳаволи совутиш қурилмаларини мавсумдан келиб чиққан ҳолда техник ростланиши энергия тежамкорликга ижобий таъсир этади.

Олиб борилган тадқиқотлар натижасида компрессор қурилмаси энергия сарфини ортишидаги таъсир этувчи катта омиллар билан қуйида танишамиз:

- ташқи ҳавонинг ҳарорати;

- ташқи ҳавонинг намлиги;

- совутиш қурилмасига кирувсхи газнинг ҳарорати;

- совутиш қувирларининг исҳки ва ташқи кирланиши;
- вентиляторни айланиш тезлиги;

техник ҳолатлар (сханг тутгисҳларни ифлосланиши, компрессор винтларини эскириши).

Шу билан бирга газни ҳароратини баланд даражалари газ зичлигига ва ҳажмини ортишига сабаб бўлади. Натижада газ ўтказиш қувирларидаги босимни ортиши юзага келади. Газ зисҳлигини ҳароратга боғлиқлигини қуйидаги формула ёрдамида кўришимиз мумкин

$$\frac{\rho_1}{\rho_2} = \frac{T_2}{T_1}, \quad (1)$$

бу ерда: ρ_1 ва ρ_2 газни зисҳлиги, T_1 ва T_2 газни ҳароратини ифодалайди.

Ҳаво ҳароратини ортиши пропорционал равишда газни босимига таъсир қилади. Натижада компрессор станция жойлашган ҳудудни табиий иқлими станцияни энергия истеъмолидаги кўрсатгисҳларга таъсир қилади. Компрессор станциядан сҳиқаётган газни ҳарорати жойлашган ҳудуддаги ерни ҳароратига яқин бўлиши талаб этилади. Газ қувирларига сҳиқарилаётган газнинг ҳароратини ошиши қувирлар химоя қатламини шикастланишига сабаб бўлади. Шикастланган қувирлар авария хавфини келтириб сҳиқариши эҳтимолини юзага келтиради. Компрессор станциядаги газни совутиш даражаси қувирлар жойлашган тупроқнинг ҳарорати даражасига 10-15°C гасҳа юқори бўлишига нормал ҳолат сифатида қабул қилинган.

Компрессор қурилмалари электр энергия сарфига таъсир қилувсҳи ташқи омилларни энг кўп миқдори ҳавони ҳарорати ва намлиги ҳисобланади. Иссиқ мавсумларда ҳавони намлигини ошириб вентиляторлар орқали иссиқлик алмаштириш қувирларига ташқи ҳаво ҳароратини 15°C гасҳа совитилган тарзда юбориш мумкин.

Компрессор қурилмасини иссиқлик ўтказувсҳанлик даражасини ифодаловсҳи тенглик қуйидаги ифода орқали аниқланади

$$Q_{HSQ} = G_h \cdot s_{i.o\text{b}} \cdot (t_{v1} + t_{v2}) = G_g \cdot s_g \cdot (t_{g1} + t_{g2}) = k \cdot F \cdot \theta, \quad (2)$$

бу ерда G_h -қурилмадан ўтадиган ҳавони ўртасҳа массаси, кг/с; $s_{i.o\text{b}}$ -қурилмадан ўтадиган газни ўртасҳа массаси, кг/с; θ -ҳавони ўртасҳа иссиқлик ўтказувсҳанлиги, $kJ/kg \cdot K$; $s_{i.o\text{b}}$ -газни ўртасҳа иссиқлик ўтказувсҳанлиги, $kJ/kg \cdot K$; F -иссиқлик ўтказувсҳини юзаси, м²; t_{g1}, t_{g2} -совутиш қурилмасини кириш ва сҳиқиш газини ҳарорати, °C; t_{h1}, t_{h2} -совутиш қурилмасини кириш ва сҳиқиш ҳавони ҳарорати, °C; θ -ўртасҳа лагорифмитик ҳарорат босими, К; k -совутиш қурилмасини орқали ўтаётган газни атмосферага сҳиқараётган иссиқлик ўтказувсҳанлик коэффициенти қўйидаги ифода билан аниқланади

$$k = \frac{1}{\frac{1}{\alpha_2} \cdot \varphi + \sum R_i + \frac{1}{\alpha_1}}, \quad (3)$$

бу ерда α_1, α_2 -иссиқлик ўтказувсҳан қувирни исҳки ва ташқи ўтказувсҳанлик коэффициенти, φ -қувирни нотекис юзасини иссиқлик ўтказувсҳанлик коэффициенти, $\sum R_i$ -иссиқлик алмаштиргисҳ қувирини исҳки ва ташқи кирланишидаги қаршилик, $(m^2 \cdot K)/Vt$.

Компрессор курилмасининг принципиал ва энергия тежамкор иш режимларини таҳлил қилиш натижасида қуйидаги тадқиқот ишлари амалга оширилди.

Компрессор курилмасининг иш режимларини инобатга олган ҳолда математик тенламалари таҳлил қилинди.

Компрессор курилмасининг иш режимларини инобатга олган ҳолда энергия самарадорликни оширишнинг муқобил имкониятлари ҳақида керакли таклифлар келтирилди.

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ZAMONAVIY DUNYODA MENEJMENT VA LIDERLIK O'RTASIDAGI FARQLAR VA O'XSHASHLIKLAR

Abduvoidov Hasan Ilhom o'g'li

Sirdaryo viloyati yuridik texnikumi o'qituvchisi.

E-pochta: hasanabduvohidov96@gmail.com

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Annotatsiya. Ushbu maqolada menejerlar va liderlarning bir-biridan asosiy farqlari hamda ularning faoliyatida kuzatilishi mumkin bo'lgan o'xshashliklar yoritilib berishga harakat qilingan.

Kalit so'zlar: menejment, liderlik, ijodkorlik, ishtiyoq, rag'batlantirmoq, ishlash prinsiplari, boshqaruv sohasi, tanqidiy fikrlash, notiqlik, ziddiyatlar, sohalararo.

THE DIFFERENCES BETWEEN MANAGEMENT AND LEADERSHIP IN MODERN WORLD AND THEIR SIMILARITIES

Abstract. This article tries to highlight the main differences between managers and leaders and the similarities, which might be observed in their activities.

Key words: management, leadership, creativity, desire, rewarding, working principles, the sector of management, critical thinking, orator, eloquence, contradictions, interdisciplinary.

РАЗЛИЧИЯ МЕЖДУ МЕНЕДЖМЕНТОМ И ЛИДЕРСТВОМ В СОВРЕМЕННОМ МИРЕ И ИХ СХОДСТВА

Аннотация. В данной статье предпринята попытка осветить основные различия между менеджерами и лидерами и сходства, которые можно наблюдать в их деятельности.

Ключевые слова: менеджмент, лидерство, творчество, желание, вознаграждение, принципы работы, сфера управления, критическое мышление, оратор, красноречие, противоречия, междисциплинарность.

Har qanday jamiyatda menejer va liderlar odatda ikki turdagi insonlar hisoblanishadi.

Misol uchun, menejerning asosiy maqsadlari xohish-istaklardan ko'ra zaruriyatlarni birinchi o'ringa qo'yishdan iborat bo'lib, ular asosan shaxslar va tashkilot bo'limlari o'rtasida kelib chiqishi mumkin bo'lgan ziddiyatlarni bartaraf etishda, ma'lum bir tashkilotning kundalik ishlarini bajarilishini ta'minlash uchun barcha tomonlarni o'rinli joylashtirib chiqishda muhim rol o'ynaydi.

Liderlar esa erishilishi kerak bo'lgan maqsadlarga shaxsiy va faol nuqtai nazar bilan qarashadi; ular atrofdegilarni rag'batlantirish va ularga ixtiyoriy imkoniyatlarni yaratib berish uchun yo'llar izlashadi hamda ularning ishga bo'lgan ishtiyoqini jo'shqinlantirib, vazifaga yanada ijodkorlik bilan yondashishlari uchun harakat qilishadi. Qo'shimchasiga, ularning xodimlari yoki ishdagi sheriklari bilan munosabatlari shiddatli ko'rinadi va ularning ishlash muhiti biroz tartibsizroq bo'ladi.

Hozirgi asrda (21-asrning birinchi choragi) boshqaruv va yetakchilikning ishlash prinsiplarida jadallashish kuzatilmoqda, ya'ni aniq bir mezonlar yoki sohani rivojlantirish uchun ishlab chiqilgan strategiyalar ko'p vaqt o'tmasdan o'zining samarali jihatlarini yo'qotmoqda.

Bunga asosiy sabab esa barchamizga ma'lum: insoniyat kundan kunga taraqqiy etib bormoqda va bu boshqaruvdagi o'zgarishlarni yanada tezlashtirmoqda. Shunday bo'lsa-da, ba'zi

kitoblar borki ularda menejment va liderlikning asosiy prinsiplari hamda farqlari hali ham o'z kuchini yo'qotmagan ma'lumotlarni uchratish mumkin. Ulardan biriga yaqinda qiziqib o'qigan bir maqolani misol keltira olaman. Mazkur maqola ilk bor 1977-yilda Abraham Zaleznik tomonidan ommaga taqdim etilgan bo'lib, u "Managers and Leaders: Are they different?" (Menejerlar va liderlar: ular har xilmi?) deya nomlangan.

Ushbu maqolada menejerlar hamda liderlarning rivojlanib borayotgan jamiyatda qanday qilib muvaffaqiyatga erishishi va sohalararo omon qolishi haqida ham bahs boradi. Boshqaruv sohasidagi rahbarlar va yetakchilar o'rtasidagi farqga Abraham Zaleznikning kitobida quyidagicha izoh berilgan: "bu ikki toifa o'rtasidagi farq ularning ruhiyatida, ishlarni tartibga solishi va uni rejalashtirishidadir. Menejerlar odatda bo'lib o'tayotgan voqeilikni shundayligicha qabul qiladilar, bu jarayondagi umumiy barqarorlikni ushlashga harakat qilishadi, nazorat qilish yo'llarini topib muammoni tezda hal qilish yo'llarini ko'rib chiqishadi.

Liderlar esa, boshqa tomonlama qaraganda, ishdagi muammolar, kamchiliklar va tartibsizliklarga kerakli vaqt toqat qila olishadi va sodir bo'layotgan asosiy muammoni to'liqroq tushunish uchun ma'lum bir vaqt kutishga tayyor bo'lishadi, ya'ni topshiriqni kelajakdagi natijasini qat'iy nazar zudlik bilan bajarishga shoshmaydilar.

Menejer va liderlarning shaxsiy xususiyatlarida ham yetarlicha farqlarni topish mumkin.

Menejering shaxs harakteriga keladigan bo'lsak, uning boshqaruv madaniyati ratsionallik va nazoratga ko'proq urg'u beradi. Uning kuchi aniq maqsadlarga, resurslarga, tashkilot tuzilmalari va ishchilarga qaratilgan bo'lib, qisqa qilib ta'kidlaganda, menejer muammoni hal qiluvchi subyekt hisoblanadi. Menejerlar o'zlaridan quyidagi savollarga javob topishga harakat qilishadi: "Qanday muammolarni tanlab hal qilish kerak va xodimlar shu tashkilotga o'z hissasini faol qo'shishda davom etishlari uchun natijaga erishishning eng yaxshi usullari qanday?"

Shu nuqtai nazardan qaraganda, menejerlik ishlarni boshqarish uchun amaliy harakatdir; u o'z vazifasini bajarish maqsadida tashkilot xodimlardan ishxonadagi turli darajadagi maqomlarda (lavozimlarda) o'rinli va mas'uliyat bilan samarali ishlashlarini talab qiladi. Menejer bo'lish uchun qahramonlik yoki o'zgacha daholik shart emas, aksincha, zamonaviy menejer uchun tirishqoqlik, qattiqqo'llik, mehnatsevarlik, aql-zakovat, vaziyatlarni tahlil qila olish va eng muhimi bag'rikenglik hamda ishga nisbatan xayrixohlik kerakdir.

Liderlarning shaxs harakteri o'zgacha prinsiplarni talab qiladi, masalan, yolg'iz holda o'z ustidan nazoratni qo'lga olish, boshqalarni oldinga yetaklash, tashabbuskorlik va imkon boricha optimistik fikrlash shular jumlasidandir. Liderlar ma'lum bir masalni hal qilishda yoki biror vaziyatdan ijobiy natijalar bilan chiqishda avvalambor o'zlarining ishtirokini ta'minlaydi, ya'ni ular boshqa xodimlar bilan birgalikda voqeilikka aralashishadi va muammoni hal qilishda o'zlarining ham tengma-teng ishtiroki orqali kurashishadi.

Bu ikki turdagi shaxs toifalarning o'xshashlik tomonlari ham mavjud - menejerda ham, liderda ham boshqaruvda katta ma'suliyat bo'ladi va ular ko'p hollarda natija uchun javobgar shaxs hisoblanadi. Shu bilan birga, ikkisida ham boshqaruv uchun tug'ma qobiliyatlarning yuqori bo'lishi hamda jamoani boshqarishda notiqlik va tanqidiy fikrlashning mavjudligi o'ziga xos ahamiyatga egadir.

Zamonaviy dunyoda liderlar va menejerlarning tashkiliy ishlari bir-biri bilan uzviy bog'lanib bormoqda, va eng qiziqarli tomoni shunda-ki, hozirgi kunda bir bo'sh ish o'riniga

bo'lgan talabgorlar soni nihoyatda ko'pchilikni tashkil qilmoqda va bu o'z-o'zidan menejerlik lavozimida ishlamoqchi bo'lgan insonning liderlik qobiliyatiga ham ega bo'lishini talab etmoqda.

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PROFESSIONAL TA'LIM O'QUVCHILARIDA KOMMUNIKATIV KOMPETENTLIKNI SHAKLLANTIRISHNING SAMARALI USULLARI

Ubaydullayev Ilxomjon Raxmatovich

Farg'ona viloyati yuridik texnikumi

“Mutaxassislik fanlari” kafedrası o'qituvchisi, 2-darajali yurist.

Telefon: +998911515452

ubayilxom@gmail.com

<https://doi.org/10.5281/zenodo.10581757>

Annotatsiya. Ushbu maqolada kommunikatsiya, pedagogik kompetentlik haqida va kommunikativ kompetentlikning samarasi va o'quvchilarga ta'lim berishdagi ahamiyati haqida, bundan tashqari kommunikativ kompetentlikni shakllantirishning samarali usullari haqida batafsil ma'lumot berib o'tishga harakat qildim.

Kalit so'zlar: kommunikatsiya, pedagogik kompetentlik, kommunikativ kompetentlikning, professional ta'lim, pedagog, nutq, ta'lim usullari.

EFFECTIVE METHODS OF FORMING COMMUNICATIVE COMPETENCE IN PROFESSIONAL EDUCATION STUDENTS

Abstract. In this article, I tried to provide detailed information about communication, pedagogical competence, the effectiveness of communicative competence and its importance in teaching students, and also about effective methods of forming communicative competence.

Key words: communication, pedagogical competence, communicative competence, professional education, pedagogy, speech, educational methods.

ЭФФЕКТИВНЫЕ МЕТОДЫ ФОРМИРОВАНИЯ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ У СТУДЕНТОВ

Аннотация. В этой статье я постарался предоставить подробную информацию о общении, педагогической компетентности, эффективности коммуникативной компетентности и ее значении в обучении студентов, а также об эффективных методах формирования коммуникативной компетентности.

Ключевые слова: общение, педагогическая компетентность, коммуникативная компетентность, профессиональное образование, педагог, речь, методы обучения.

KIRISH.

Kompetensiya so'zining ma'nosi u yoki bu sohada bilimdonlik degan ma'noni anglatadi.

"Kompetensiya" (lot. competo - erishyapman, munosibman, loyiqman) deganidir.

Kompetentlik deganda, ma'lum bir sohada talaba (masalan, bo'lajak o'qituvchi) tomonidan egallangan kompetensiya, ya'ni ma'lum bir sifatlarning to'liq shakllangan majmui tushuniladi.

Kompetentlik tushunchasi (lotinchadan competelia, compete so'zidan olingan bulib "birgalikda erishaman, qozonaman, mos kelaman, to'g'ri kelaman" degan ma'noni bildiradi) lug'atlarda esa "nimadir to'g'risida fikr yuritishga yo'l beradigan bilimlarga ega bo'lish", "xabardor bo'lmoq, huquqli bo'lmoq" degan ma'noni bildiradi.

Kompetentlik tushunchasi ta'lim sohasiga psixologik izlanishlar natijasida kirib kelgan. Shu sababli kompetentlik "noan'anaviy vaziyatlar, kutilmagan hollarda mutaxassisning o'zini qanday tutishi, muloqotga kirishishi, raqiblar bilan o'zaro munosabatlarda yangi yo'l tutishi, noaniq vazifalarni bajarishda, ziddiyatlarga to'la ma'lumotlardan foydalanishda, izchil rivojlanib boruvchi

va murakkab jarayonlarda harakatlanish rejasiga egalikni anglatadi. Kasbiy kompetentlik mutaxassis tomonidan alohida bilim, malakalarning egallanishini emas, balki har bir mustaqil yoʻnalish boʻyicha integrativ bilimlar va harakatlarning oʻzlashtirilishini nazarda tutadi. Shuningdek, kompetensiya mutaxassislik bilimlarini doimo boyitib borishni, yangi axborotlarni oʻrganishni, muhim ijtimoiy talablarni anglay olishni, yangi maʼlumotlarni izlab topish, ularni qayta ishlash va oʻz faoliyatida qoʻllay bilishni taqozo etadi.

Bugungi tobra rivojlanib borayotgan mamalakatimizda taʼlim sohasida oʻzgarishlar va yangiliklar nihoyatda koʻp. Talabalarga bilim berish jarayoni nihoyatda murakkablashib bormoqda, chunki hozirgi yoshlar endi koʻroq maʼlumotga ega boʻlishni va imkon qadar yangi maʼlumotlarni olishni xoxlaydi. Buning sababi nima? Barcha talabalar texnik vositalardan telefon, kompyuter, internet saytlaridan hech qanday qiyinchiliksiz foydalana oladi. Xoʻsh bunday vaziyatda nima qilish kerak? Pedagog talabaning olganidan koʻproq maʼlumotga ega boʻlishi va barcha axborot texnologiyalarini qoʻllay olishi, dars jarayonini didaktik shaklda oʻtish, pedagogik kompetentlikdan foydalanishi maqsadga muvofiq boʻlardi.

Didaktik oʻyinli texnologiyalar oʻquvchi-talabalarining bilim olish faoliyatini oʻyin faoliyati bilan qoʻshib olish borishdan iborat. Didaktik oʻyinlar musobaqa, raqobat, oʻzaro yordam, hamkorlik tarzida olib boriladi. Buning uchun pedagog didaktik oʻyindan koʻzda tutilgan maqsad, uni amalga oshirish yoʻllari, oʻyin mazmuni va ishtirokchilari faoliyatini aniqlab oladi. Didaktik oʻyin darslari taʼlim va tarbiya berish, oʻquvchilar faoliyatini yoʻnaltirish, kasbga yoʻnaltirish, oʻquvchilarning muloqat va nutq madaniyatini rivojlantirish, ular bilimlarini chuqurlashtirish va shaxsni rivojlantirish vazifasini bajaradi.

Didaktik oʻyinli darslarni mazmuniga koʻra sanʼatlashtirilgan rolli oʻyinlar, ijodiy ishbilarmonlik oʻyinlari, konferensiya va oʻyinli mashqli darslarga ajratish mumkin. Didaktik oʻyinli darslarning

- syujetli-rolli,
- ijodiy,
- ishbilarmonlar,
- konferensiyalar va oʻyin mashqlar kabi turlari bor.

Mazkur darsga hamma oʻquvchi-talabalar ular qaysi rolni bajarishidan qatʼiy nazar qizgʻin tayyorgarlik koʻrishi lozim. Didaktik oʻyinlarni amalda qoʻllash shart-sharoitlari, didaktik oʻyinlarni tanlashda ishtirokchilarning yoshi, bilimi va tarbiyalanganlik darajasi xisobga olinadi. Xar bir didaktik oʻyin mashgʻulotlariga oʻziga xos xavfsizlik talablari qoʻyiladi. Bu xavfsizlik talablariga toʻliq rioya qilinishi xar bir tashkilotchining doimiy eʼtiborida boʻlishi lozim. Bundan tashqari xar bir didaktik oʻyin uchun sarflanadigan vaqt miqdorini turli belgilash va unga rioya qilishning oʻziga xos asoslarini bilish va darsning maqsadiga muvofiq qoʻllash talab qilinadi.

Kasbiy kompetentlik negizida aks etuvchi sifatlarning mohiyati quyidagicha yoritiladi:

1. Ijtimoiy kompetentlik — ijtimoiy munosabatlarda faollik koʻrsatish koʻnikma, malakalarga egalik, kasbiy faoliyatda subʼyektlar bilan muloqotga kirisha olish.

2. Maxsus kompetentlik kasbiy-pedagogik faoliyatni tashkil etishga tayyorlanish, kasbiy-pedagogik vazifalarni oqilona hal qilish, faoliyati natijalarini real baholash, BKMni izchil rivojlantirib borish boʻlib, ushbu kompetentlik negizida psixologik, metodik, informasion, kreativ, innovasion va kommunikativ kompetentlik koʻzga tashlanadi.

3. Shaxsiy kompetentlik — izchil ravishda kasbiy o‘shirish, malaka darajasini oshirib borish, kasbiy faoliyatda o‘z ichki imkoniyatlarini namoyon qilish.

4. Texnologik kompetentlik va kasbiy-pedagogik BKMni boyitadigan ilg‘or texnologiyalarni o‘zlashtirish, zamonaviy vosita, texnika texnologiyalardan foydalana olish.

5. Ekstremal kompetentlik - - favqulotda vaziyatlar (tabiiy ofatlar, texnologik jarayon ishdan chiqqan)da, pedagogik nizolar yuzaga kelganda oqilona qaror qabul qilish, to‘g‘ri harakatlanish malakasiga egalik.

Bugunga qadar ko‘plab pedagoglar tarafidan kommunikativ kompetentlik tajribalari amalga oshirilgan. Ulardan: xorijiy tillarni o‘qitish bo‘yicha S.Yu. Godunova (tilni rivojlantirish), L.K. Salnaya (chet tili mulotiqotiga kasbiy yo‘naltirish), O. N. Fedorova (kompetentlik yondashuvda ingliz tiliga o‘rgatish), N.A.Gazova (ingliz tili tilida mutaxassislarining kasbiy kompetentligini shakllantirish).I. R.Agasiyeva (maxsus matnlarni axborotli o‘qishga o‘rgatish), V.V.Bondareva (nofilologik fakulteti talabalarida chet tili yozma nutqiga o‘rgatish), T. N. Suxareva (ingliz tili materiallari asosida so‘z ishlatishda kommunikativ strategiyalarni shakllantirish). Ye. P.Shoseva (1-bosqich talabalarida ingliz tilidan monologik nutqini shakllantirish), M. H. Qoraxodjayeva (nofilologik guruh talabalarining kasbiy nutqini fe‘l asosida shakllantirish metodikasi), N. V.Zemlyanskaya (og‘zaki nutq darajasi), S. A. Gadjiyeva (og‘zaki nutqning grammatik tomonlari), J. V.Ilin (ingliz tilini o‘rganish jarayonida kasbiy o‘z-o‘zini anglash), A.V.Gavrilov (eshitish darajasi)larning tadqiqot ishlari mavjud. Mazkur tadqiqotlarda kommunikativ kompetensiya bo‘yicha tadqiqot ishlarini olib borilgan. Bunda kommunikativ kompetensiya va kompetentlik tushunchalarining mazmun- mohiyati aniqlash maqsadga muvofiqdir.

Kommunikativ kompetensiya - bu muayyan narsalarni qo‘yish va hal qilish qobiliyati aloqa vazifalari turlari: maqsadlarni aniqlash aloqa, vaziyatni baholash, hisobga olish hamkorning niyatlari va aloqa usullari (hamkorlar), yetarli strategiyalarni tanlash, aloqa muvaffaqiyatini baholash, o‘z nutq xatti-harakatlarini o‘zgartirishga tayyor bo‘lish demakdir.

Nutq faoliyatining asosiy til materiali o‘z ichiga fonetik, grammatik, leksik Materiallarni oladi. Til materiallarning xususiyatini, ularni faollashtiriladigan nutq faoliyatining turli xususiyatlari hisobga olinib, ular maxsus tamoyillar asosida tanlanadi. Har bir til materiallari o‘zining tanlash tamoyillariga ega. O‘quvchi yoki talaba ingliz tili materialini o‘rganayotganda o‘zbek, rus tillarining xususiyatlari unga ta‘sir qiladi. Bunga ahamiyat berilishi va hisobga olish zarur. Har bir til materiali o‘zini o‘rgatish xususiyatlariga, metod, yo‘l, usullariga, tanlash tamoyillariga, interferensiyasiga egadir.

Kommunikativ kompetensiyaga ega bo‘lish faoliyat yo‘nalishi uning tarkibiy qismlarini aniqlash imkoniyatini belgilaydi:

- motivasion va qiymat komponenti;
- kognitiv komponent;
- hissiy komponent;
- xulq-atvor komponenti .

Xulosa qilib aytganda, mulotiqot qobiliyati shaxsiy ta‘lim, integral sifat sifatida qaralishi kerak strukturaviy tarkibiy qismlari kognitiv, motivasion, hissiy va xulq-atvor bo‘lgan shaxslar uning amalga oshirilishi shaxsning kommunikativ faoliyatining samaradorligini, uning umumiy mulotiqot qobiliyatini belgilaydi.

XULOSA

Ilmiy adabiyotlarning tahlilidan ma'lum bo'lishicha tadqiqotchilar kommunikativ kompetentlik va muloqot bilan o'z-o'zidan ayon aloqaning mavjudligini ko'rsatib, muloqot deganda biz nimani nazarda tutishimizdan, uning qaysi mohiyat tavsiflarini fundamental tavsiflar deb ajratishimizdan kommunikativ kompetentlik tushunchasining mazmun tomoni bevosita bog'liq bo'lishini ta'kidlashadi. Bundan tashqari, kommunikativ kompetentlikni har qanday ta'lim darajasi va ixtisosligida zamonaviy mutaxassisni tayyorlashning natijalaridan biri sifatida o'rganishda va bunda kommunikativ kompetentlik va muloqot kategoriyalarining o'zaro aloqasiga ishora qilish bilan, biz bu holda muloqot kategoriyasini tushunishdan nafaqat kommunikativ kompetentlik tushunchasining ma'no-mazmun to'ldirilishi, balki mutaxassisni kommunikativ kompetentlik tashuvchisi sifatida tayyorlashning natijasi qanday bo'lishini ham tushunishdan bog'liq bo'lishini anglashimiz kerak.

Xulosa qilib aytadigan bo'sak bugungi rivojlangan dunyoda pedagog kadrlar ta'lim berishda kreativlikda, kompetentlikdan, didaktik usullardan foydalanish davr talabi bo'lib qolmoqda. Agar har bir pedagog imkon qadar ko'proq pedagogik kompetentlik qobiliyatiga ega bo'lsa va uni dars jarayonida o'quvchilarda qo'llay olsa, shunda talabalarning darsga bo'lgan qiziqishlari ham, uyga berilgan vazifalarni bajarishdagi ma'suliyatlari ham, o'zaro raqobatdoshliklari ham ortgan va yaxshilangan bo'ladi. Zero kelajak yoshlar qo'lida.

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BUXORO VA JUNG‘OR XONLIKLARI O‘RTASIDA SIYOSIY MUNOSABATLAR TARIXI.

Orziev Mahmud Zaynievich

Buxoro davlat universiteti, “Jahon tarixi” kafedrasida dotsenti,
tarix fanlari bo‘yicha falsafa doktori (PhD)

Boltaev Oxun Obid o‘g‘li

Buxoro davlat universiteti, “Jahon tarixi” kafedrasida II-bosqich magistranti
Telefon: 99893 965 03 36

<https://doi.org/10.5281/zenodo.10581800>

Annotatsiya. Ushbu maqolada XVIII asr boshlarida Markaziy Osiyodagi xalqaro munosabatlarda katta ta‘sir ko‘rsatgan Oyrat qabilalarining yagona davlat bo‘lib birlashish jarayoni sodir bo‘lgan. Oyratlar hali qabila ittifoqi bo‘lgan davrlardayoq o‘lja olish maqsadida Movarounnahr hududlariga bosqinchilik ishlarini amalga oshirganliklarini ko‘rsatib beradi.

Kalit so‘zlar: Oyratlar, Buxoro xonligi, Balx, Galdan-Selen, Imomqulixon, Movorounnahr, Xuroson.

ИСТОРИЯ ПОЛИТИЧЕСКИХ ОТНОШЕНИЙ МЕЖДУ БУХАРСКИМ И ДЖУНГОРСКИМ ХАНСТВАМИ.

Аннотация. В данной статье в начале XVII века происходил процесс объединения ойратских племен в единое государство, оказавший большое влияние на международные отношения в Центральной Азии. Ойраты показывают, что они совершали набеги на территории Моваруннахра с целью добычи добычи еще в период племенного союза.

Ключевые слова: Айротлар, Бухарское ханство, Балх, Галдан-Селен, Имамкулихан, Моворуннахр, Хорасан.

THE HISTORY OF POLITICAL RELATIONS BETWEEN BUKHARA AND JUNGOR KHANATES.

Abstract. In this article, the process of uniting the Oirat tribes into a single state, which had a great impact on international relations in Central Asia, took place at the beginning of the 17th century. The Oirats show that they raided Movarounnahr territories in order to get booty even in the period of tribal union.

Key words: Ayrotlar, Bukhara Khanate, Balkh, Galdan-Selen, Imamqulikhan, Movorounnahr, Khorasan.

Tarixiy adabiyotlarda 1640 yil Jung‘or xonligi tashkil topgan sana sifatida tilga olingan.

Buxoro xonligiga navbatdagi bostirib kirish sanasi sifatida esa, 1706 yil tilga olingan bo‘lib, shu yili Ubaydullaxon (1702-1711 yy)ning Balxga isyonchi amirlarga qarshi harbiy yurishga otlangan vaqtda qalmoq (jung‘or)larga qarshi kurashish uchun Samarqandga yo‘l olganligibilan bog‘liq ma‘lumotlarni uchratish mumkin. Bundan tashqari 1709 yilda Ubaydullaxon yana qalmoqlarga qarshi turish maqsadida Samarqandga kelganligi tarixiy adabiyotlarda keltirilgan.¹⁵⁸ Bu esa Markaziy Osiyoda yangi qudratli Jung‘or xonligining vujudga

¹⁵⁸ Тулибаева Ж.М. Казахстан и Бухарское ханство в XVJJJ – первой половине XIX в. – Алматы: Издательство «Дайк-Пресс», 2001. – С. 43.

kelganligini va o'sha davrda qudratli deb hisoblangan Buxoro xonligi bilan munosabatalari ziddiyatli tus olganligini ko'rsatadi.

Buxoro xonligi ijtimoiy-siyosiy hayotida qalmoqlar ta'siri oshganligini Ubaydullaxondan keyingi xon Abulfayzxon (1711-1747 yy) davrida sodir bo'lgan deb xulosa qilishga barcha asoslar etarli. Abulfayzxon o'z xavfsizligini 350 qalmoq va 150 xonazot (ruslar)dan iborat qo'riqchilarga ishonganligiga oid ma'lumotlar yuqoridagi fikr-mulohazalarimizni tasdiqlaydi.¹⁵⁹ Buxoro xonligiga Rossiya imperatori Pyotr I (1672-1682-1725 yy) ning elchisi sifatida kelgan Florio Benevini (1721-1725 yy) Buxoro xonligida qalmoqlar ta'siri katta ekanligini, xonning shaxsiy qo'riqchilari 350 tasi qalmoqlardan, 150 tasi xonazot (qul qilingan rus asirlari)dan ekanligini yozib qoldirgan.¹⁶⁰

Abulfayzxon hukumronligi davrida Buxoroda qalmoqlar ta'sirining katta bo'lganligini Javshan qalmoq misolida ham ko'rish mumkin bo'lib, u Buxoro xonligi qushbegisi bo'lib ma'lum bir muddat davlat ishlari uning qo'lida to'planganligi qator tarixiy adabiyotlarda keltirib o'tilgan.

Bundan tashqari 1723 yilda Florio Benevini Buxoroda bo'lganida Jung'or xoni Tsevan-Rabdan elchisi Buxoroga kelib, Samarqanddan Abulfayzxon soliq olmasligi, Jung'or xoni qo'shin bilan kelishi va tartib o'rnatishi, Buxoro xoni uning yo'lidan chiqsa, Buxoroni ishg'ol qilishini ma'lum qilganligini yozib qoldirgan. Ushbu ma'lumot ham Jung'or xonligining Buxoro xonligi ustidan siyosiy ustunlikka ega ekanligini ko'rsatib beruvchi omillardan biri bo'lib hisoblanadi.

Buxoro xonligida XVIII asrning birinchi yarmida siyosiy parokandalik avj olgan bo'lib, hokimiyat uchun kurashlar deyarli to'xtovsiz olib borilgan. Siyosiy kurashlarning eng yirigi Kenagaslardan bo'lgan Ibrohim sulton va Abulfayzxon o'rtasida sodir bo'lib, Samarqandni egallab olgan Ibrohim suoton Abulfayzxonga qarshi kurashda Jung'orlardan engilgan va Movarounnahr tomon chekingan qozoq-qo'ng'iroq, qoraqalpoqlardan yordam so'ragan. Bu esa Movarounnahrni etti yil davomida vayron etilishiga sabab bo'lgan. Talonchilar Qarshi, Shahrisabz, Hisor, Ko'lobgacha etib borganlar. Qozoqlarning bu kurashlarga qo'shilishiga ularni XVIII asrning birinchi yarmidagi qalmoqlar tomonidan bir necha bora talanishi, tazyiqqa uchrashi bo'lib, qozoqlarning O'rta juz qabilalari Samarqand va Buxoro hududlari tomon siljiy boshlagan.

Bu hududlarda o'z hududlariga ega bo'lish maqsadida esa ular siyosiy kurashlarga jalb qilingan deb xulosa qilish mumkin. Jung'orlar bosqini davrida qozoqlarning katta juzlari ilgari o'zlari yashagan Balxash ko'li bo'ylaridan Buxoro xonligi atroflariga ko'chib kelishi ularni ham siyosiy kurashlarga tortilishiga sabab bo'lgan.

Toshkent, Sayram, Turkiston kabi Sirdaryobo'yi shaharlari Jung'or xonligi va qozoqlar o'rtasidagi doimiy ziddiyatli hududga aylangan bo'lib, 1742 yilda jung'orlarning navbatdagi hujumi vaqtida Toshkentda yana hukumronliklarini o'rnatganlar. Ammo, jung'orlar sarkadasi Saray Manji tomonidan Samarqandni egallashga bo'lgan urinish muvofaqiyatsizlikka uchragan.

Badaxshon va Xo'jand viloyatlarini egallashga bo'lgan urinish ham barbod bo'lgan.

Shunday bo'lsada, bosqinchilar katta o'ljalar bilan ortga qaytganlar. XVIII asrning o'rtalarida siyosiy jihatdan parokanda bo'lgan Eron Nodirshoh Afshor (1736-1747 yy) hukumronligi davrida markaziy hokimiyat kuchayib, Eron qo'shni davlatlarga ham hujumlar

¹⁵⁹ Посланник Петра I на Востоке. Посольство Флорियो Беневени в Персию и Бухару в 1718-1725 годах. - М.: Главная редакция восточной литературы издательства «Наука», 1986. - С. 125

¹⁶⁰ Чимитдоржиев Ш.М. Взаимоотношения Монголии и Средней Азии в XVII-XVIII вв. - М.: Наука, 1979. - С. 25. - 84 с.

uyushtira boshlagan. Nodirshoh va Jung'or xonligini oltinchi xuntayjisi Tsevan-Dorji (1732-1749 yy) o'rtasida o'ziga xos kelishuv bo'lgan va ikki o'rtadagi davlatlarni bo'lib olish rejasi vujudga kelgan degan xulosaga kelishga asos bo'luvchi ma'lumotlar mavjud. Chunki, 1746 yilda Jung'or xoni Tsevan-Dorji Eron shohi Nodirshohga elchilar yuborib, qarindoshchilik aloqalarini yo'lga qo'yishga harakat qilgan. Singlisini Nodirshohga turmushga bergan va Nodirshoh elchilarga qalin puli sifatida 10 ming rubl miqdorda kumush pul bergan.¹⁶¹ Bu esa, yuqoridagi fikr-mulohazalarimizni asoslashga xizmat qiladi.

V.V. Bartold ma'lumotlarida Jung'or xonligi kuchaygan davrlarda Buxoro xonligi ham bu davlatga qaram hisoblangan. Ammo, bu qaramlik qaysi xronologik chegarada bo'lganligini ko'rsatib o'tmagan. Bizning fikrimizcha, Buxoro xonligining Jung'or xonligiga qaramligi Ashtarxoniylar sulolasining qulash arafasida ayniqsa kuchayib borgan. Ushbu fikrlarni asoslaydigan ma'lumotlar V.A. Moiseev tadqiqodlarida keltirilgan. Uning yozishicha, 1748 yilda Ashtarxoniy Abdulmo'min o'ldirilgani haqida Jung'or xonligi poytaxti Urguga kelgan elchilar shikoyat qilganlar. Muhammad Raximbiy hokimiyatni qo'lga kiritgandan keyin ham ashtarxoniylar tarafdorlari bir necha bora taxtni qaytarib olishga yordam berishni so'rab elchi yuborganlar. Bundan tashqari Buxoroda Muhammad Raximbiy mang'itlar sulolasini o'rnatish jarayonida qalmoqlar qo'l ostida bo'lgan Toshkentga Nurota va Sagarji beklari undan norozi bo'lib, qalmoqlarga shikoyat qilib kelganligi va Jung'or xonligidan Buxoroga taftish uchun elchilar kelgani, oxir-oqibatda Buxoro va Jung'or xonliklari o'rtasida kelishuvga erishilganligi V.V. Bartold tadqiqodlarida keltirib o'tilgan. Bu Jung'or xonligining Toshkentdagi noibi Buxoro xoni hatti-harakatlarini nazoratga olgan degan xulosani keltirib chiqaradi.

Yuqorida keltirilgan ma'lumotdan tashqari Muhammad Vafo Karmanagiyning "Tuhfat al-xoniy" asariga tayanib, V.V. Bartold 1749 yilda yangi mang'itlar sulolasi o'rnatilish jarayonida Muhammad Raximbiy va uning raqiblarning siyosiy ziddiyatlarini hal qilish uchun Buxoroga Jung'or elchisi hakamlik qilish uchun kelgan va uning qarorini tinglashga, uni bajarishga majbur bo'lganlar. Bu tarixiy jarayon ham Buxoro xonligi tugatilish jarayonida Jung'or xonligiga qaram bo'lganligini tasdiqlaydi.

Jung'or xonligining qulash jarayonlari XVIII asr o'rtalarida sodir bo'lib, xonlik inqirozga yuz tuta boshlagan XVIII asrning 40-yillari ikkinchi yarmida taxtga da'vogarlarning o'zaro kurashlari avjga chiqqan. Onasi kanizak bo'lgan Tsevan-Dorji hukumronligiga qarshi kurash boshlagan Davatsini qo'llab-quvvatlashga moyil bo'lgan sarkardalarni ukasi Emanxuluni 15 ming qo'shin bilan Buxoroga hujum qilishga yuborgan. Jung'or xonligining Qo'qon xonligi bilan munosabatlari alohida tadqiqod mavzusi bo'lib, 1750 yilda Qo'qon xoni Abdugaribiy vafot etgan.

Taxtga o'tirgan kichik o'g'li Abduraxmon o'tirgan. To'qqiz oy hukumronligidan keyin uni mahalliy feodallar fitnasi sababli taxtdan tushirilib Marg'ilonga hokim qilib yuborilgan.

Abdugarimbiyning akasi Abduraxmonning ikkinchi o'g'li Irdona Qo'qon xonligining navbatdagi xoni qilib ko'tarilgan. Irdonaning akasi Jung'orlarga garov sifatida berib yuborilgan Bobobek Lama-Dorjiga o'zini Qo'qonga xon qilib qo'yish evaziga butun Buxoroni istilo qilishi va Jung'or davlati vassalli bo'lishni va'da qilgan. 1750 yilning kuzida Lama-Dorji qo'zg'olon ko'targan Toshkentga qarshi qo'shin yuborgan va shu bahonada Bobobekni Qo'qon taxtiga

¹⁶¹ Моисеев В.А. Джунгарское ханство и казахи (XVII-XVIII вв.). – Алма-Ата: Гылым, 1991. - С. 186.

o‘tqazgan. Ammo, Bobobek 1753 yilda O‘ratepaga yurish vaqtida vafot etadi va taxt yana Irdonabek qo‘liga o‘tgan. Bobobekning Buxoroni istilo qilish rejasi amalga oshmagan.

Xulosa qilib aytganda, Jung‘or xonligi Markaziy Osiyo hududida bir yarim asrga yaqin yirik siyosiy mavqega ega bo‘lgan davlat bo‘lib, Buxoro xonligi bilan siyosiy, iqtisodiy munosabatlar olib borgan. Ma‘lum bir muddat Buxoro xonligi Jung‘or xonligiga vassal darajasida ham bo‘lgan. Jung‘or xonligi tugatilish jarayonida ikki davlatning ittifoqi ham yuzaga kelgan bo‘lib, Jung‘or xonligi 1758 yilda rasman tugatilgan bo‘lsa, Buxoro amirligida ma‘lum bir qism, hududlar yo‘qotish evaziga bo‘lsada, mang‘itlar sulolasi o‘z mavqeini saqlab qola olgan.

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MARKAZIY OSIYO INTEGRATSIYASIDA TURKMANISTON

Zufar Bektemirov

O'zbekiston xalqaro islom akademiyasi,
Xalqaro munosabatlar yo'nalishi 4-kurs talabasi

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Annotatsiya. Ushbu maqolada Markaziy Osiyo davlatlari o'rtasidagi mintaqaviy hamkorlik va integratsiya masalalarining tarixiy va siyosiy jihatlari tahlil qilingan. SSSR parchalangach, mustaqillikka erishgan mintaqa davlatlari o'rtasidagi integratsiyaga bo'lgan urinishlar, ularning muammo va istiqbollari o'rganilgan. Shuningdek, mintaqaviy integratsiya jarayonlari Turkmaniston misolida ko'rib chiqilib, tahlil qilingan.

Kalit so'zlar: Markaziy Osiyo, mintaqaviy integratsiya, O'zbekiston, Qozog'iston, Qirg'iziston, Tojikiston, Turkmaniston, SSSR, maslahat uchrashuvlari, inflatsiya.

TURKMENISTAN IN CENTRAL ASIAN INTEGRATION

Abstract. This article analyzes the historical and political aspects of regional cooperation and integration between Central Asian countries. After the collapse of the USSR, attempts at integration between the states of the region that gained independence, their problems and prospects are studied. Also, regional integration processes were considered and analyzed on the example of Turkmenistan.

Keywords: Central Asia, regional integration, Uzbekistan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, USSR, consultative meetings, inflation.

ТУРКМЕНИСТАН В ЦЕНТРАЛЬНОАЗИАТСКОЙ ИНТЕГРАЦИИ

Аннотация. В данной статье анализируются исторические и политические аспекты регионального сотрудничества и интеграции между странами Центральной Азии. После распада СССР изучаются попытки интеграции между государствами региона, получившими независимость, их проблемы и перспективы. Также были рассмотрены и проанализированы региональные интеграционные процессы на примере Туркменистана.

Ключевые слова: Средняя Азия, региональная интеграция, Узбекистан, Казахстан, Киргизия, Таджикистан, Туркменистан, СССР, консультативные встречи, инфляция.

KIRISH

Darhaqiqat bugungi tezkor rivojlanish zamonida jahonning yirik kuchga ega aktorlari o'z ta'sir doirasini kundan-kunga kengaytirib bormoqda. Bu ta'sirlarning kengayishi asosan yashirin va oshkora tarzda olib borilmoqda, bunday tahdidlar zamonida esa minglab yillar davomida bir hududda, bir hil madaniyatda, bir oila bo'lib yashab kelgan biz turkiy xalqlar birdam bo'lishimiz va bu kabi tahdidlarga yelkama-yelka turib qarshilik ko'rsata olishimiz kerak. Shu o'rinda eslab o'tishimiz kerak bo'lgan muhim bir nuqta bo'lib, bu nuqta xalqlarning adadidir, shu kunlarda tahminan 700 ga yaqin xalqlar bo'lib ularning 195 tasining o'z davlatlari bordir, xususan faqatgina G20 guruhi davlatlarini umumiy boyligi dunyoda bir yilda ishlab chiqariluvchi barcha boylkning 85%ni tashkil qiladi[1].

Bunday sharoitda birdamlik zarurligi yaqqol namoyon bo'ladi. Markaziy Osiyo davlatlari SSSR tarkibidan chiqqanlaridan keyin juda ko'plab qiyinchiliklarga duch keldilar va o'tgan 30 yil davomida mintaqa birdamligini yuqori bosqichlarga olib chiqish uchun bu davlatlar rahbarlari oz-

muncha bo'lsada o'z hissalarini qo'shdilar. Bunda asosan Turkmanistonning betaraflik siyosati bir muncha qiyinchilik tug'dirdi va bu hali ham davom etmoqda. Shuning uchun bu mavzuning tahlili mintaqa darajasida muhimdir.

Ushbu maqolada g'arb, rus hamda Markaziy Osiyo olimlarining Turkmanistonning mustaqillikka erishganidan keyingi davrdagi faoliyatiga oid fikrlari va qarashlari aks etgan adabiyotlardan foydalanildi. Maqolaning maqsadi Turkmanistonning neytralitetiga sabab bo'lgan ayrim yondashuvlar tahlilini ochib berishdan iborat. Maqsaddan kelib chiqqan holda, Markaziy Osiyo integratsiyasi qanday bosqichlarni bosib o'tganligini asoslash vazifalar sifatida belgilab olindi. Maqolada tarixiy, tizimli-mantiqiy va kontent tahlil usullaridan foydalanildi.

MUHOKAMA

1991 yil 25-dekabrda qariyb 70 yil 15 respublikani o'z tarkibida kuch bilan ushlab kelgan SSSR davlati tugatilganligi e'lon qilindi. Shu davrdan boshlab mustaqillikka erishgan davlatlar oldida ko'plab to'siqlar paydo bo'la boshladi, bunga asosiy sabab sobiq ittifoq qo'l ostidagi davlatlarda bir biriga qaram bo'lgan iqtisodiyot shakllantirgan edi. Bunday iqtisodiyot tufayli mintaqaning ichki infratuzilmasi dastlabki yillarda giper inflatsiyalarga duch keldi jumladan:

- O'zbekistonda 1992-1994 yillarda yillik inflatsiya 1000% [2]
- Qozog'istonda 1993 yilda 1662% [3]
- Qirg'izistonda 1992 yilda 830% [4]
- Tojikistonda 1993-yilda 2000% [5]
- Turkmanistonda 1993-yilda 3100% [6] bo'ldi.

Yana bir e'tirof etilishi zarur bo'lgan muammo Markaziy Osiyo davlatlari 1991 yilgacha amalda bo'lgan energiya resurslarni taqsimlash mexanizmini saqlab qola olmaganligidir. Bu mintaqadagi asosiy suv resurslari bo'lmish Amudaryo va Sirdaryolar hududidan boshlanganligi tufayli suv resurslariga boy Qirg'iziston va Tojikiston yozda Qozog'iston, Turkmaniston va O'zbekistonni suv bilan ta'minlar edi, qishda esa Qozog'iston, Turkmaniston va O'zbekiston ularga gaz, ko'mir va elektr energiyasini yetqazib berar edi.

Bunday vaziyatda, Markaziy Osiyo mintaqasidagi davlatlar o'zaro yaqinlasha boshladi.

Dastlabki qadam Markaziy Osiyo rahbarlari tomonidan 1991-yilda Ashxoboddagi sammitda tashlandi. Bunda mustaqillikka erishgan davlatlarning kelgusi taraqqiyot yo'nalishi belgilab olinishi kerak edi, lekin sammit kutilganidek muvaffaqiyatli o'tmadi, har bir davlat o'z yo'lidan ketishga qaror qildi. Bundan keyingi 1993-yil Toshkentdagi va 1995-yil Dashog'uzdagi hamda 1998, 1999-yillardagi Ashxobod sammitlarida ham tugal bir yechimga kelinmadi[7].

Xususan, bu davr mobaynida Qozog'iston va O'zbekiston o'zaro iqtisodiy raqobat yo'lidan ketishdi, Tojikiston fuqarolar urushiga o'ralashib qoldi, Qirg'iziston esa o'z davlatida G'arb demokratiyasini qurishga harakat qildi. Turkmanistonga to'xtaladigan bo'lsak, bu davr mobaynida u asosan davlat ichidagi 5 yirik qabilalarni milliy o'zlik bayrog'i ostida birlashtirishga urindi, hamda o'z neytralligini dunyoga tan oldirishga va uni saqlab qolishga harakat qildi.

Turkmanistonning bunday neytrallik yo'lidan ketishligiga chuqurroq to'xtaladigan bo'lsak, 4 ta asosiy sababni ko'rishimiz mumkin. Ilk omil sifatida 1990-yil prezident etib saylangan, 1999-yilda esa butun umrlik prezident maqomini olgan Saparmurod Niyozov shaxsiyatiga e'tibor qaratamiz. U hukumatga kelgach o'ziga Turkmanboshi nomini olib, amalda o'zi tomonidan boshqariladigan Mejlis (Turkmaniston Parlamenti) va Halk Maslahaty (Xalq

kengashi) rahbari bo'ldi hamda davlatda avtoritar rejimni o'rnatdi[8]. Ikkinchi omil Turkmanistonni milliy birlashtirish omilidir. Turkmanlar azaldan qabila bo'lib yashab kelgan bo'lib faqat urug' doirasidagina nikoh bo'lganligi hamda shevalar orasidagi farq tufayli yirik 5 ta Turkman qabilalari Teke, Yovmut, Ersari, Salor va Sariq bu hududda shakllangandir. Shuningdek, Saparmurod Niyozov yetimxonada katta bo'lganligi sababli qabila u uchun ikkinchi darajali masala edi, shunga unda turkiy birlik emas, balki o'z hududidagi ichki milliy birlik ustuvorlik qilar edi[9]. Afg'onistondagi beqarorlik va undan kutilishi mumkin bo'lgan tahdidlar dunyo miqyosida neytral deb tan olinish harakatiga yetaklagan yana bir omildir. So'nggi va eng asosiy omil energiya resurslari bo'lib, Turkmaniston dunyoda 6-o'rindagi eng ko'p gaz zahirasiga ega davlat bo'lib 19,5 trillion m³ gazga ega, agar shu maromda ishlatilnadigan bo'lsa 191 yilga yetadi[19]. Neft bo'yicha esa 44-o'rinda bo'lib 600 million barrel nefti bor. [20]

Neytrallikka ilk harakat 1992-yilning Iyul oyida Yevropada xavfsizlik va hamkorlik konferensiyasida amaliyotga ko'chdi. 1995-yilda esa Iqtisodiy hamkorlik tashkiloti va Qo'shilmaslik harakati Turkmaniston neytralitetini qabul qildi. Shu yilning 12-dekabr kuni esa BMT Bosh Assambleyasining 50/80 raqamli rezolutsiyasida 185 davlatning shafeligida Turkmaniston abadiy neytral deb e'lon qilindi.[10] Bu kun ya'ni 12-dekabr kuni hozirgacha Turkmanistonda Mustaqillik bayramidan keyingi o'rindagi milliy bayrami sifatida nishonlanib kelinmoqda. Neytrallik Turkmaniston konstitutsiyasida ham o'rin olgan bo'lib, Turkmaniston o'zini himoya qilishdan o'zga holda hech qaysi davlat bilan urushga kirmasligi; harbiy ittifoqlarda qatnashmasligi; ommaviy qirg'in qurollarini saqlamasligi, ishlab chiqarmasligi, vositachi bo'lmasligi; qurolli to'qnashuvga olib kelishi mumkin bo'lgan siyosiy, diplomatik yoki boshqa harakatlardan tiyilish yoki nizo chiqqan holda kimningdir tarafida bo'lmasligi; hududini chet el harbiy bazalariga ijaraga berishdan voz kechishi belgilab qo'yilgan[11].

Turkmanistonning birinchi ma'muriyati davrida mintaqa davlatlari o'zaro integratsiya uchun ko'plab harakatlar qildilar. Jumladan O'zbekiston, Qozog'iston va Qirg'iziston Respublikalari o'rtasida 1994-yil aprel oyida *yagona iqtisodiy hudud*ni barpo etish to'g'risidagi shartnomaning imzolanishi mintaqada o'zaro hamkorlik va integratsion jarayonlarni rivojlantirish borasida qo'yilgan dastlabki jiddiy qadamlardan biri edi. Bu shartnomani imzolashdan ko'zlangan asosiy maqsadlar tovarlar, xizmatlar, kapital va ishchi kuchining mintaqa bo'ylab erkin harakatini ta'minlash, kelishilgan soliq, budjet, narx, bojxona va valyuta siyosatini yuritishdan iborat edi [12]. Shu yilning o'zida ushbu "uchlik" davlatlari *Markaziy Osiyo iqtisodiy hamdo'stligi* tashkilotiga asos soldilar. Bu tashkilot doirasidagi masalalarni hal etish uchun Davlatlararo Kengash, Bosh vazirlar, tashqi ishlar vazirlari, mudofaa vazirlari kengashi, tashkilotning ishchi organi – Ijroiya qo'mita kabi institutsional tuzilmalar tashkil etildi. Bundan tashqari a'zo davlatlarning ulushlari hisobiga Markaziy Osiyo banki tashkil etildi [13].

Keyingi yillarda ham mintaqadagi uch davlat o'rtasida o'zaro integratsiya jarayonlarini chuqurlashtirish borasida doimiy ish olib borildi. Buning natijasi o'laroq 1997-yil 10-yanvarda Markaziy Osiyo Iqtisodiy Hamjamiyati (MOIH) a'zolari, ya'ni O'zbekiston, Qozog'iston va Qirg'iziston o'zaro «Abadiy do'stlik to'g'risida» shartnoma imzoladilar. 1998-yil 17-martda bu uch davlat Sirdaryo havzasining suv-energetika resurslaridan foydalanish to'g'risidagi uzoq muddatli shartnomani imzoladilar, hamda shu yilning 26-martida Tojikiston ham yagona iqtisodiy hudud to'g'risidagi shartnomaning to'laqonli a'zolari safiga kirdi.

Markaziy Osiyo iqtisodiy hamdo'stligi tashkilotiga a'zo davlatlar rahbarlari 1999-yilning iyun oyida Bishkekda bo'xona ittifoqini tuzish to'g'risidagi fikrlarni ilgari surdilar. Kelasi yilda Dushanbe shahrida "Markaziy Osiyo iqtisodiy hamdo'stligining 2005-yilgacha mo'ljallangan integratsion rivojlanish strategiyasi" ni tasdiqladilar. Ushbu hujjatga ko'ra iqtisodiy hamkorlikka a'zo davlatlar integratsiyalashuvi jarayoni har bir davlatning hayotiy muhim manfaatlaridan kelib chiqadigan obyektiv jarayon ekanligi alohida ta'kidlab o'tildi.

Markaziy Osiyo iqtisodiy hamkorlik tashkilotiga a'zo davlatlarning 2001-yil 28-dekabrda Toshkentda bo'lib o'tgan uchrashuvi chog'ida mintaqaviy integratsiya shakllari va mexanizmlarini takomillashtirish, mintaqada tinchlik va barqarorlikni ta'minlash bo'yicha birgalikdagi harakatlarini muvofiqlashtirish maqsadida Markaziy Osiyo iqtisodiy hamdo'stligini "**Markaziy Osiyo hamkorligi tashkiloti**" ga aylantirish to'g'risidagi qaror qabul qilindi. Almati shahrida 2002-yil 28-fevralda bo'lib o'tgan uchrashuvda Qozog'iston, Qirg'iziston, Tojikiston va O'zbekiston rahbarlari "Markaziy Osiyo hamkorligi tashkiloti" ni tashkil qilish to'g'risidagi shartnomani imzoladilar. [15]

Bu uchrashuv davomida tashkilot faoliyatini kuchaytirish maqsadida O'zbekiston Respublikasining Birinchi Prezidenti I.A.Karimov tomonidan bu tashkilot doirasida qabul qilingan hujjatlarni qayta ko'rib chiqish va ayni paytda amaliyotda nafi bo'lmagan hujjatlarni bekor qilish taklifi ilgari surildi. Bu davrga kelib tashkilot doirasida 243 ta hujjat imzolangan edi. Biroq, 2004-yilda Rossiya Federatsiyasi ham tashkilotga qo'shildi, uning harakatlari ittifoqni tugatilishiga olib keldi va uni nomini Yevroosiyo Iqtisodiy Hamjamiyatiga o'zgartirdi. 2008-yilda O'zbekiston Yevroosiyo Iqtisodiy Hamjamiyati a'zolari safidan chiqishi bilan mintaqaviy integratsiya deyarli to'xtab qoldi [16].

NATIJARLAR

Turkmaniston esa integratsion jarayonlarga umuman qo'shilmadi, bunga yaqqol misol 1998-yilgi Turkmanistonni mintaqa integratsiyasiga qo'shilish uchun chaqirilgan taklifga, neytralitet sababli qo'shilmasligini o'z OAVida e'lon qilish orqali rad javobini berdi. Shu jihatdan bu davlatlar o'rtasida hududiy, milliy-etnik, gidroresurslar, tabiiy resurslar, migratsiya, kontrabanda sohasidagi mushkulotlar Saparmurod Niyozov davrida o'z yechimini topmadi.

So'nggi yillar mobaynida muzlab qolgan aloqalar yana jonlana boshladi. Bu borada mintaqada O'zbekiston Respublikasining Prezidenti Shavkat Mirziyoyev tashabbuskor bo'lib kelmoqda. 2017-yilda O'zbekiston rahbari tomonidan ilgari surilgan Markaziy Osiyo davlat rahbarlarining maslahat uchrashuvlarini tashkil qilish taklifi ham siyosiy tomonlama mintaqaviy integratsiyani kuchaytirishga imkon bermoqda. Markaziy Osiyo davlat rahbarlarining birinchi maslahat uchrashuvi 2018-yil 15-mart kuni bo'lib o'tdi. Birinchi uchrashuv davomida Markaziy Osiyo nafaqat geografik, geosiyosiy va balki qadriyatlari mushtarak yagona madaniy makon ekanligi ta'kidlandi. Birinchi uchrashuv davomida erishilgan yutuqlardan biri, O'zbekiston, Qozog'iston va Turkmaniston davlat chegaralarining tutashgan nuqtasi hududida shartnoma imzolandi. O'zbekiston va Qirg'iziston o'z chegaralarining 85 foizi yuzasidan kelishuvga erishdi [14]. Ikkinchi maslahat uchrashuvi 2019-yil 29-noyabrda Toshkent shahrida bo'lib o'tdi.

Ushbu uchrashuvda iqlim o'zgarishi ta'sirlari, qayta tiklanuvchi energiya salohiyatini rivojlantirish, mintaqaviy hamkorlikni rivojlantirish va suv masalalariga alohida e'tibor berildi.

Shuningdek, Afg'oniston masalasi ham e'tibor markazida bo'ldi.

Uchinchi maslahat uchrashuvi 2021-yil 6-avgustda Turkmanistonda bo‘lib o‘tdi. Aynan ushbu uchrashuvdan so‘ng “XXI asrda Markaziy Osiyoni rivojlantirish uchun Qozog‘iston, Qirg‘iziston, Tojikiston, Turkmaniston va O‘zbekiston respublikalari o‘rtasida do‘stlik, yaxshi qo‘shnichilik va hamkorlik to‘g‘risida”gi bitim imzolandi.[17] Biroq, Tojikiston va Turkmaniston bu shartnomani, - “O‘z mamlakatlaridagi ichki tartib-qoidalar to‘liq tugatilmagan”, - deb ta‘kidlab, imzolashdan bosh tortishdi. Ekspertlarning qayd etishicha, Tojikiston uchun kelishuvni qabul qilishdan bosh tortish sababi chegaradagi hududiy nizolar bo‘lsa, Turkmaniston uchun esa abadiy betaraflik pozitsiyasi asosiy sababdir[18].

2023-yilning 14-sentabrida bo‘lib o‘tgan Markaziy Osiyo davlatlari rahbarlarining beshinchi maslahat uchrashuvi doirasida Turkmaniston prezidenti Serdar Berdimuhamedov “Taklifim Markaziy Osiyo transport-logistika platformasini ishga tushirish imkoniyatlarini ko‘rib chiqishdan iborat bo‘lib, uning asosiy maqsadi: mintaqada transport hablarini yaratish, tranzit yo‘laklarini shakllantirish va mavjudlari samaradorligini oshirish, hamda optimallashtirish va davlatlarimiz orqali o‘tadigan xalqaro transport yo‘nalishlari bo‘yicha bojxona, migratsiya va boshqa tartiblarni uyg‘unlashtirishdir”, dedi.[21] Buning natijasi o‘laroq Markaziy Osiyo davlatlari tashqi ishlar vazirlari ikkita yangi hujjatni imzoladilar:

- Markaziy Osiyoda quruqlikdagi transport aloqalarini mustahkamlash to‘g‘risidagi bitim;
- Qozog‘iston Respublikasi, Qirg‘iziston Respublikasi, Tojikiston Respublikasi, Turkmaniston Respublikasi va O‘zbekiston Respublikasi o‘rtasida yoshlar siyosatining umumiy yo‘nalishlari to‘g‘risidagi bitim[22].

Bundan kelib chiqib aytishimiz mumkinki, bu maslahat uchrashuvlari o‘zaro tenglikka asoslangan bo‘lib, bir davlat boshqasidan ustun ko‘rilmaydi, va g‘oyani singdirishda hech qanday bosimlar ishlatilmaydi, aynan shu sababli boshqa mintaqaviy integratsiyalardan ko‘ra shu uchrashuvlarning istiqboli porloq deya ayta olamiz.

XULOSA

Xulosa o‘rnida shuni aytishimiz mumkinki, SSSR parchalanganidan buyon o‘tgan davr davomida mustaqillikka endigina erishgan davlatlar ko‘plab qiyinchiliklarni yengib o‘tishlariga to‘g‘ri keldi. Rivojlanishning sotsialistik yo‘lini tanlagan davlat tarkibidan chiqqandan keyin birdaniga kapitalizmga o‘tishga ba‘zi davlatlar ko‘nika olmadi va bu siyosiy jihatdan amalda sotsialistik tus oldi, xususan Turkmanistonda yakka partiya hukumatni boshqardi va prezidentga cheklanmagan vakolat berdi. Dastlabki Markaziy Osiyo rahbarlari uchrashuvlarida bir qarorga kela olishmagani va birdamlikda harakat qilinmagani uchun har bir davlat o‘z yo‘lidan ketdi, aynan shu omil mintaqaga integratsiyasiga salbiy ta‘sir ko‘rsatdi.

Tan olish kerakki dastlabki chorak asr mobaynida hamkorlikka ko‘plab harakatlar bo‘ldi, lekin amalda ularning manfaati mintaqa mamlakatlari uchun deyarli sezilmadi. Biroq 2018-yildan rahbarlar tarkibida o‘zgarish bo‘lganligi hamda mintaqa doirasida tashqi aktorlardan holi holda maslahat uchrashuvlari tashkil etilganligi sababli mintaqaga integratsiyasi yangi bosqichga chiqdi deya ayta olamiz.

Maslahat uchrashuvlari orqali erishilgan chegara muammolarini qisman va to‘liq bartaraf etilishi, transport va logistikaning yangi tarmoqlari ochilishi, hamda mintaqaga xavf tug‘dirishi mumkin bo‘lgan tahdidlarga birgalikda, kelishib qarshi tura olish kabi amaliy ishlar bu mintaqaga integratsiyasining istiqbolidan darak beradi.

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POSSIBILITIES TO MANAGE AND ELIMINATE THE STRESS OF MANAGERS ON THE BASIS OF INNOVATIVE MANAGEMENT

Sariboyev Nurali Abdunazarovich

Gulistan State Pedagogical Institute

Intern teacher of the Department of Pedagogy

E-mail: sariboyevnurali986@gmail.com

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Abstract. Innovative activity characteristic of modern conditions, one level or any production enterprise. Even if the company is not the leader in the innovative market, sooner or later it will be faced with the need to replace morally obsolete technologies and products. This article analyzes issues such as psychological assessment of employees' mental state and determination of ways to eliminate them through management psychology, and also provides information about the goals and tasks of management psychology.

Keywords: innovation, management, psychology, employee, employer, management, enterprise, system, brand, business, management, interface, market, operational, marketing.

ВОЗМОЖНОСТИ УПРАВЛЕНИЯ И УСТРАНЕНИЯ СТРЕССА МЕНЕДЖЕРОВ НА ОСНОВЕ ИННОВАЦИОННОГО УПРАВЛЕНИЯ

Аннотация. Инновационная деятельность характерна для современных условий одного уровня или любого производственного предприятия. Даже если компания не является лидером инновационного рынка, рано или поздно она столкнется с необходимостью замены морально устаревших технологий и продуктов. В данной статье анализируются такие вопросы, как психологическая оценка психического состояния сотрудников и определение путей их устранения средствами психологии управления, а также дается информация о целях и задачах психологии управления.

Ключевые слова: инновации, менеджмент, психология, работник, работодатель, менеджмент, предприятие, система, бренд, бизнес, менеджмент, интерфейс, рынок, операционный, маркетинг.

Psychology is the science of mind and behavior. Psychology includes the study of conscious and unconscious phenomena, as well as feelings and thoughts. This field is a very large scientific discipline. Psychologists join the neuroscientific group of researchers who seek to understand emergent properties of the brain and the various phenomena associated with these emergent properties. As a social science, it aims to understand individuals and groups by establishing general principles and studying specific cases [1]

Innovation management is a vague concept related to the field of management, the objects of which are innovation and the innovation process.

Innovation management is a method (technology) of a new or improved product (goods, work, service), its production or application, innovation or organization of production and (or) improvement of the economy and (or) product sales, which brings economic benefits. creating conditions for benefits or improving consumer characteristics of products (goods, works, services).

Innovation process is the process of creation, acquisition, distribution and use of innovation. Also, the innovation process in relation to a product (goods) can be defined as the

process of consistently turning an idea into a product through the stages of fundamental and applied research, design development, marketing, production and sales.

The purpose of management psychology and its practical application is primarily to solve the following problems existing in the organization:

- increase the professional powers of managers;
- improvement of management methods, communication skills, decision-making, strategic planning skills, overcoming stress;
- analysis and improvement of methods of training the management personnel of the company;
- search and activation of personnel resources;
- assessment and selection of managers according to the needs of the company;
- assessment and improvement of the social and psychological climate, increasing the level of loyalty of employees, team building.

Scientific management education appeared in the 80-90s of the 20th century. Its founder was the American engineer F. Taylor, who showed the need for a scientific approach to management in his book "The Method and Principles of Scientific Externalization of Management". The essence of F.Taylor's theory is based on the following principles: □ Scientific approach to the performance of each part of the work.

- A scientific approach to choosing a job, teaching, learning and gaining experience.
- Organization of a team of workers.
- Distribution of responsibility for results between managers and workers.

According to Taylor, there is a best or most convenient way of doing any work, the use of which allows the work to be done with quality and less effort. Taylor chronometers the work done by the workers operating in the enterprise and analyzes it in depth to create a set of rules that ensure efficient work. Taylor's greatest contribution to the development of scientific management was the new management system he proposed. He divides labor into two types: the first - executors, the second - managers.

According to Taylor, every employee should fulfill his duty. In particular, the duties of an administrative manager include drawing up work plans, choosing the most convenient method of execution for each job or operation, recruiting workers on the basis of selection, training, etc.

Another important aspect of Taylor's theory is that it aims to ensure the harmony of relations between administrative management and workers. G. Emerson is one of the scientists who made a significant contribution to the scientific organization of management work. He developed a systematic approach to the organization of management work. His book "12 Principles of Productivity" reveals the essence of a systematic approach. The principles proposed by G. Emerson are as follows:

1. Clarity of purpose;
2. Consistency of logic;
3. Useful advice;
4. Discipline;
5. Human relations;
6. Fast, reliable, complete, accurate and permanent settlement;
7. Dispatching activities;

8. Availability of normative indicators and tables;
9. Availability of working conditions;
10. Marks of exact time for performing types of work or performing operations;
11. Availability of written standard instructions;
12. Promotion of productive cocktails.

The object of management is the personnel of enterprises, organizations and institutions.

As an object, not individual employees, but only the labor team should be considered, because only the team is subject to a set of laws and rules that are directed to the production of the finished product and determine the behavior of the system as a whole.

Each leader or boss is unique and irreplaceable. The reason for this is that each boss organizes his work in his own way. One of the problems studied in detail in social psychology is different management styles. In this field, German scientists G. Gibbs and M. Forverg, Russian scientists V. D. Parigin, L. N. Umansky, M. Yu. Zhukov, etc. works are particularly noteworthy.

Thus, the main task of management psychology is to form leadership methods based on the patterns identified in the process of learning between the tactics of the boss and the reaction of subordinates. Usually, the tasks of management psychology can be divided into several large groups depending on the object of research:

- Psychological analysis of management activities. The leader must consciously perform management activities by analyzing the actions necessary to make the right management decisions.
- Learning the mechanisms of mental regulation. It is very important to make the right decision in normal and extreme conditions.
- Leadership studies. Development of leadership qualities necessary for the manager to manage the work process.
- Practical application of psychological knowledge in management processes. This task includes resolving conflicts, regulating the microclimate, increasing job satisfaction and achieving a high level of employee loyalty.
- Studying the interaction of groups. It is necessary to achieve a stable social microclimate in the team.
- To study methods and mechanisms of motivation. Motivation is important in management processes to encourage employees to achieve more meaningful goals.

Management psychology is an interdisciplinary discipline that successfully uses management methods together with psychological methods. The structure of management psychology distinguishes two main research methods: observation and experiment.

Observation is an analytical method based on cognitive processes. This method is the most difficult objective method, because observation is carried out in natural conditions, and the role and position of the observer, respectively, affects and affects the object of observation. Studying and searching for effective principles of interaction between the leader and the team is carried out passively.

During the study, reactions, opinions and results are recorded. This method is used both in obtaining preliminary materials before starting other studies, and in conditions where other methods of obtaining information are not available. Passiveness is the main disadvantage of this technique. Waiting a long time for the reaction of the object of observation is not always justified, because there is a big risk of missing the moment of reaction and misinterpreting the result. On

the other hand, experimentation implies active methods. The search for effective schemes of interaction with the help of experiments is carried out by creating certain conditions for the use of various management tactics.

The purpose of the experiment is to test hypotheses that influence the practice of managerial decision-making.

If the necessary conditions for a successful experiment are met, it is possible to obtain very extensive information of a unique nature with the help of experimental techniques:

- correct selection of control features;
- use of factor properties (introduced by the researcher) to change them;
- to protect the experiment from the maximum external influences unrelated to the situation.

The use of these methods makes it possible to comprehensively study management processes and move on to solving the above problems of management psychology.

In conclusion, it should be noted that management activities are based on certain rules. Adherence to them can lead the company to success, and neglecting them - even under favorable conditions, will lead to its collapse.

Management psychology, its object and subject, allows specialists to develop such rules and methods of behavior, which become not only a form of management, but also a factor. This advances the main task of management psychology as an applied interdisciplinary discipline. In more detail, the subject of management psychology and its object, the practical application of science in management processes, the psychology of the subject of management and the management-oriented object, were considered in other sources on the subject of personnel management and caused a lot of controversy. Management activities are very important in organizing the work of any enterprise or organization. The study of the main principles and guidelines of this direction led to recognition as a special branch of applied psychology, which received this name. It is based on a comprehensive analysis of existing conditions and determination of activity characteristics to achieve high efficiency of labor or social team work.

Management psychology, like any type of scientific work, defines the subject, object, task and methods that allow to create a logical structure. When considering this issue, first of all, we mean the problems of a person (leader) as a member of a team in the implementation of management activities. It should be noted that the effectiveness of the management system in this case depends on the personal characteristics of the leader, which determines his ability to perform diagnostics and also motivates the latter to successfully achieve goals. Thus, the subject of management psychology can be called a complex of psychological relations between a boss and a subordinate or a team, which includes the mechanism of interaction, problems and conflicts of work, social and professional relations.

The object of management psychology should be understood, first of all, as an object of study, that is, the activity of a person (leader) aimed at forming material and social factors in the team. In some cases, this role may be triggered by a specific situation or circumstances that need to be reviewed and analyzed to identify errors or, conversely, positive factors.

The objects of study of management psychology can be divided into three separate groups:

- The leader's personality, as well as his development process as a result of management activities;

- Manager's activity, the scheme of its implementation, and the works from the point of view of efficiency;

- Processes occurring in the social or labor community.

Objectives, principles and methods of management Objectives and main tasks can be defined for any type of activity. If we talk about management psychology, it is clear that the priority instructions are to increase efficiency and can be achieved using certain methods and schemes.

Based on this, the main task of management psychology is the formation of different methods of leadership based on the determined patterns between the tactics of the boss and the reaction of subordinates.

A distinctive feature of management psychology is that its object is the organized activity of people, that is, it is not only the joint activity of people united by common interests or goals, sympathy or values, but also the activity of people who are united in one organization and subordinate to one thing. perform the rules and regulations of this organization and the work added to them in accordance with economic, technological, legal, organizational and corporate requirements). These rules, standards, and requirements of the organization create special psychological relationships among people that exist only in the organization - management relationships.

In management psychology, both the individual worker and the social group and community act in the context of the organization to which they belong. Without organization, their management analysis is incomplete. Summarizing all that has been said, we can conclude that the subject of management psychology is a set of mental phenomena and relationships in the organization:

- Psychological factors of managers' effective activity;
- Psychological characteristics of individual and group decision-making;
- Psychological problems of leadership;
- Management relations consist of problems of motivating the behavior of the subjects and others.

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ЭРТАКЛАР АРХИТЕКТониКАСИДА УЧЛИК ТАМОЙИЛИ ХУСУСИЯТЛАРИ

С.Ходжаев

ФарДУ доцент в.б.

филология фанлари бўйича фалсафа доктори (PhD).

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Аннотация. Мақолада жаҳон халқлари эртаклари архитектурониКАСИДА учлик тамойилининг ўзига хос хусусиятлари ва уларнинг фалсафий-бадий функциялари таҳлилга тортилган.

Калим сўз ва ибора: учлик тамойили, эртак, архитектура, миграция назарияси, ўгай она мотиви, асосий персонаж, асар композицияси, образ, сюжет компонентлари, ёзувчи, матн, ўқувчи, таркибий қисм.

CHARACTERISTICS OF THE TRINITY PRINCIPLE IN THE ARCHITECTURE OF FAIRY TALES

Abstract. The article analyzes the uniqueness of the triad principle in the architectonics of fairy tales and its philosophical and artistic functions using the example of folklore of the peoples of the world.

Keywords and phrases: triad principle, fairy tale, architectonics, migration principle, stepmother motif, main character, composition of the work, image, writer, text, reader, component.

ХАРАКТЕРИСТИКА ПРИНЦИПА ТРОИЦЫ В АРХИТЕКТУРЕ СКАЗОК

Аннотация. В статье на примере фольклора народов мира анализируется своеобразие принципа триады в архитектонике сказок и его философско-художественные функции.

Ключевые слова и выражения: принцип триады, сказка, архитектура, принцип миграции, мотив мачехи, основной персонаж, композиция произведения, образ, писатель, текст, читатель, составная часть.

Жаҳон адабиёти намуналарини кўздан кечирганимизда уларда воқеликни бадий идрок этиш ҳамда бадий матн сифатида яратиш жараёнида ёзувчилар асар архитектурониКАСИГА турли йўллар билан ёндошганини кузатиш мумкин. Хусусан, баъзи асарларда композиция, баъзиларда эса образлар учлик тамойилига асосланганини кузатиш мумкин. Зеро, бадий асар яратилишида ижодкор қўллаган учлик тамойили ва унинг асар композициясига алоҳида хусусият сифатида сингдириб юборилиши бадий асарнинг шакл ва мазмун бирлигини таъминловчи муҳим унсур саналади.

Кўринадики, адабиётшунослик назариясида учлик тамойили мавжуд. Лекин сўнги йилларда амалга оширилган илмий тадқиқотларда, хусусан, бадий асар архитектурониКАСИГА оид изланишларда учлик тамойилига нисбатан камроқ эътибор қилинади. Ваҳоланки, асар композициясида учлик ва унинг турли шакллари мазмуний компонентлар юзага чиқишини таъминловчи асосий воситалардан ҳисобланади. Аслида учлик воқеликни бадий идрок этиш, тасвирлаш тамойили сифатида адабиётшуносликда мавжуд.

Хусусан, “Эртак структурасини ташкил этувчи асосий тамойил бинарлик ҳисобланади. Бироқ сюжет қурилишида унинг ёнида учлик тамойили ҳам иштирок этади ва у структуранинг иккилик хусусиятини бузмаган ҳолда унга сезиларли ўзгаришлар

киритади”. Буни, аввало, бадий матннинг турли даражаларида кузатиш мумкинлигини айтиш лозим. Учлик асосга эга бадий асарлар талайгина бўлиб, бундай матнларда учлик хусусияти воқеликнинг асосий қисмида намоён бўлади. Масалан, барча асарларда бадий воқелик композицион ифодага кўра, уч ўлчамли шаклда акс этирилади. Баъзи асарларда сюжет тузилишига кўра, учликнинг ёндош ёки миграция(сайёр) жиҳатлари ҳам кўзга ташланди. Биз фаслда тадқиқ этилаётган муаммонинг асосан ана шу уч жиҳатига эътибор қаратамиз.

Миграциялар назариясига кўра, турли халқлар оғзаки ижодида бир-бирига ўхшаш сюжетлар мавжудлиги адабий асарлар бир маданий-тарихий худуддан бошқа маданий-тарихий худудларга кўчиб юриши изоҳланади”. Лекин сайёр сюжетдаги ўғай она, иложсиз ота ва қиз образи образлар нуқтаи назаридан учликка мисол бўлади. Масалан, ўзбек халқ эртаги “Зумрад ва Қиммат”, рус фольклоридан “Морозко” (“Аёз бобо”) ҳамда француз фольклори мотивлари асосида яратилган ёзувчи Шарль Перронинг “Золушка”(“Кулойим”) каби эртақларида одобли қиз (Зумрад, Анастасия (Настенька), Золушка), ўғай она, иложсиз ота учлигини кузатамиз. “Золушка”да у ўлган бўлса-да, иложсиз, қолган икки асарда эса тирик бўла туриб, хотини олдида ўз қизини ҳимоя қила олмайди. Бунда ҳар бир сюжетда асар композициясини белгиловчи асосий мотив ўғайлик бўлиб, айнан ҳасад, ичи қоралик муаммоларини очишда мазкур образларнинг ўзаро муносабати асосий ўринда туради.

Масалан, ҳар учала эртақда ҳам асосий персонаж бўлган қизлар самимий, меҳнатқаш, ақлли, сабр тоқатли бўлиб, оналари вафот этган. Ўғай оналар эса ўз манфаатини ўйлаб ўғай қизларига кўпол муаммала қилади. Ўз қизларини (“Золушка”да иккита қиз бўлади) эса дангаса, танбал ва хунук бўлиб тарбия топишига ҳисса қўшади. Мазкур эртақлардаги сайёр сюжетлар (бадий матн ҳам – С.Х.) ўзаро яқин бўлса-да, воқеалар кечадиган макон ва вақт турлича бўлади. Масалан, “Зумрад ва Қиммат”да тоғ ва ўрмонга яқин қишлоқда, ҳаво совуқ бўлмаган пайтда содир бўлади. “Золушка” ва “Морозко” (“Аёз бобо”)да эса рус ўрмонида ва қишда юз беради. Лекин буларда ҳам ўрмон тасвири учрайди.

Бироқ ушбу эртақларга кўчган сайёр сюжетлар ўзлари мансуб халқ турмуш тарзи, жойлашган макони билан боғлиқ ҳолда ўзгаришга учрайди. Бошқа томондан юқорида келтирилган эртақлардаги воқелик, персонаж ва ўқувчи муносабатлари умуминсоний тамойилга айланиб ўз яхлитлигини сақлаб қолган.

Аслида, “сайёр сюжет” назарияси адабиётшуносликда қиёсий-тарихий мактаб деб аталган йўналишга оид таълимотлардан бири бўлиб, у турли халқлар орасидаги маданий алоқаларни ўрганиш ва адабий-назарий ишларда тарихийлик зурурлигини исботлаш соҳасида кўп фойдали хизматлар қилган. “Сайёр сюжет” назарияси баъзи тадқиқотчилар томонидан қиёсий-тарихий мактабнинг заиф ва сохта таълимотларидан бири... деб, асоссиз таълимот сифатида эътироф этилиб, бадий асарлар сюжетларининг бутун мураккаблиги ва ўзига хослиги музунан қашшоқ, умумий қолипларга солиб қўйилар эди, деган фикр билдирилади.

Бир томондан олганда шундай, аммо сайёр сюжетнинг ҳар бир халқ бадий асарида юзага чиқишида ўзига хосликни кузатиш мумкин. Масалан, ўғайлик мотивига асосланган сайёр сюжетларда воқеа тасвирига гап қурилиши, бадий тасвирий ифодалар қўлланиши, персонажлар номланиши, шумликни амалга оширган образлар хатти-ҳаракатида ўзлари мансуб бўлган халқ урф-одати, турмуш тарзидан келиб чиқилади. Фикр исботи учун

“Зумрад ва Қиммат” эртагини олиб кўрайлик. “Бир замонларда катта сой бўйида кичкина бир уй бўлган экан. Бу уйда чол, унинг Зумрад деган қизи, ўғай она ва унинг Қиммат деган арзанда қизи турар эканлар. Кампирнинг Зумрад деган ўғай қизни кўргани кўзи, отгани ўйи йўқ экан. У ҳадеб қизни уриб, қарғаб эртадан кечгача ишлатаркан, бечорага бир зум ҳам тинчлик бермас экан”. Эътибор қилинса, экспозицияда катта сой ва унинг бўйида ёлғиз, кичкина уй бўлганлиги тасвирланган.

“Аёз бобо”да эса эртак бошланишида табиат тасвир берилмайди: “Бир чол ва кампир бўлган экан. Чолнинг ўз қизи, кампирнинг ҳам қизи бор экан. Кампир ўзининг қизини эркалар, ялаб-юлқар, чолнинг қизини эса уришиб, қарғар экан. Қиз барча ишларни сўзсиз бажарар, барча ишларни аъло даражада уддалар экан. Одамлар қизга қараб уни мақтаёлмас экан. Чунки кампир буни эшитиб қолса, қизни яна қарғаб, уришар экан”.

“Золушка”да эртак бошланишида ҳам фарқлар бор: “Бой ва машҳур одам бўлган экан. Унинг хотини ўлиб қолибди ва у иккинчи марта уйланибди. Иккинчи хотини шу қадар шафқатсиз, қаҳри каттиқ эканки, дунёни излаб бунақаси топиб бўлмас эмиш. Унинг ўзига ўхшаган иккита қизлари бор экан. Эрида эса битта камгап ва самимий қизи бўлиб, у худди онасига каби дунёда кам учрайдиган меҳрибонлардан экан”.

Кўринадики, “Зумрад ва Қиммат” эртагида сой бўйидаги уйда яшайдиган чол ва унинг кампири, уларнинг биттадан қизлари ҳақида хабар берилса, “Аёз бобо” ва “Золушка”да сой, қишлоқ ҳақида гап йўқ. “Аёз бобо”да эса ўзбек эртагидек чол ва кампир ҳамда уларнинг биттадан қизлари борлиги айтилади. Золушкада эса бой ва машҳур одамнинг хотини ўлгани айтилади. Эртақлардаги ана шу каби танишувдан сўнг ўғайлик мотиви асосидаги зулм баён қилинади. Ҳар учласида ҳам она ўғай қизини кўролмаслиги, унга зулм қилиши ва яхши қизларнинг ҳаётда бахтларини топишида мўъжиза юз беради.

Зумрад ўрмонда отасини излаб юрганда сеҳргар кампир уйига олиб кетади ва унга сантиқ тўла совғалар беради, Қиммат ва ўғай она эса илонларга ем бўлади. Настенькага ҳам сандиқ тўла совғалар беришади, аммо энди бу ерда Қор бобо (сеҳргар чол) асосий вазифани бажаради. Унинг ёғочдан қилинган уйи, от-улови, ҳассаси бўлади. Айнан Қор бобо ўғай она ва унинг қизини ўз нафслари қурбонига айлантириб, йўқ қилади. Золушка эса бойкуш ва ёнғоқ ёрдамида ўз бахтини топади. Бу ерда мўъжиза кўрсатувчи куч қуш ва ёнғоқ эканлигига эътибор қилиш лозим. Чунки Францияда ўрмон нисбатан кўпроқ, бойкуш мўъжиза кўрсата оладиган қудратли қуш сифатида келтирилади. Ёнғоқ эса мўъжизали бўлади. “Зумрад ва Қиммат”да “Золушка” ёки “Аёз бобо” (“Морозко”) эртақлари сюжет таркибидаги Европа табиати ва Европа халқлари ҳаётига оид тушунча, тасвир, образ ва деталлар учрамайди. Шунингдек, ўғайлик мотивида ўхшашлик бўлса-да, образларнинг кўринишдаги поэтик ва услубий талқинлари, миллийлик, халқчиллик, ғоявий таъсирчанликни таъминлаш билан боғлиқ бадий-эстетик вазифаларда қатор фарқлар борлигини кўринади.

Умуман олганда, сайёр сюжетлардаги учлик тимсоли мазкур типдаги сюжетларнинг барча халқлардаги умумий етакчи хусусияти саналади. Биз юкорида таҳлилга тортган турли эртақлардаги персонажлар учлиги ёки воқелик, қаҳрамон ва ўқувчи учлиги ҳам, кенг маънода, исталган бадий асарда учрайдиган ҳодисадек туюлса-да, аслида ундай эмас.

Чунки сайёр сюжетларнинг бир халқдан иккинчи халқ фольклорига кўчиши (миграцияси) ижтимоий тараққиётнинг маълум босқичида турли халқлар турмуш тарзидаги

ўзаро яқинлик билан боғлиқ жараён ҳисобланди. Шу маънода бошқа бадиий асарларда, хусусан, ёзма адабиётда учрашининг ижтимоий омиллари ўзаро маданий алоқа, ижодий таъсир маҳсули дейиш мумкин.

Юқорида келтирилган мулоҳазаларни яқунлаб, шуни алоҳида таъкидлаймизки, бадиий асарларни ўрганишда асар композициясидаги образлар муносабати, сюжет ва унинг компонентлари жойлашуви учликнинг ўзак, ёндош ва сайёр хусусиятларини ёрқинроқ ифодалайди. Шунингдек, учлик тамойили сайёр сюжет, мотив орқали ҳам юзага чиқиши мумкинлиги ўзбек, рус ва француз халқ эртаклари мисолида исботланди.

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MASOFAVIY TA'LIMNI TASHKIL ETISHNING ZAMONAVIY VOSITALARI VA USULLARI.

Qurbonov Pahlavon Sirojiddin o'g'li

FJSTI "Biofizika va axborot texnologiyalari" kafedrası assistenti

Ataxanov Sanjarbek Anvarovich

FJSTI "Biofizika va axborot texnologiyalari" kafedrası assistenti

Mo'ydinova Madina Rustamjon qizi

FJSTI Pediatriya fakulteti Pediatriya yo'nalishi 5722-guruh

Abdubannonova Shalola Xalimjon qizi

FJSTI Pediatriya fakulteti Pediatriya yo'nalishi 5722-guruh

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Annotatsiya. Masofaviy ta'limni bugungi istalgan zamonaviy fanlar bilan chambarchas bog'lagan holatda o'tkazish va uni tashkil qilish mumkinligidan foydalanib judayam ko'p talabalar va foydalanuvchilar uchun qulaylik va shart – shaoritdan kelib chiqib ommalashib borayotgan yo'nalishlardan biri deb hisoblaymiz. Masofaviy ta'limni albatta zamonaviy axborot texnologiyalari bilan birgalikda qurish va undan foydalanish hamda uning imkoniyatlarini oshirish maqsadida ta'lim, virtual kutubxona, masofadan o'qitish, masofaviy ta'lim, elektron darsliklar kabi tushunchalar mavjud.

Kalit so'zlar: LMS/LCMS, atutor, Claroline, Dokeos, Moodle.

MODERN TOOLS AND METHODS OF ORGANIZING DISTANCE EDUCATION.

Abstract. We believe that distance education is one of the directions that is gaining popularity due to the convenience and condition for a large number of students and users, using the possibility of conducting and organizing it in a state that is closely connected with any modern sciences. There are such concepts as education, virtual library, distance education, distance education, electronic textbooks, in order to build and use distance education together with modern information technologies and to increase its capabilities.

Keywords: LMS/LCMS, atutor, Claroline, Dokeos, Moodle.

СОВРЕМЕННЫЕ ИНСТРУМЕНТЫ И МЕТОДЫ ОРГАНИЗАЦИИ ДИСТАНЦИОННОГО ОБРАЗОВАНИЯ.

Аннотация. Мы считаем, что дистанционное образование является одним из направлений, которое набирает популярность в связи с удобством и необходимостью для многих студентов и пользователей использовать возможности его проведения и организации в состоянии, тесно связанном с любыми современными науками. Существуют такие понятия, как образование, виртуальная библиотека, дистанционное образование, дистанционное образование, электронные учебники, чтобы построить и использовать дистанционное образование вместе с современными информационными технологиями и повысить его возможности.

Ключевые слова: LMS/LCMS, автор, Claroline, Dokeos, Moodle.

LMS/LCMS tizimlari elektron ta'limni (masofaviy ta'lim jarayonini) tashkil etishning asosiy funksiyalarini o'z ichiga oladi.

Masofadan turib onlayn o'qish ta'lim olishning innovatsion va qiziqarli usuli hisoblanadi. Bunda o'quvchi mustaqil tarzda ta'lim oladi, bilimlarni o'zlashtiradi, o'z-o'zini nazorat qiladi, mustaqil fikrlaydi va xulosa chiqaradi.

Ta'lim jarayonini masofaviy shaklda tashkil etish uchun ta'lim jarayonini boshqaruvchi tizimlar (**LMS - Learning management systems**)dan foydalaniladi.



LMS INTERFEYSI

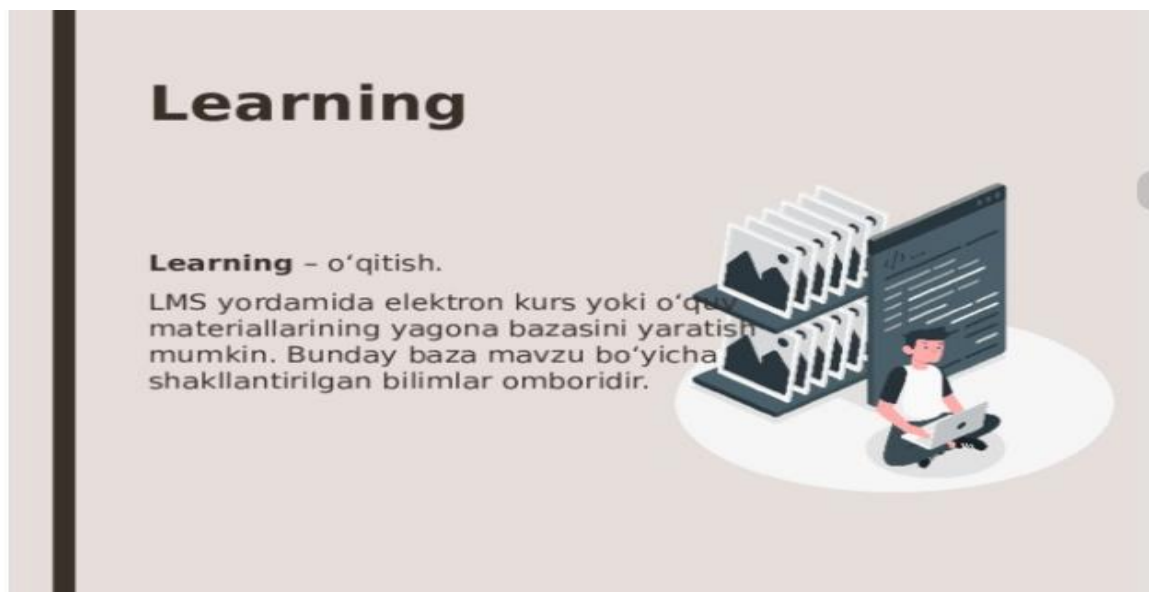
Masofaviy o'qish - bu zamonaviy axborot-kommunikatsiya va raqamli texnologiyalarga asoslangan ta'lim tizimi.

U o'quvchiga o'qituvchi bilan muloqot olib borish hamda xohlagan vaqtida, istalgan joydan turib mustaqil ravishda shug'ullanish imkoniyatini ta'minlaydi.

O'qituvchi uchun esa internetda o'z o'quv materiallarini o'quvchiga taqdim etish va o'quvchilarning o'zlashtirishini masofadan turib kuzatib borish imkoniyatini yaratadi.



Umuman, ta'lim tizimida ham ta'lim dasturlari, mazmuni, standartlari takomillashib bormoqda. Bunday tezkor o'zgarishlar bilim olishning yangi texnologiyalari, masofaviy, loyihalangan ta'lim, media ta'limni, ya'ni shaxsiy ijodkorlikka asoslangan ta'lim usullarini joriy qilish ehtiyojini keltirib chiqarmoqda.



Keng imkoniyatlari	Ha, ichki modullar hisobiga	Ishlab chiqaruvchilarga bog'liq	Ha, ichki modullar hisobiga	Ishlab chiqaruvchilarga bog'liq	Ha, ichki modullar hisobiga	Ishlab chiqaruvchilarga bog'liq	Ha, ichki modullar hisobiga
Qo'shimcha dasturiy ta'minoti	Apache, MySQL, PHP	Apache, MySQL, PHP	Apache, MySQL, PHP	Apache, JBOSS, Tomcat, MySQL,	Apache, MySQL, PHP	Java SDK	Apache, MySQL, PHP
Platforma	Windows, Linux, Unix, MacOS	Windows, Linux, Unix, MacOS	Windows, Linux, Unix, MacOS	Windows, MacOS	Windows, Linux, Unix, MacOS	Linux, Unix	Windows, Linux, Unix, MacOS
Testlash tizimi	Ha	Ha	Ha	Ha	Ha	Ha	Ha
Tinglovchilar soniga qarab cheklash	Yo'q	20000	Yo'q	Yo'q	Yo'q	Yo'q	Yo'q
O'quv materiallarini qayta ishlash muhiti	Mavjud	Mavjud	Mavjud	Mavjud	Mavjud	Mavjud	Mavjud
Tizim bilimni tekshirish	Testli	Testli, mashqli	Testli	Testli	Testli, vazifali amaliyot Forumlardagi faollik	Testli, vazifali	Testli, vazifali amaliyot Forumlardagi faollik
Tizim hisoboti, monitoringi	Ozgina rivojlangan	O'rtacha rivojlangan	O'rtacha rivojlangan	Ozgina rivojlangan	Rivojlangan, doimiy rivojlanishda	Ozgina rivojlangan	Rivojlangan, doimiy rivojlanishda

Atutor–Ochiq kodli, veb muhitida ta'lim jarayonini boshqaruvchi LMS tizimi hisoblanadi.

Tizimda mavjud o'qitish modullari: Forums, Materials, Messenger, Chat, Exercises, Group work, Student tracking va boshqa modullari mavjud. Tizim bir nechta standartlarni qo'llab quvvatlaganligi sababli, internet orqali jismoniy nuqsonga ega bo'lgan o'quvchi-talabalar tizim

orqali o'quv resurslardan foydalanishlari mumkin. Xususan ko'zi ojiz talabalar maxsus veb ilovalar orqali tizimga bog'langan holda o'quv kontentdagi so'zlarni audio formatda o'tkazgan holda tinglashi mumkin. O'quv modulini yozish vaqtida Atutor dasturiy majmuasining barqaror versiyasi 2.1.1. Tizimning shaxsiy saytida 20 dan ortiq har hil modullar mavjud. Tizim qo'llab quvvatlaydigan standartlar soni ancha bo'lib bu boshqa LMS tizimlardan farqi ham aynan shu xususiyatidir.

Claroline – Erkin va ochiq kodli, masofaviy o'quv kurslarni tashkillashtirish imkoniyatini beruvchi Webga orientatsiyalangan dasturiy majmua hisoblanadi. Tizim Luvenadagi (Belgiya) katolik universitetining pedagogika va multimedia institutida yaratilgan. Dasturiy majmuadan foydalanish GNU (General Public License) asosida amalga oshiriladi ya'ni bepul foydalanish mumkin.

Claroline dasturiy majmuasi masofaviy ta'lim jarayonini tashkillashtirish uchun talab qilinadigan barcha talablarga javob beradi xususan, foydalanuvchilarni ro'yxatdan o'tkazish, tizimda foydalanuvchilarning (fan o'qituvchisi, o'quvchi va mehmon) rollarini administrator tomonidan belgilashi, o'quv kurslarni yaratish, ularning tarkibini tahrirlash, talabalar bilimni nazorat qilish, monitoring olib borish, nazorat natijalarini tahlil qilish, tizim ichida foydalanuvchilar o'rtasida kommunikatsiya elementlaridan (chat, forum, qisqa xabarlar jo'natish modullaridan) foydalanish va boshqarish imkoniyatini beradi. Tizimda boshqa LMSlar singari quyidagi ko'rsatilgan o'qitish modullari mavjud: Forums, Materials, Messenger, Chat, Exercises, Group work , Student tracking, Kalendar, Viki va boshqa modullari mavjud. Boshqa LMS lar singari IMS va SCORM standartlarni qo'llab quvvatlaydi.

Dokeos - Clarolinening 1.4.2 versiyasidan ajralib chiqqan yangi dasturiy majmua hisoblanadi.

Dokeos Claroline platformasini ishlab chiqqan dastlabki ishchi guruhning bir necha a'zolarining ish mahsuli bo'lib, ular ta'lim muassasalari uchun yaratilgan Clarolinedan farqli ravishda davlat korxonalarining ishchi xodimlariga moslashtirishni maqsad qilishdi va amalga oshirishdi.

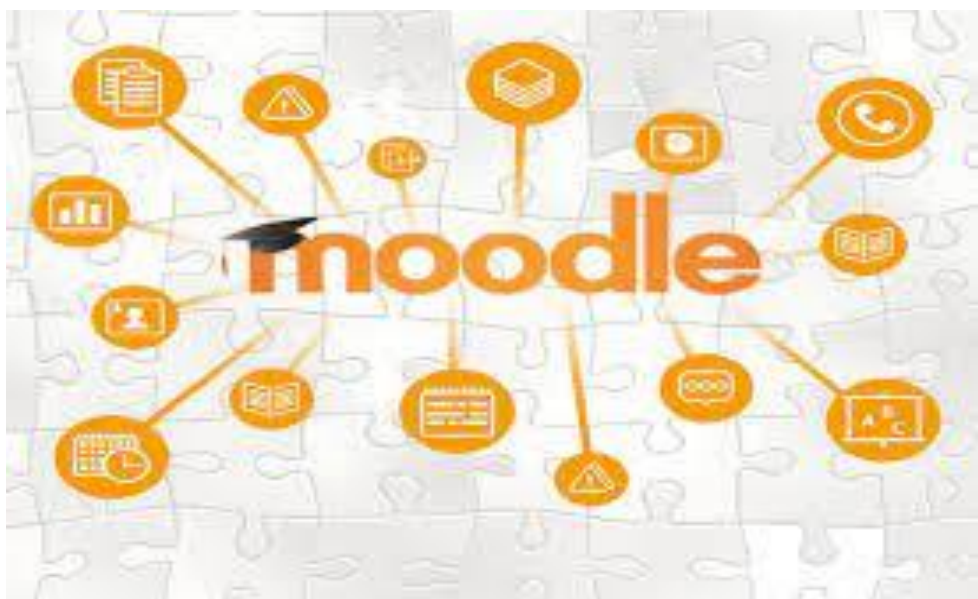
Dokeos dasturiy majmuasining rasmiy Web saytiga tashrif buyursangiz, u yerda dasturning 2 ta versiyasini ko'chirib olish taklif qilinadi: Dokeos FREE – bepul va Dokeos PRO – bepul bo'lmagan, qo'shimcha modullari mavjud bo'lgan dastur paketi taklif etiladi. Lekin Dokeos FREE versiyasi bizning fikrimizga ko'ra, ta'lim jarayonini tashkillashtirish uchun kerak bo'ladigan barcha o'quv modullari mavjud.

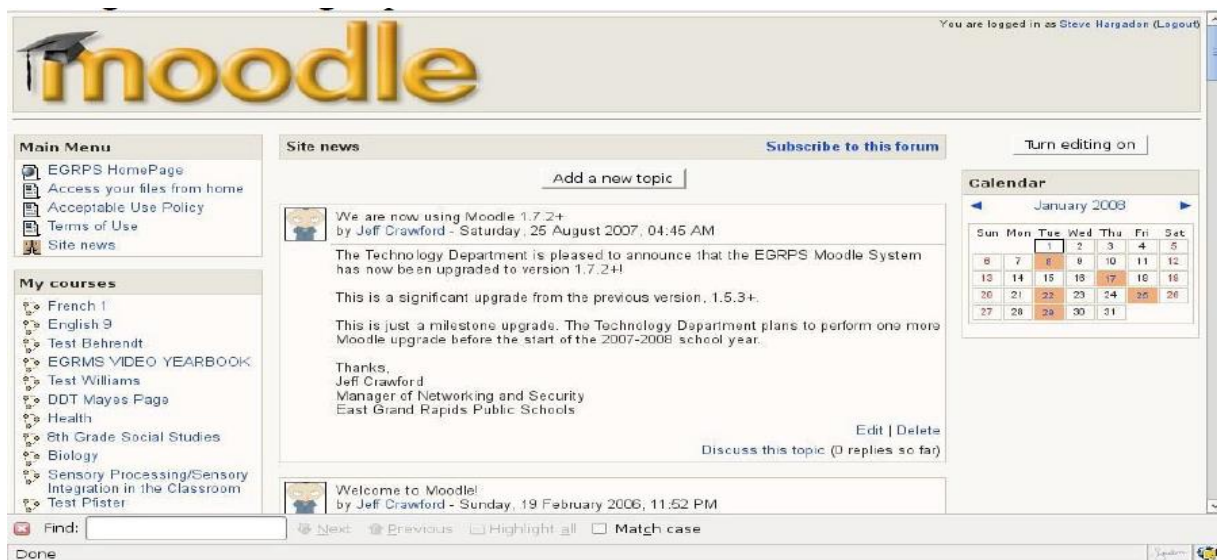
Tizimning imkoniyatlarini va unda mavjud o'quv elementlarni quyida ko'rsatilgan aql xaritasi orqali ko'rish mumkin. Rasmdan ko'rinib turganidek, tizimda mavjud o'qitish modullarini ta'lim muassasalarida ham foydalanish mumkin. Hozirgi vaqtda LMS larning ko'pchiligi ijtimoiy tarmoqlardagi mavjud g'oya asosida o'zlarining ishchi muhitlarini shunday tarmoqlarga moslashtirmoqda. Shunga ko'ra, bu tizimda ham ijtimoiy tarmoq elementlari keng kiritilgan.

Yuqorida keltirilgan LMS tizimlari singari Dokeos dasturiy majmuasi ham SCORM standartini qo'llab quvvatlaydi. Bu esa bu standartni qo'llab quvvatlaydigan boshqa LMS tizimlariga o'quv kurslarini eksport/import qilish imkoniyatini beradi. Dokeos dasturiy majmuasi o'quv modulini yozish vaqtidagi oxirgi barqaror versiyasi Dokeos 2.2 RC2.



Moodle – masofadan o‘qitish va online tartibidagi mashg‘ulotlarni tashkil qiluvchi vebga yo‘naltirilgan dasturiy vositalardan biri bo‘lib hisoblanadi:





Bugungi kunda masofaviy ta'lim jarayonini aynan Moodle dasturiy majmuasidan foydalanish holda tashkillashtirish samaraliroq hisoblanadi.



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**TIBBIYOT TEXNIKUMLARIDA AXBOROT TEXNOLOGIYALARINI O'RGATISH
VA UNDA FOYDALANISH BO'YICHA MASOFAVIY TA'LIM
TEXNOLOGIYALARINI FAOL HOLATDA QO'LLASH**

Qurbonov Pahlavon Sirojiddin o'g'li

FJSTI "Biofika va axborot texnologiyalari" kafedrasida assistenti

Ataxanov Sanjarbek Anvarovich

FJSTI "Biofika va axborot texnologiyalari" kafedrasida assistenti

Eshmatova Diyora Baxodir qizi

FJSTI Pediatriya fakulteti Pediatriya yo'nalishi 5722-guruh

Qaxxorova Marg'uba Murod qizi

FJSTI Pediatriya fakulteti Pediatriya yo'nalishi 5722-guruh

Farg'ona jamoat salomatligi tibbiyot institute

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Annotatsiya. Hozirgi zamonaviy ta'lim tizimida va texnologiyalar asrida masofaviy ta'lim va uni tushunchasini Tibbiyot texnikumi talabalari bilan birgalikda Tibbiyot texnikumi xodimlariga ham chuqur mohiyatini yoritish uni barcha uchun sodda, tushunarli va albatta foydali tomonlarini tadbiq etishdan iborat. Masofaviy ta'lim tizimining tamoyillari asosiy vazifalari va amaliy ko'nikmalarini hosil qilish bo'yicha ishlar olib borilgan hamda tibbiyot xodimlari va talabalarni masofadan o'qitishning dolzarb mavzulari ko'rib chiqilgan va amaliy natijalar olish uchun ishlar olib borilgan.

Kalit so'zlar: Virtual stend, virtual kutubxona, masofadan o'qitish, masofaviy ta'lim, masofaviy ta'lim texnologiyasi, kommunikatsion texnologiyalar, elektron qo'llanma.

**ACTIVE APPLICATION OF DISTANCE EDUCATION TECHNOLOGIES FOR
TEACHING AND USING INFORMATION TECHNOLOGIES IN MEDICAL
TECHNOLOGY SCHOOLS**

Abstract. In today's modern education system and in the age of technology, it is important to explain the deep meaning of distance education and its concept to the students of the Medical Technical University and to the employees of the Medical Technical University. Work was carried out on the formation of the main tasks and practical skills of the principles of the distance education system, and the actual topics of distance education of medical workers and students were considered and work was carried out to obtain practical results.

Key words: Virtual stand, virtual library, distance education, distance education, distance education technology, communication technologies, electronic manual.

**АКТИВНОЕ ПРИМЕНЕНИЕ ТЕХНОЛОГИЙ ДИСТАНЦИОННОГО
ОБРАЗОВАНИЯ ДЛЯ ПРЕПОДАВАНИЯ И ИСПОЛЬЗОВАНИЯ
ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ В МЕДИКО-ТЕХНОЛОГИЧЕСКИХ
ШКОЛАХ**

Аннотация. В современной системе образования и в век технологий дистанционное образование и его концепция совместно со студентами Медицинского технического колледжа, сотрудниками Медицинского технического колледжа призваны объяснить его глубокий смысл и реализовать его простой, понятные и, безусловно, полезные аспекты для каждого. Была проведена работа по формированию основных задач и практических навыков принципов системы дистанционного образования, а также рассмотрены

актуальные темы дистанционного обучения медицинских работников и студентов и проведена работа для получения практических результатов.

Ключевые слова: *Виртуальный стенд, виртуальная библиотека, дистанционное образование, дистанционное образование, технология дистанционного обучения, коммуникационные технологии, электронный учебник.*

Ushbu sxemadagi mavjud elementlar bir-biri bilan o‘zaro bog‘langan. Masalan, virtual stendlarning asosida elektron qo‘llanmalarning elementlari yotadi. Ya‘ni, VS lar bevosita elektron qo‘llanmalarda foydalanilgan metodika – kompyuter imitatsion modeli asosida yaratiladi. Bu esa ED va virtual stendlarning yaratish jarayoni o‘zaro uzviy bog‘liq ekanligini ko‘rsatadi. Bundan tashqari ED lardan ma‘ruza darslarida mavzuga tegishli amaliy va vosita mashg‘ulotlariga doir o‘quv materiallarini VS lardan foydalanib ko‘rsatish mumkin. Bu esa o‘z navbatida nazariy va amaliy dasturlarni birgalikda olib borish imkoniyatini yaratadi. Bundan tashqari elektron qo‘llanmalar va virtual stendlar masofadan o‘qitish tizimining o‘quv materiallari bazasini tashkil etadi. Masofadan o‘qitish asosan axborot kommunikatsion texnologiyalar bazasida tashkil etilishi sababli o‘quv materiallarini tarmoq tizimi orqali uzatish ehtiyoji tug‘iladi. Shu sababli elektron qo‘llanmalar va virtual stendlarni tarmoq tizimiga (lokal va global) moslashtirib yaratish va ulardan masofadan o‘qitish tizimida foydalanish maqsadga muvofiqdir. Virtual o‘qitish tizimini tashkil etish uchun virtual kutubxona yaratish talab qilinadi. Virtual kutubxona bazasini ham elektron qo‘llanmalar va virtual stendlar tashkil etadi. Bundan ko‘rinib turibdiki, elektron qo‘llanmalar va virtual stendlar yuqorida tilga olingan tizimning asosini tashkil qiladi va ular bazasida masofadan o‘qitish va virtual kutubxona va virtual o‘qitish tashkil qilinadi.

Masofadan o‘qitish texnologiyalari vositalari yordamida o‘quv materiallarini obrazlar ko‘rinishida ifodalash o‘quvchilarning o‘qish-bilish jarayonining hamma komponentalariga u yoki bu tarzda ta‘sir etishi mumkin. Bunda ayniqsa ularning talabalarni o‘quv materiallarini qabul qilish, ma‘nosini anglash, esda qoldirish, ularni qayta-qayta takrorlash imkoniyati mavjudligi kabi jihatlarini ko‘rsatish mumkin. Bundan tashqari bu metodika talabalarni o‘qishga nisbatan emotsional yondoshishini rivojlantiradi va ularni ko‘p kuch sarf qilmasdan o‘quv materialini o‘zlashtirishga erishishini ta‘minlaydi. Bu sarflarni an’anaviy o‘qitish va yangi metodika bilan taqqoslab ko‘rsatamiz.

An’anaviy o‘qitish metodikasida o‘quv materiallari asosan matn va formulalar ko‘rinishida foydalanib, ularni bevosita o‘qitish jarayonida namoyish qilish imkoniyati deyarli mavjud emas.

Bunday ko‘rinishda berilayotgan o‘quv materiallarini o‘zlashtirish talaba tomonidan asosan ketma-ket ravishda qabul qilinadi, shu sababli ularni o‘zlashtirish va esda qoldirish juda sust bo‘ladi.

Elektron qo‘llanmalar ma‘ruza mazmunini boyitish va yangi materiallar bilan to‘ldirishga imkoniyat yaratadi. Elektron qo‘llanmalarning yaratilishi, ularning o‘quv jarayoniga qo‘llanilishi ta‘lim muassalarida elektron kutubxonalar yaratishni taqazo etadi. Bundan ko‘rinib turibdiki ta‘lim muassalarida yagona katalog tizimiga ega bo‘lgan kutubxonalarning paydo bo‘lishi va lokal tarmoqning yaratilishi kutubxonalarga bog‘liq muammolarning yechilishi bilan bir qatorda ular faoliyatining samaradorligini oshirishga va muvofiqlashtirishga olib keladi.

Elektron qo'llanmalarni oliy ta'lim tizimida qo'llash va o'qitish talabalar bilimni nazorat qilishni zamonaviy axborot texnologiyalari bazasida olib borishni ko'zda tutib quyidagi talablar asosida amalga oshiriladi:

- *ma'ruza kurslari:*
- *mustaqil ishlash uchun topshiriqlar:*
- *mustaqil ishlash uchun uslubiy ko'rsatmalar:*
- *bilimni avtomatlashtirilgan tekshirish tizimlari e'tiborga olingan.*

Ma'ruza matni o'qituvchilar tomonidan tayyorlanib, unga:

- *kurs dasturi:*
- *kursning texnologik xaritasi:*
- *joriy, oraliq va yakuniy baholashlar:*
- *asosiy va qo'shimcha adabiyotlar:*
- *to'liq ma'ruza matni:*
- *bo'laklarga, ya'ni boblarga bo'lingan mavzular ketma-ketligi:*
- *tayanch iboralardan iborat ma'lumotlar kiritilgan.*

Ma'ruza matnlari sarlavhalar, qism sarlavhalar, ta'riflar, kalit so'zlar, grafik materiallar ajratilib ko'rsatiladi.

Elektron qo'llanmalar asosida o'qitish jarayonida:

- *aniq predmetni kompyuter asosida o'qitish:*
- *ma'ruza matnlarni tahrirlash:*
- *o'tkazilgan nazoratlar natijalarining tahlili asosida, ma'ruza matnlarini bayon etish uslubini yaxshilash:*

- *axborot texnologiyalari asosida yaratilgan animatsiya vositalaridan foydalanish imkoniyatlarga ega bo'ladi.*

Elektron qo'llanmalar bilan ishlaydigan o'qituvchilar:

- *ma'ruza matnlari, amaliyot bilan bog'liq topshiriqlarni tuzish;*
- *uslubiy ko'rsatmalar, nazorat variantlari va topshiriqlarni tuzish;*
- *ishchi dastur va texnologik xaritani tuzish;*
- *bilimlarni o'zlashtirish bo'yicha natijalarni tahlil qilish;*
- *ma'ruza matnlarini tahrirlash;*
- *har bir mavzu bo'yicha dinamik ko'rinishda ifodalangan jarayonlarning animatsiyalarini tasavvur qilish;*

- *mustaqil ishlar bo'yicha talabalarga nazariy va amaliy topshiriq bo'yicha maslahatlar berishni tashkil qilish;*

- *o'zlashtirilishi murakkab bo'lgan mavzular bo'yicha talabalar bilan suhbat o'tkazish mumkin.*

Mazkur talablarga muvofiq elektron qo'llanmalar asosida dars jarayonini tashkil qilish pedagog o'qituvchilarning yumushini osonlashtirish, o'quv jarayonini boshqarish, uning samaradorligini yanada ko'tirishi bilan bir qatorda ta'lim muassasasi rahbariyatiga quyidagi imkoniyatlarni yaratadi[4]:

- *talaba, guruh, mutaxassisliklar bo'yicha test natijalarini ko'rib boorish va ularning o'zlashtirish darajasiga baho berish;*

- o'qituvchilarning ma'ruza matnlari va boshqa mustaqil ishlarga mo'ljallangan materiallarni tayyorlash sifatiga baho berish;
- multimedia vositalari asosida vosita ishlarini bajarish uchun kompyuterda modellashtirilgan virtual stendlar joriy etish;
- kursni o'zlashtirish bo'yicha uslubiy materiallarni tayyorlash uchun takliflar ishlab chiqish.

Oliy ta'lim tizimida elektron kutubxona yaratish bugungi kunning dolzarb masalalardan bo'lib, u quyidagi talablar asosida amalga oshiriladi:

- yagona elektron katalog tizimiga ega bo'lgan virtual kutubxona yaratish;
- internet tarmog'i orqali oliy ta'lim tizimida elektron kutubxona faoliyatini ishga tushirish;
- oliy ta'lim tizimida elektron kutubxonalararo axborot almashinishini ta'minlash;
- Internet tarmog'i orqali umumjahon elektron tizimiga kirish;

Virtual kutubxona – bu o'quv materiallari elektron nusxada chop etilgan yagona katalog tizimiga ega bo'lgan elektron kutubxonadir. Elektron kutubxonadagi o'quv materiallarini tarmoq tizimi imkoniyatlaridan foydalanib o'qish mumkin. Elektron kutubxonadan yoki boshqa manbalardan tarmoq tizimi yordamida materiallarni olib o'qish – *virtual o'qish* deb yuritiladi.

Masofadan o'qitish tizimini o'quv materiallarini axborot zaxirasini tashkil qilishda elektron qo'llanmalarining o'rni beqiyosdir.

Talabalarning fikrlash faoliyatini AT lari yordamida ko'rsatmali tashkil qilishda uch asosiy vazifani bajarish lozim. Birinchi vazifa – ko'rsatmali qurol asosida o'rganilayotgan narsa yoki hodisaning original obrazini yaratish; ikkinchi ko'rsatmali qurolning yuzini talabalarning muayyan maqsad bilan kuzatishini tashkil etish; uchinchi vazifa-nazariy bog'liqlik va mazmuniga mos tushunchalarni hosil qilish yoki o'quv vazifalarni bajarish jarayonida obrazdan mohirona foydalanib uning mazmunini ifodalovchi harakat kiritish va tushuntirishdir. Bundan ko'rinib turibdiki barcha ta'lim metodlaridagi og'zaki tushuntirish, ko'rsatmali va amaliy metodlarga xos xususiyatlarni AT lari yordamida o'quv materiallarini obrazlar ko'rinishida birvarakayiga ifodalash orqali amalga oshirish mumkin ekan. Bu degan so'z ta'lim metodlarini birgalikda amalga oshirilishi talabalarning o'quv materiallarining o'zlashtirishini oshirishga, tushunchalar ko'rinishida fikr-mulohaza yuritishiga va aqliy o'sishiga zamin yaratadi.

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**РЕПРЕЗЕНТАЦИЯ КОНЦЕПТА «ТРУД» В ПОСЛОВИЧНОЙ КАРТИНЕ МИРА
(НА МАТЕРИАЛЕ КАРАКАЛПАКСКОЙ, РУССКОЙ И АНГЛИЙСКОЙ
ПАРЕМИОЛОГИИ).**

Султамуратов Азамат Ходжамбергенович

Магистрант.

Лингвистика Английского языка.

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Аннотация. Данная статья посвящена исследованию роли понятия "труд" в пословичной картине в рамках каракалпакской, русской и английской паремиологии. Анализируется, как это понятие оказывает влияние на формирование культурных представлений и ценностей в данных языковых средах.

Ключевые слова: Труд, Паремиология, Культурные ценности, Пословицы, Русская культура, Каракалпакская культура, Английская культура, История труда, Сравнительный анализ.

**REPRESENTATION OF THE CONCEPT "LABOR" IN THE PROVERBIAL
PICTURE OF THE WORLD
(BASED ON KARAKALPAK, RUSSIAN AND ENGLISH PAREMIOLOGY).**

Abstract. This article is devoted to the study of the role of the concept of "labor" in the proverbial picture within the framework of Karakalpak, Russian and English paremiology. It is analyzed how this concept influences the formation of cultural ideas and values in these linguistic environments.

Key words: Labor, Paremiology, Cultural values, Proverbs, Russian culture, Karakalpak culture, English culture, Labor history, Comparative analysis.

В современном обществе, пронизанном множеством культур и языков, изучение универсальных концепций, таких как труд, через призму пословичных выражений, предоставляет уникальную возможность погружения в глубину культурных особенностей.

Понимание того, как образ жизни и ценности формируются в контексте труда, является неотъемлемой частью анализа культурных различий и сходств.

Обоснование актуальности темы: Концепция труда в культуре играет ключевую роль в определении общественных отношений, формировании ценностных ориентиров и структурировании повседневной жизни. Особенно актуальным становится это в контексте современного глобального сообщества, где происходит активный обмен культурными ценностями. Исследование пословичной картины труда в каракалпакской, русской и английской паремиологии поможет нам лучше понять, как эти различные культурные среды взаимодействуют с универсальным концептом труда, формируя свои собственные уникальные традиции и нормы.

Цель исследования: Целью настоящего исследования является проведение комплексного анализа репрезентации концепции "труд" в пословичной картине каракалпакской, русской и английской паремиологии. Мы стремимся выявить общие и уникальные черты в восприятии труда в данных культурных средах, а также определить влияние этого концепта на формирование образа жизни и ценностных установок в разных культурных контекстах.

Гипотеза: Мы предполагаем, что различные культуры будут иметь свои уникальные отражения понятия "труд" в пословицах, которые отражают особенности социокультурного контекста и исторического развития. В то же время, мы ожидаем обнаружить определенные универсальные черты в представлениях о труде, которые могут пересекаться между культурами и вносить вклад в общемировое понимание этого важного аспекта человеческой жизни. [1.113]

Определение понятия "труд" в каракалпакской культуре: В каракалпакской культуре понятие "труд" занимает центральное место, отражая глубокие традиции и особенности этноса. Трактовка труда в каракалпакской культуре связана не только с физическими усилиями, но и с духовным аспектом. Труд рассматривается как средство саморазвития и важный элемент формирования личности в обществе. Ключевые черты каракалпакского понимания труда часто отражаются в их пословицах, которые становятся своеобразным кодом ценностей.

Анализ каракалпакских пословиц, связанных с трудом: Исследование пословичной картине труда в каракалпакской паремиологии позволяет выделить определенные темы и мотивы. Многие пословицы отражают уважение к труду, представляя его как путь к достижению силы, мудрости и благополучия. Важным аспектом является также обращение к коллективному труду, что отражает социальные ценности и взаимосвязь между индивидуумом и обществом. Каракалпакские пословицы о труде олицетворяют не только физическую активность, но и духовное совершенствование личности.

Роль труда в формировании образа жизни и ценностей: Труд в каракалпакской культуре не ограничивается просто средством к существованию, но играет ключевую роль в формировании образа жизни и ценностных ориентиров. Каракалпаки видят в труде неотъемлемую часть своей идентичности, способствующую сохранению традиций и культурных ценностей. Концепция труда влияет на структуру общества, определяя его экономические, социальные и духовные аспекты. Отношение к труду также формирует систему ценностей, управляющую выборами в жизни и влияющую на моральные нормы в каракалпакском обществе. [2.79]

Исследование традиций и представлений о труде в русской культуре: Русская культура богата традициями, в которых труд занимает важное место. В истории России труд часто рассматривался не только как средство выживания, но и как своеобразный путь к саморазвитию. Исследование традиций и представлений о труде в русской культуре позволяет проследить, как эта концепция вписывается в общественные, религиозные и исторические аспекты русского общества.

Сравнение русских пословиц о труде с каракалпакскими: Сравнительный анализ русских пословиц о труде с каракалпакскими может выявить сходства и различия в восприятии труда в различных культурных средах. Возможно, обнаружатся универсальные черты, которые связывают эти культуры, а также уникальные особенности, отражающие специфику каждой из них. Этот сравнительный анализ поможет расширить понимание роли труда в различных культурных контекстах.

Эволюция представлений о труде в русской истории: Исследование эволюции представлений о труде в русской истории предоставляет возможность проследить изменения в значении труда от древнерусских времен до современности. Факторы, такие

как социальные трансформации, политические изменения и экономические реформы, могли существенно влиять на восприятие труда в русском обществе. Отношение к труду, как и его роль в формировании культурных норм и ценностей, могли изменяться в зависимости от этих исторических факторов.

Понятие "труд" в английской культуре и его рефлексия в пословицах: Английская культура также имеет богатые традиции в отношении труда, которые отражаются в английской паремиологии. В этой главе будет проанализировано, как понятие "труд" воспринимается в английском обществе и как эти представления отражены в пословицах.

Работа с английскими пословицами позволит выявить особенности и уникальные черты в восприятии труда в английской культуре. [3.16]

Сравнение схожих концепций в английской и каракалпакской паремиологии:

Сравнение схожих концепций в английской и каракалпакской паремиологии предоставит возможность выявить общие темы и мотивы, связанные с трудом, а также различия в культурных особенностях. Обнаружение схожих концепций может указать на универсальные черты в восприятии труда, которые присутствуют в разных культурах, а также на влияние межкультурного обмена на формирование паремиологических выражений.

Влияние исторических событий на представления о труде в англоязычном мире:

Исследование влияния исторических событий на представления о труде в англоязычном мире позволяет проследить эволюцию этих представлений на протяжении времени. Факторы, такие как индустриальная революция, социокультурные изменения и экономические трансформации, могли существенно повлиять на восприятие труда в английском обществе. Анализ исторических событий позволит выявить связи между общественными изменениями и изменением концепции труда.

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KUZGI BUG'DOYNING O'SISHI VA RIVOJLANISHIGA FOSFORLI O'G'ITLARNI TA'SIRI

Djabborov Shavkat Razzoqovich

Toshkent davlat agrar universiteti q.x.f.f.d. katta o'qituvchisi

Ammanov Abram Bo'ron o'g'li

Toshkent davlat agrar universiteti talabasi

Xojimurodov Sunnatilla Boymurod o'g'li

Toshkent davlat agrar universiteti talabasi

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Annotatsiya. Hozirgi kunlarda Respublikaning barcha fermer xo'jaliklarida fosforli o'g'itlar kuzgi bug'doyda ilmiy - asoslanmagan me'yor, muddatlarda qo'llanilmoqda. Chunki, bu borada ilmiy izlanishlar olib borilmagan. Qolaversa g'o'za qator oralariga ekilayotgan kuzgi bug'doyda fosforli o'g'itlar fermerni imkoniyatidan kelib chiqqan holda ekishdan keyin, bug'doyni tuplanish va boshqa davrlarida ham qo'llanilayotganligi kuzatilmoqda. Bu esa qo'llanilayotgan o'g'itlarni samaradorligi pasayishiga va kuzgi bug'doyni fosfordan deyarli foydalanmayotganligini ko'rsatadi. Shunday ekan, fosforli o'g'itlarni qo'llashning maqbul me'yor va muddatlarini ilmiy asoslash shu kunning dolzarb masalasi hisoblanadi.

Kalit so'zlar: Mineral o'g'it, kuzgi bug'doy, o'sishi va rivojlanishiga, tasiri o'simlikni o'sish davrlari o'g'itlar samaradorligi.

EFFECT OF PHOSPHORUS FERTILIZERS ON GROWTH AND DEVELOPMENT OF WINTER WHEAT

Abstract. Nowadays, phosphorus fertilizers are applied to winter wheat in all farms of the Republic in unscientifically unfounded terms and conditions. Because no scientific research has been conducted in this regard. In addition, it is observed that phosphorus fertilizers are used in autumn wheat planted between rows of cotton, after planting, and in other periods of wheat, depending on the possibility of the farmer. This indicates that the efficiency of the used fertilizers decreases and that winter wheat is almost not using phosphorus. Therefore, scientific substantiation of acceptable norms and terms of application of phosphorus fertilizers is an urgent issue of today.

Keywords: Mineral fertilizer, winter wheat, the growth and development, growth periods of the plant, the effectiveness of fertilizers.

ВЛИЯНИЕ ФОСФОРНЫХ УДОБРЕНИЙ НА РОСТ И РАЗВИТИЕ ОЗИМОЙ ПШЕНИЦЫ

Аннотация. В настоящее время фосфорные удобрения вносятся под озимую пшеницу во всех хозяйствах республики в ненаучно необоснованных условиях. Потому что никаких научных исследований на этот счет не проводилось. Кроме того, отмечено, что фосфорные удобрения вносят в осеннюю пшеницу, посеянную между рядами хлопчатника, после посева и в другие периоды пшеницы, в зависимости от возможностей агрария. Это свидетельствует о том, что эффективность применяемых удобрений снижается и озимая пшеница практически не использует фосфор. Поэтому научное обоснование допустимых норм и сроков внесения фосфорных удобрений является актуальной задачей современности.

Ключевые слова: Минеральные удобрения озимой пшеницы, ее рост и развитие, эффективность удобрений в период роста растения.

Kirish. Respublikamizda hozirgi vaqtda sug'oriladigan yerlarda bug'doy yetishtirish evaziga don mustaqilligiga erishilib, bir qismini xorij davlatlariga sotish imkoniyatlariga erishildi.

Endigi vazifa sug'oriladigan yerlarda dehqonchilikni intensiv rivojlantirish, resurstejamkor texnologiyalar orqali mineral o'g'itlar samaradorligini oshirishdan iborat. Respublikada kuzgi bug'doyni 1122600 gektar maydonga ekish rejalashtirilgan bo'lib, shundan 60-65 % qismi g'oz'a qator oralariga, 30-35 % qismi esa shudgordan keyin ekiladi. Shunday ekan, kuzgi bug'doyda qo'llaniladigan barcha agrotexnik tadbir orasida ma'dan o'g'itlarga, shu jumladan fosforga bo'lgan talabini aniqlash Respublikamizda g'allachilik sohasini rivojlantirishga va don mustaqilligini yanada mustahkamlashda hal etuvchi omil bo'lib xizmat qiladi.

O'zbekiston Respublikasi qishloq xo'jaligini rivojlantirishning 2020-2030-yillarga mo'ljallangan strategiyasida "...aholining oziq-ovqat xavfsizligini ta'minlash, qishloq xo'jaligida ilm-fan, ta'lim, axborot va maslahat xizmatlari tizimini rivojlantirish, qishloq xo'jaligida intensiv innovatsion texnologiyalarni joriy qilish, atrof-muhitni muhofaza qilish, tuproq unumdorligini oshirish, ekologik sof mahsulot yetishtirish" kabi vazifalar belgilangan. Bu borada mazkur vazifalarni amalga oshirish uchun karbamid asosidagi suspenziyaning kuzgi bug'doy uchun maqbul me'yor va muddatlarini aniqlash bo'yicha ilmiy izlanishlar dolzarb hisoblanadi.

Tipik bo'z tuproqlarining mexanik tarkibi hamda qo'llanilgan o'g'itning me'yor va muddatlariga bog'liq holda o'simlik o'zlashtiradigan mineral o'g'itlarni yog'in-sochin va sug'orish suvi ta'sirida pastki qatlamlarga yuvilish darajasi va o'simliklarni o'zlashtirishi hamda don hosili va sifati aniqlanadi. Sug'oriladigan tipik bo'z tuproqlar sharoitida g'oz'a qator oralariga ekiladigan kuzgi bug'doyda fosforli azotli kaliyli o'g'itni qo'llash me'yor va muddatlariga bog'liq holda tuproqdagi nitratli azot, harakatchan fosfor, almashinuvchi kaliyning dinamikasi va o'simlik NPK o'zlashtirishi, bir tonna don uchun sarflashi hamda fosforni foydalanish koeffitsiyenti, don hosili va sifatiga ta'sirini aniqlashdan iboratdir.

Tadqiqot uslubiyati. Kuzgi bug'doy o'tkaziladigan agrotexnik tadbirlarga bog'liq holda ma'dan o'g'itlar jumladan mineral o'g'itlarni maqbul me'yorlarining samaradorligi ko'pgina izlanishlarda jumladan, T.P.Piraxunov, N.M.Ibragimov, L.A.Mirzayev, B.X.Tillabekov, I.Abduraxmonov, D.U.G'ofurov., B.K.Atoev, S.K.Maxammadiyev, M.A.Usmonova va boshqa olimlar – tadqiqotchilar tomonidan o'rganilgan. A.S.Avdoninbug'doyning ma'dan o'g'itlarga, xususan azotga, fosforga va kaliyga bo'lgan talabi va o'zlashtirishi o'simlikning sut-mum pishish davriga qadar davom etadi deb hisoblaydi. L.A.Zuyev va P.F.Golubeva larning fikricha bug'doy fosforli o'g'itlarga o'sish va rivojlanishining dastlabki kunlaridanoq ehtiyoj sezadi. Ammo, respublikamiz tuproqlarida fosfor, kaliy va organik o'g'itlarning yetishmaganligi, almashlab ekish tizimi o'zgarganligi, ma'dan o'g'itlarni bir tomonlama qo'llanilishi tufayli tuproq unumdorligi pasayib bormoqda.

Sug'oriladigan tipik bo'z tuproq, azot, fosfor va mahalliy kaliy o'g'iti, kuzgi bug'doyning "Grom" navi, qo'llash me'yor va muddatlari tadqiqotning obyektini;

Sug'oriladigan tipik bo'z tuproqlar sharoitida kuzgi bug'doyni o'sishi, rivojlanishi, o'simlikning oziqa moddalarni o'zlashtirilishi, don hosili va sifatini ta'minlovchi fosforli o'g'itni maqbul me'yor va muddatlarda qo'llash agrotexnologiyasini ishlab chiqish esa predmetini

belgilaydi. Kuzgi bug‘doyda fosforli o‘g‘itlarning me‘yor va muddatlarining samaradorligi dala tajribasi sharoitida tadqiq qilinadi. Tajriba o‘tkazish, fenologik kuzatuv, tuproq va o‘simlik namunalari olish “Dala tajribalarini o‘tkazish uslublari” (Toshkent 2007) qo‘llanmasiga asosan o‘tkaziladi.

Tuproq va o‘simlik namunalarning agrokimyoviy tahlili “Методы агрохимических, агрофизических и микробиологических исследований в поливных хлопковых районах” usulnomasiga binoan amalga oshiriladi. Olingan ma‘lumotlar B.A.Dospexov usulida statistik tahlil qilinadi. Kuzgi bug‘doyda mineral o‘g‘itlarni qo‘llashning iqtisodiy samaradorligi N.A.Baranov usulida aniqlanadi.

Tadqiqot natijalar Ta‘kidlab o‘tamizki, kuzgi bug‘doy o‘simligi azotli o‘g‘itlarga sut-mum pishish davrigacha, fosforliarga boshqalash davrigacha, kaliyga esa gullash davrigacha talabchan bo‘ladi. Kuzgi bug‘doyni oziqlantirishda NPK nisbatlarini to‘g‘ri belgilash asosiy omillardan bo‘lib hisoblanadi. tipik bo‘z tuproqlari sharoitida qo‘llanilgan mineral o‘g‘itlarning me‘yorlariga bog‘liq holda karbamid asosidagi suspenziyalar me‘yorlari va muddatlarini maqbullashtirilishi hisobiga nazorat variantida tuproqning haydov (0-30 sm) qatlamida nitratli azot miqdori (N-180, P₂O₅-125, K₂O-90 kg/ga) dastlabki holatidan 2,7-1,9 mg/kg ga, P₂O₅ – 0,7-2,4 mg/kg, K₂O – 20-28 mg/kg farqlangan, N-NO₃ miqdori 16,6 mg/kg, P₂O₅-23,7 va K₂O-300 mg/kg ni tashkil etganligi va dastlabki holatidan 2,1; 2,9 va 30,0 mg/kg ga farqlanganligi aniqlangan.

Ta‘kidlash joizki, agar kuzgi bug‘doyning poya balandligi uning qo‘llanilgan tadbirlar ta‘sirida o‘shirilsa, quruq massa to‘plashi esa rivojlanishidan darak beradi. Biz uchun muhim ko‘rsatkichlar kuzgi bug‘doyni amal davri oxirida to‘plagan quruq massasi bo‘yicha hisoblanadi, chunki, qo‘llanilgan barcha agrotexnik tadbirlarning ta‘siri shu davrda namoyon bo‘ladi.

Kuzgi bug‘doy 1 s. don hosili uchun 3,25 kg azot, 1,15 kg fosfor o‘zlashtirsa, o‘simlik orqali o‘zlashtirish koeffitsiyenti 0,67 va 0,30 bo‘lsa, har bir sentner don uchun 4,85 kg azot, 3,83 kg fosfor solinishi kerak bo‘ladi (Pryanishnikov, Zuyev, Golubyans). Demak, kuzgi bug‘doy o‘simligi uchun azot, fosfor va kaliy elementlari zarurligi aniqlangan. Lekin bular orasida fosfor alohida ahamiyatga egadir. Maqbul fosforli oziqlantirish o‘simlik rivojini tezlashtiradi, natijada erta muddatlarda hosil pishib yetiladi. Fosforli oziqlanish xujayralardagi nukleoproteinlar, oqsil miqdorini keskin oshiradi. Fosforli o‘g‘itlar kuzgi bug‘doyni ildiz tizimini shakllanishiga va o‘simlikda kechadigan barcha fiziologik jarayonlarga ijobiy ta‘sir ko‘rsatadi. Fosfor bilan maqbul oziqlantirilganda ko‘chatlar yaxshi qishlab chiqadi, kasallik va zararkunandalarga chidamliligi keskin ortadi. Fosfor o‘simlik ildizlari tomonidan adsorbsiyalanadi, so‘ng hamma to‘qima hujayralarga taqsimlanadi. O‘simliklarning hosil beruvchi organlarida ko‘proq fosfor to‘planadi. Urug‘lar shu darajada fosfor saqlashlari kerakki, ekilgan urug‘ ildiz otib, bu ildizlar tuproqdan oziqa olish darajasiga yetgunga qadar fosforgia talab bo‘lmasin. Hujayralarda fosfor, uglerod, vodorod, kislorod, azot va boshqa unsurlar bilan qo‘shilib, murakkab organik birikmalar hosil qiladi.

Fosfor o‘g‘itlar turli muddat va usullarda qo‘llanilganda kuzgi bug‘doyni o‘shirishga ta‘siri

Variant tartibi	Ma'dan o'g'itlarni yillik me'yorlari, kg/ga			Fosforni qo'llash usullari va muddatlari, kg/ga			Balandligi, sm			
	N	P ₂ O ₅	K ₂ O	ekishdan oldin	unib chiqish davrida (sochma)	tuplanishda (sochma)	Tuplanish da	Naychalashda	Boshqlashda	Amal davri oxirida
				g'o'za qator oralariga 13-15 sm chukurlikda						
1	130	-	65	-	-	-	17,3	41,2	81,7	98,1
2	130	90	65	90	-	-	18,6	44,6	84,3	101,2
3	130	90	65	-	90	-	18,4	42,5	82,8	99,7
4	130	90	65	60	-	30	18,5	43,8	84,1	100,5
5	180	-	90	-	-	-	17,8	44,1	82,9	101,3
6	180	125	90	125	-	-	18,7	46,0	86,5	105,5
7	180	125	90	-	125	-	18,6	43,9	83,9	103,6
8	180	125	90	88	-	37	18,7	45,5	85,4	104,1
9	230	-	115	-	-	-	18,1	45,5	83,3	102,1
10	230	160	115	160	-	-	18,9	46,4	87,1	106,2
11	230	160	115	-	160	-	18,7	44,5	84,5	104,2
12	230	160	115	115	-	45	18,8	46,1	86,0	104,7

Mineral o'g'itlar N₁₈₀,K₉₀ kg/ga me'yorlarda qo'llanilgan fonda fosforli o'g'it ekish oldidan 70 % (88 kg/ga) va kuzgi bug'doy tuplanish davrida 30 % (37 kg/ga) qo'llanilgan (8) variantda o'simlik balandligi naychalash davrida 45,5; boshqlashda 85,4; sut-mum pishishda 88,3 va pishishda 104,1 sm ni tashkil etib, nazoratdan mutanosib ravishda 1,4; 2,5; 3,1 va 2,8 sm ga yuqori bo'lganligi kuzatildi.

Tajribada eng maqbul ko'rsatkichlar ushbu fonda fosforli o'g'it ekishdan oldin g'o'za qator oralariga 125 kg/ga ekishdan oldin 13-15 sm chuqurlikda qo'llanilgan variantda olindi va nazoratga nisbatan naychalash, boshqlash, sut-mum pishish va pishish davrlariga mutanosib ravishda 1,9; 3,6; 4,5 va 4,2 sm ga yuqori bo'lganligi aniqlandi.

O'g'it sifatida ishlatishda fosfor azotdan keyingi ikkinchi o'rinda turadi. Shu o'g'itlarning bittasi yoki ikkalasi ham tuproqqa solinadigan o'g'itlar tarkibiga kiradi. Ba'zi bir tabiiy sharoitda o'simliklarni oziqa bilan ta'minlashda fosfor o'g'iti azotdan ham ustun turishi mumkin. Fosfor, azot va oltingugurt kislorod bilan murakkab anionlar hosil qiladi. Lekin azotga nisbatan suvda kam eriydi yoki umuman erimaydi desa ham bo'ladi. Shu tufayli o'simliklar fosforni qiyin o'zlashtiradilar.

Bir gektar yerning haydov qatlami odatda eritmada 1 kg dan kam fosfor saqlaydi (umumiy fosfor miqdori 1000 kg bo'lganda ham). Shunday bo'lsa ham fosforni suvda erimasligining ijobiy tomoni bor. U ham bo'lsa, fosfor tuproqdan kam yuviladi, (azotga nisbatan) solingan tuproq qatlamida turaveradi. Fosfor tuproqda mineral va organik shaklda uchraydi. Organik fosfor har xil birikmalarning tarkibida bog'langandir. U kimyoviy reaksiyalarda ishtirok etishi mumkin, lekin

shunday bo'lsa ham bir joyda muqim qoladi va faqat organik modda chirib ma'danlashgandan keyingina uni o'simliklar o'zlashtirishi mumkin. Shuni ham aytish kerakki, O'zbekistonning tuproqlarida umumiy fosfor miqdorlari 0,15-0,20 % bo'lishiga qaramay o'simlik o'zlashtirish mumkin bo'lgan fosfor miqdori umumiy fosforni (birlamchi fosfatlar) 3,5 % va (ikkilamchi fosfatlar) 4,0 % ni tashkil qiladi. Bu esa ekinlardan xatto o'rtacha hosil olish uchun ham yetarli emas. Kuzgi bug'doyning tuplanish davrida turli fonlarda qo'llanilgan fosforli o'g'it me'yorlaridan qat'iy nazar nazorat variantiga yaqin ko'rsatkichlar olindi.

Shunday ekan yuqoridagi ma'lumotlar asosida xulosaga keladigan bo'lsak, mineral o'g'itlar N_{180}, K_{90} kg/ga fonda fosforli o'g'it ekishdan oldin g'o'za qator oralariga 125 kg/ga ekishdan oldin 13-15 sm chuqurlikda qo'llanilish kerakligi ilmiy jihatdan isbotlandi.

Xulosalar.

Sug'oriladigan tipik bo'z tuproqlar sharoitida kuzgi bug'doyda fosforli o'g'itni maqbul qo'llash me'yor va muddatlarini samaradorligi ilk bor ilmiy jihatdan asoslanadi; qo'llanilgan fosforli o'g'itni azot va kaliy fonida kuzgi bug'doyda fosforni o'zlashtirish koeffitsentiga Kuzgi bug'doyni rivojlanish davrlariga bog'liq holda nisbatan yuqori umumiy azot, fosfor va kaliy miqdorlari suspenziyalar 8,0 kg/ga naychalashda va 12,0 kg/ga boshhoqlashda $N-180, P_2O_5-125, K_2O-90$ kg/ga fonida qo'llanilganda kuzatilib, naychalash davrida mutanosib ravishda 3,100; 0,740; 1,320 % ni, don tarkibida 2,320; 0,860 va 0,520 % ni tashkil etgan kuzgi bug'doyda mineral o'g'itning maqbul (g'o'za va kuzgi bug'doy qisqa rotatsiyali navbatlab ekish tizimida) qo'llash me'yor va muddatlarini aniqlashdan iborat. Kirish, adabiyotlar sharhi, tajriba olib borish uslubiyoti, tuproq-iqlim sharoitlari, asosiy qismda esa- olib borilgan tajriba natijalarining ilmiy taxlili, mavzuda o'rganilgan ekin hosil ko'rsatkichlari tahlili, xulosa va takliflardan iborat.

Demak, yuqoridagi ilmiy ma'lumotlar asosida xulosaga keladigan bo'lsak, kuzgi bug'doyning ang'iz va ildiz qoldiqlarining miqdor o'zgarishi barcha agrotexnik tadbirlar kabi fosforli o'g'itni qo'llash me'yor, muddat va usullariga ham bog'liq ekanligi aniqlandi.

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BOLALARDA O'SMA KASALLIKLARI BELGILARI XAVFI VA DAVOLASH

Sobirova Nozila

Turon Zarmed Universiteti talabasi.

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Annotatsiya. Bosh miya o'smalari bolalarda uchraydigan xavfli o'sma kasalliklarining 20 foizigacha tashkil etadi. Tuzilishi va xususiyatiga ko'ra bu o'smalar bir-biridan farq qiladi. Bolalarda asosan miyachadan kelib chiqadigan medullablastomalar (mustaqil rivojlanadigan o'smalar), shuningdek astrotsitoma (markaziy nerv tizimi xavfli o'smasi), orqa miyada paydo bo'ladigan glioblastoma va miya ichki bo'shliqlarida rivojlanadigan endimoma o'smalari uchrab turadi.

Kalit so'zlar: bosh miya o'smalari, glioma, astrocitoma, endimoma, medulloblastoma.

RISK AND TREATMENT OF SYMPTOMS OF TUMOR DISEASES IN CHILDREN

Abstract. Brain tumors make up to 20% of malignant tumor diseases in children. These tumors differ from each other in their structure and characteristics. In children, medullablastomas (tumors that develop independently), as well as astrocytomas (malignant tumors of the central nervous system), glioblastomas that arise in the spinal cord, and ependymoma tumors that develop in the internal spaces of the brain are found in children.

Key words: brain tumors, glioma, astrocytoma, ependymoma, medulloblastoma.

РИСК И ЛЕЧЕНИЕ СИМПТОМОВ ОПУХОЛЕВЫХ ЗАБОЛЕВАНИЙ У ДЕТЕЙ

Аннотация. Опухоли головного мозга составляют до 20% злокачественных опухолевых заболеваний у детей. Эти опухоли отличаются друг от друга по своему строению и характеристикам. У детей обнаруживают медуллобластомы (опухоли, развивающиеся самостоятельно), а также астроцитомы (злокачественные опухоли центральной нервной системы), глиобластомы, возникающие в спинном мозге, и опухоли эпендимомы, развивающиеся во внутренних пространствах головного мозга.

Ключевые слова: опухоли головного мозга, глиома, астроцитомы, эпендимомы, медуллобластома.

KIRISH

Miya o'smalari rivojlanishining asosiy sababi tashqi omillar deb hisoblanadi radiatsiya, kanserogenlar, gormonal buzilish, virusli infektsiyalar. Ushbu qo'zg'atuvchilar hujayralardagi genlar shikastlanishini keltirib chiqaradi va ularning mutatsiyasiga olib keladi. Miya saratonining yagona isbotlangan sababi radiatsiya hisoblanadi. Bundan tashqari, hujayralarning yomon sifatliga aylanishiga quyidagilar ta'sir qiladi deb hisoblanadi [1-5].

24. Aspartam — shakar o'rnini bosuvchi modda

25. Xlorli vinil — plastmassa ishlab chiqarishda ishlatiladigan kuchsiz shirin hidli rangsiz gaz

26. Mobil telefonlarning elektromagnit radiatsiyasi

27. Yuqori kuchlanishli elektr uzatish liniyalari

Ba'zi o'sma turlari genetik anomaliyalar bilan bog'liq.

Pilositar astrositoma irsiy kasallik — neyrofibromatozdan (fon Reklingxauzen kasalligi) kelib chiqadi [6].

Miya saratoni hosil bo'lgan joyga qarab, patologiyaning belgilari quyidagicha bo'lishi mumkin:

- Agar neoplazmalar katta miya yarimsharlarida miya chodiridan yuqorida rivojlansa, erta bosqichlarda patologiyaning belgilari lokal epileptik tutqanoqlar sezilishi, kamroq hollarda mushaklarning qisman falajlanishi, nutq buzilishlari hisoblanadi.

- Orqa miya suyuqligi siqilishi sayin bosh suyagi ichi bosimi oshishi belgilari — qusish, bosh og'rig'i, ko'ngil aynishi, bosh aylanshi ko'z olmasining ichki yuzasida dimlanishlar kuzatiladi.

- Yon qorinchalarda miya saratoni vegeto-tomir buzilishlari (periferik vegetativ asab tizimi shikastlanishi bilan bog'liq buzilishlar) budan tashqari gidrosfera rivojlanishi bilan birga kechadi.

- Subkortikal-trunkal miya bo'limlari uchun to'rt tepalik sindromli saraton xarakterlidir — miyaning gidrosefaliyasi rivojlanishi fonida ko'zlarning bir-birga yaqinlashishi, yuqoriga sinxron ko'tarilishining buzilishi (yuqoriga qarash parezi).

- Xiazma gliomalari ko'rish buzilishlari bilan namoyon bo'ladi: ko'z tubi ko'rigi vaqtida nerv atrofiyasi hodisalari bilan ko'rish o'tkirligining pasayishi va ko'rish maydonlarining buzilishi, o'sma gipotalamus tuzilmalarini shikastlashi natijasida gormonal o'zgarishlar.

- Epifiz neoplaziyasida erta jinsiy va jismoniy rivojlanish qayd etiladi, ko'zni harakatlantirish buzilishlari rivojlanadi.

- Miyacha va uzunchoq miyani shikastlaydigan o'smalar gidrosefaliya rivojlanishiga olib keladi, chunki u likvor — orqa miya suyuqligining qayta oqishiga to'sqinlik qiladi. Klinik jihatdan, bu gipertenzion-gidrosefal miyachalarli krizlar bilan kechadi — boshda kuchli keskin og'riq.

GLIOMALAR

Epitelial hujayralardan tashkil topgan bosh miya saratoni (gliomalar, glial neoplazmalar) eng ko'p uchraydiganlari hisoblanadi. Gliomalar orasida kuzatuvlarning 60 foizida astrositomalar uchraydi va ular to'rtta asosiy turda bo'ladi. Oligodendroglioma bilan 40-60 yoshli kishilar kasallanadi, ba'zida u bolalikda ham aniqlanadi. O'sma nekroz o'choqlari, kistalar va kalsinatlar mavjud bo'lgan miya tuzilmalaridan ajralib turuvchi tugundan iborat bo'ladi. Bosh miya saratoni po'stlog'iga tarqalib, turli xil chuqurlikda o'sib kiradi, retsidivlarga moyil bo'ladi. Malignizatsiya salohiyati past bo'lgan saraton yaxshiroq kechish prognoziga ega.

MEDULLOBLASTOMA

Medulloblastoma — yomon sifatli miya embrional o'smasi. Ko'pincha bolalik va o'smirlik davrida kuzatiladi. Ko'pchilik bolalarda neoplazma hayotning birinchi o'n yillik davrida klinik jihatdan namoyon bo'ladi, eng yuqori cho'qqisi — 5 yosh.

Ushbu saraton asosan miyachaning chuvalchangsimon qismida joylashadi, ko'pincha qo'shni to'qimalarga o'sib kiradi, eng ko'p to'rtinchi qorincha bo'shlig'iga. Kistoz o'zgarishlar, shish, nekroz bilan kechadi, kam hollarda kalsinatlar mavjud bo'ladi. Qon ketishlari kam uchraydi.

Qorinchalar tizimi bilan aloqasi uning orqa miya suyuqligi bo'ylab metastazlanishi bilan bog'liq. Bemorlarning uchdan bir qismida, ayniqsa kichik yoshda, tashxis vaqtidayoq metastaz aniqlanadi. Taxminan 5% hollarda u asab tizimidan tashqarida, odatda suyak iligi, suyak, o'pka va limfa tugunlarida aniqlanadi [7, 8].

BOSH MIYA POYASI GLIOMALARI

Bosh miya poyasi gliomalari — mutlaqo geterogen neoplazmalardir. Kuzatuvlarning 60 foizida poya gliomalari past darajada malignizatsiyali o'smalar deb ta'riflanadi, lekin ba'zan hatto bir xil o'sma doriasida ham tuzilmaviy geterogenlik kuzatiladi.

Alomatlar kalla-miya nervlarning yadrosi patologik jarayonga qanchalik jalb etilganligiga qarab o'zini namoyon qiladi. Gliomalar tarqoq, fokuslangan va aralash bo'lishi mumkin [9].

METASTATIK HOSILALAR

Bosh miyaning metastatik shikastlanishi — saraton kechishining jiddiy asoratlanishidir. Ularning chastotasi yuqori. Markaziy asab tizimida birlamchi paydo bo'ladigan o'smalardan ko'ra metastazlar ancha ko'proq uchraydi [5].

Ikkilamchi markazlarning paydo bo'lishi har qanday yoshda kuzatiladi, lekin ko'pincha 45-75 yoshli bemorlarda bo'ladi. Shikastlanishning asosiy manbalari:

- o'pka saratoni — 50%;
- sut bezlari saratoni — 18-30%;
- melanoblastoma (pigment hujayralaridan rivojlanadigan teri saratoni);
- qalqonsimon bez saratoni [10].

Bosh miya metastazlari — o'sma rivojlanishining IV bosqichidir. A'zo ko'plab shikastlanadi [9].

Ikkilamchi xarakterli miya saratonining birinchi belgilari turlicha bo'ladi:

5. O'smaga o'xshash variant — saraton alomatlari ma'lum (qisqa) vaqt ichida o'sib boradi;
6. Apopleksik variant, insultga o'xshash — alomatlar o'tkir namoyon bo'ladi va odatda ikkilamchi o'choqqa qon ketishi yoki miya tomirining o'sma bilan tiqilib qolishi bilan bog'liq;
7. Remittirlovchi variant — klinik belgilar to'liqsimon kechadi, tomirli yoki yallig'lanishli rivojlanishni imitatsiya qiladi.

Kasallik kechishi mahalliy va tizimli alomatlarning kombinatsiyasi bilan belgilanadi va ikkilamchi o'choqning hosil bo'lish joyi, o'choq yaqinidagi shikastlanishining namoyon bo'lish darajasi, shish bilan bog'liq. Boshda og'riq, mushaklarning qisman falajlanishi, psixikaning buzilishi, konvulsiv tutqanoqlar yuzaga keladi. Ba'zi bemorlarda kasallik alomatlarsiz kechadi [7-9].

O'smaning hajmi kattalashib borishi bilan komressiya (ezish), shish va ishemiya qo'shni hujayralarga, keyinchalik uzoqroqdagi hujayralarga tarqaladi va o'ziga xos simptomlar beradi. Umumiy miya simptomlari, ya'ni bosh miya ichki bosimi oshishi va miya shishlari hisobiga kelib chiqqan asoratlar hisobiga. O'smaning katta hajm egallashi hisobiga dislokatsion sindrom kelib chiqadi — miyachaning zararlanishi hisobiga [6].

Bosh og'rig'i — mahalliy bosh og'rig'i bosh miya o'smalarining erta belgilaridan biridir. Uning kelib chiqishiga sabab retseptorlarning qo'zg'alishidir, ya'ni miya sinuslarida joylashgan, tomirlardagi retseptorlar hisobiga. Tarqoq sefalgiya 90 % hollarda subtentorial o'smalarda va 77 % hollarda supratentorial o'smalarda natijasida kuzatiladi. Og'riq xarakteri chuqur, intensiv takrorlanuvchi, xurujsimon ko'rinishda bo'ladi [10, 11].

MIYA O'SMALARINI TASHXISLASH

O'sma kalla suyagi ichida joylashgani sababli, ushbu kasallikni o'z vaqtida tashxislash qiyin bo'ladi. Ba'zan katta o'lchamdagi o'simtalar zaif alomatlar bilan namoyon bo'ladi, kichik o'lchamdagilari esa yorqin alomatlar bilan. Kasallik alomatlari zaif ifodalanar ekan, bemorlar kamdan-kam hollarda shifokorga murojaat qilishadi, faqatgina bemorning ahvoli jadal ravishda yomonlashib borayotgandagina bunga e'tibor qaratiladi [11].

Miya o'smalarini tashxislash turlicha usullarida amalga oshiriladi.

Noinvaziv usullar:

- Nevrologik tekshiruv;
- Patopsixologik tekshiruv;
- Neyrooftalmologik tekshiruv;
- Otonevologik tekshiruv;
- Kompyuterli tomografiya;
- Exoensefalografiya (ultratovush);
- Elektroensefalografiya.

Invaziv usullar:

• Likvorni tekshirish: likvorning bosimi, likvorda oqsil mavjudligi, sitologik tekshiruv, likvor sitoskopiyasi, likvorni B- glyukuronidaza faollik predmetiga tekshirish, izoferment tarkibini tekshirish.

- Vena ichiga kontrast modda yuborish bilan KT;
- Stsintigrafiya;
- Endoskopik tekshiruv;
- Immunogostiokimyoviy diagnostika;
- Tashxisni yakuniy aniqlashtirish uchun bevosita operatsiya oldidan punktsion biopisya [8, 9, 11].

Xavfli o'sma kasalliklarini davolash

Xavfli o'sma kasalliklarini davolash dastlab jarrohlik yo'li bilan boshlanib, keyinchalik kimyo va nur terapiyasi bilan davom ettiriladi. Masalan bosh miya o'smalari uchraganda avvalo o'sma olib tashlanadi va keyin davomli muolaja buyuriladi. Agar davolash ishlari bosqichma-bosqich o'tkazilib qunt bilan oxiriga yetkazilsa bola batamom sog'ayib ketadi. Agar davolanish erta bosqichlarda boshlansa, bemorlarning 5 yil davomida yashovchanligi ko'rsatkichi 60-80% ni tashkil etadi. Ammo davolanishning kech boshlanishi va operativ davolash imkoni yo'qligida 5 yillik yashovchanlik 30-40% dan oshmaydi [10]. Aksincha bu ko'rsatkich xatoki bundan ham pasayish mumkin.

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FACTORS OF USING EUROPEAN TOURISM ASSOCIATIONS AND THEIR EXPERIENCE IN UZBEKISTAN

Xallibekova Shakhlo Abdumalik qızı

Student of "Guiding and Tourism" specialization of Karakalpak State University named after Berdak.

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Abstract. Tourism associations play a crucial role in the development and promotion of the tourism industry worldwide. This scientific article explores the factors that contribute to the utilization of European tourism associations and examines their experience in the context of Uzbekistan. The study sheds light on the benefits, challenges, and potential opportunities that arise from collaboration between European tourism associations and the tourism sector in Uzbekistan. By analyzing these factors, this article aims to provide valuable insights into enhancing the cooperation between European tourism associations and Uzbekistan's tourism industry for sustainable growth and development.

Key words: Tourism associations, Collaboration, European tourism, Uzbekistan, Tourism industry, Destination development, Marketing strategies.

ФАКТОРЫ ИСПОЛЬЗОВАНИЯ ЕВРОПЕЙСКИХ ТУРИСТИЧЕСКИХ АССОЦИАЦИЙ И ИХ ОПЫТ В УЗБЕКИСТАНЕ

Аннотация. Туристические ассоциации играют решающую роль в развитии и продвижении туристической отрасли во всем мире. В данной научной статье исследуются факторы, способствующие использованию европейских туристических ассоциаций, и рассматривается их опыт в контексте Узбекистана. Исследование проливает свет на преимущества, проблемы и потенциальные возможности, которые возникают в результате сотрудничества между европейскими туристическими ассоциациями и туристическим сектором Узбекистана. Анализируя эти факторы, данная статья призвана предоставить ценную информацию об укреплении сотрудничества между европейскими туристическими ассоциациями и туристической индустрией Узбекистана для устойчивого роста и развития.

Ключевые слова: Туристические ассоциации, Сотрудничество, Европейский туризм, Узбекистан, Индустрия туризма, Развитие дестинаций, Маркетинговые стратегии.

INTRODUCTION

The tourism industry in Uzbekistan has witnessed significant growth and transformation in recent years. To further enhance its competitiveness in the global tourism market, Uzbekistan has sought to establish partnerships with European tourism associations. This article investigates the factors that influence the utilization of European tourism associations in Uzbekistan and explores the experiences gained through such collaborations.

MATERIALS AND DISCUSSION

Benefits of European Tourism Associations: European tourism associations offer numerous benefits to Uzbekistan's tourism industry. Firstly, they provide access to extensive networks of tourism professionals, enabling knowledge sharing, best practice exchange, and capacity building. Secondly, these associations facilitate marketing and promotional activities,

increasing the visibility and attractiveness of Uzbekistan as a tourist destination. Additionally, European tourism associations often offer training programs and certifications, which can enhance the skills and competencies of the local tourism workforce. [1.18]

Factors Influencing the Use of European Tourism Associations: Several factors contribute to the utilization of European tourism associations in Uzbekistan. These include:

a) **Institutional Support:** Government policies and initiatives supporting international collaborations and partnerships in the tourism sector play a vital role in facilitating the use of European tourism associations.

b) **Networking Opportunities:** The ability to establish relationships and networks with European tourism professionals and stakeholders is a significant driver for engagement with European tourism associations. [2.93]

c) **Knowledge Exchange:** The opportunity to learn from the experiences, expertise, and best practices of European tourism associations is a motivating factor for their utilization in Uzbekistan.

d) **Funding and Resources:** Access to funding, grants, and resources provided by European tourism associations can alleviate financial constraints and enable the implementation of tourism development projects in Uzbekistan.

Challenges and Potential Opportunities: While the use of European tourism associations in Uzbekistan offers many benefits, certain challenges may arise. These challenges include language barriers, cultural differences, and differing approaches to tourism management and promotion. [5.86] However, these challenges can be mitigated through effective communication, cross-cultural understanding, and adaptability. Furthermore, collaborations with European tourism associations open up potential opportunities for Uzbekistan's tourism industry. These opportunities include attracting a broader range of international tourists, diversifying tourism products and services, implementing sustainable tourism practices, and adopting innovative marketing strategies. **Case Studies: Experiences in Uzbekistan:** This section presents case studies and examples of European tourism associations collaborating with Uzbekistan's tourism industry.

These case studies highlight successful partnerships, lessons learned, and the impact of such collaborations on the development and promotion of Uzbekistan as a tourist destination. The utilization of European tourism associations in Uzbekistan offers significant advantages for the development and growth of the country's tourism industry. By leveraging the benefits of these associations, Uzbekistan can enhance its competitiveness in the global tourism market and attract a diverse range of international visitors. Effective collaboration between European tourism associations and Uzbekistan's tourism sector can contribute to sustainable tourism development, capacity building, and improved marketing strategies. It is essential for Uzbekistan to continue fostering partnerships with European tourism associations while addressing challenges and capitalizing on potential opportunities to achieve long-term success in the tourism industry. [6.72]

Recommendations for Future Collaboration: Based on the analysis of factors influencing the use of European tourism associations in Uzbekistan and the experiences gained from existing collaborations, the following recommendations are proposed for enhancing future cooperation:

a) **Strengthen Government Support:** The government of Uzbekistan should continue to provide institutional support, favorable policies, and incentives to encourage partnerships with European tourism associations. This support can include financial assistance, streamlined regulatory processes, and the establishment of dedicated tourism development agencies.

b) Foster Networking and Knowledge Exchange: Efforts should be made to facilitate networking opportunities between Uzbekistan's tourism industry stakeholders and European tourism professionals. This can be achieved through organizing conferences, seminars, workshops, and study tours that promote interaction and knowledge exchange.

c) Address Language and Cultural Barriers: Language and cultural differences can pose challenges to effective collaboration. To overcome these barriers, language training programs and cultural sensitivity workshops can be organized for tourism professionals in Uzbekistan.

Additionally, the translation of relevant materials into local languages can facilitate better communication and understanding.

d) Encourage Skill Development: European tourism associations often offer training programs and certifications. Uzbekistan should encourage its tourism workforce to participate in these programs to enhance their skills and competencies, ultimately improving the quality of tourism services provided in the country.

e) Promote Sustainable Practices: Collaboration with European tourism associations can provide valuable insights into sustainable tourism practices. Uzbekistan should prioritize the adoption of sustainable approaches, including responsible tourism management, environmental conservation, and community engagement. This can contribute to the long-term viability of the tourism industry while preserving the country's natural and cultural heritage.

f) Embrace Digital Marketing and Technology: European tourism associations are often at the forefront of digital marketing and technological advancements in the tourism industry. Uzbekistan should leverage these expertise and resources to enhance its online presence, develop innovative marketing strategies, and adopt digital tools for destination promotion and visitor engagement.

g) Monitor and Evaluate Collaborative Initiatives: It is crucial to monitor and evaluate the outcomes and impacts of collaborative initiatives between European tourism associations and Uzbekistan's tourism industry. This will help identify areas of success, challenges faced, and areas for improvement, ensuring that future collaborations are more effective and mutually beneficial.

Collaboration with European tourism associations provides numerous benefits and opportunities for the development and promotion of Uzbekistan's tourism industry. By understanding the factors influencing their use and examining the experiences gained through such collaborations, Uzbekistan can further enhance its position as an attractive and competitive tourist destination. The recommendations provided in this article aim to guide future collaboration efforts, fostering sustainable growth, and improving the overall quality and competitiveness of Uzbekistan's tourism sector. By capitalizing on the strengths and expertise of European tourism associations, Uzbekistan can create a thriving and sustainable tourism industry that contributes to the country's economic development and cultural preservation.

CONCLUSION

Through continued efforts to strengthen partnerships, foster knowledge exchange, and support capacity building, Uzbekistan can establish itself as a model for successful collaboration between tourism associations and emerging tourism destinations. By embracing innovative strategies, sustainable practices, and digital advancements, Uzbekistan can seize the opportunities presented by collaboration with European tourism associations and ensure a bright future for its tourism industry.

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**BALALAR MUZIKA MEKTEPLERINDE BAQSISHILIQ BÓLIMI OQÍWSHÍLARÍNA
DUWTAR SAZ ÁSBABÍN NOTA MENEN SHERTIP ÚYRETIWDÍŇ
PEDAGOGIKALÍQ ÁHMIYETI**

Tajetdinova Sofya Mnajatdinovna

Ájiniyaz atındađı Nókis mámleketlik pedagogikalıq institutı,
Muzikalıq tálım kafedrası docenti.

Orınbaeva Erkinay Quanıshbay qızı

Muzika tálımı hám kórkem óneri qániygeliginiń 2-kurs magistrantı.

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Annotatsiya. Bul maqalada balalar muzika mekteplerinde baqsıshılıq kórkem óneri boyınsha tálım alıp atırđan oqıwshılardı duwtar saz-ásbabın nota menen shertiwdi úyretiwdi pedagogikalıq ahmiyati haqqında sóz etiledi.

Tayansh sóz hám sóz dizbekleri: Duwtar, baqsı, professional, pedagogika, konferenciya, nota, repertuar, dinamika.

**PEDAGOGICAL SIGNIFICANCE OF LEARNING TO PLAY THE MUSICAL
INSTRUMENT DUTAR BY NOTE FOR STUDENTS OF MUSIC SCHOOLS OF THE
BAKSY DEPARTMENT**

Abstract. In this article is discussed the pedagogical importance of teaching the musical instrument to the students who are trained in the art of singing in children's music schools.

Key words: Dutor musical instruments, singer, professional, pedagogy, conference, note, repertoire, dynamics.

**ПЕДАГОГИЧЕСКОЕ ЗНАЧЕНИЕ ОБУЧЕНИЯ ИГРЫ НА МУЗЫКАЛЬНОМ
ИНСТРУМЕНТЕ ДУТАР ПО НОТЕ УЧАЩИХСЯ МУЗЫКАЛЬНЫХ ШКОЛ
ОТДЕЛЕНИЯ БАКСЫ**

Аннотация. В данной статье рассматривается педагогическая значимость обучения игре на музыкальном инструменте дутар по нотам учащихся, обучающихся певческому искусству в детских музыкальных школах.

Ключевые слова: Дутар, бахши, (исполнитель дутара), профессионал, педагогика, конференция, нота, репертуар, динамика.

Qaraqalpaq xalqınıń muzıka mádeniyatı kóp ásirlik tariyxqa iye. Qaraqalpaq xalqında baqsıshılıq óneri ázel – ázelden ustaz shákirt jolı menen búgingi kúnge shekem jetip kelgen.

Baqsıshılıq óneri duwtar saz áspabı menen qaraqalpaq xalqınıń milliyligin, tariyxın súwretlewshi dástan hám qosıqlar arqalı baqsılar tárepinen atqarılıp kelingin. Bunda baqsıshılıq óneriniń kórnekli wákili Aqımbet baqsı bolıp ol baqsıshılıq óneriniń atadan – balađa, ustazdan shákirtke shınjırma shınjır usılında rawajlandırıp búgingi kúnge shekem sap halında jetip keliwinde salmaqılı úles qosqan. Baqsıshılıq kórkem ónerin qaraqalpaqstan kóleminde izertlegen ózleriniń ilimiy bahalı miynetleri menen belgili ilimpazlarımız, alımlarımız Qallı Ayımbetov, Qabil Maqsetov, Nawrız Japaqov, Tájjıgúl Adambaeva, Sarıgúl Bahadirova, Ásen Alımovlar bolıp tabıladı. Olar ózleriniń ilimiy miynetlerinde qaraqalpaq awız eki professional dóretuwshiliginiń tariyxıy dereklerin hám rawajlanıw basqıshların kórsetip bergen.

Baqsıshılıq óneri boyınsha búgingi kúnde jas alımlarımızdan docent Artıqbay Erejepov hám docent Íqlasbay Moyanovlar da kóplegen ilimiy miynetleri menen xalıq aralıq

konferenciyalarda qatnasıp bul tarawdı rawajlandırıp jas izleniwshi baqsılardıń elede tereńirek úyreniwinde ózleriniń úleslerin qosıp hár tárepleme izlenip kelmekte.

1991 - jil Japaq Shamuratov atındaǵı xoreografiya uchilishesinde “Milliy muzıka” bólimi ashıldı. Bul ashılıw bárshe baqsıshılıq óneri boyınsha kásip iyeleri bolǵan qánigelerdi hám bul ónerge qızıǵıwshı jaslar ushın úlken quwanış penen qarsı alındı. Ustaz pedagog Ózbekstan xalıq baqsısı Ğayratdin Ótemuratov bul bólimge basshılıq etip kóp talantlı baqsılardı jetilistirip shıǵardı.

Bunda ol dástanlardı hám xalıq qosıqların hám namaların yad halında úyretiw usılı menen búgingi kúнге shekem sap halında saqlap jetkerip keliwin támiyinledi.

Ájiniyaz atındaǵı Nókis mámleketlik pedagogikalıq institutınıń “Muzikalıq tálim” kafedrası professorı Dawletmurat Allanazarov balalar muzıka hám kórkem - óner mekteplerinde baqsıshılıq ónerinde oqıp bilim alıp atıpǵan oqıwshılar ushın nota sawatın jetilistiriw xalıq qosıqların hám namaların muzıka mektepke qádem taslaǵannan baslap nota menen shertip úyrenip sawatlı bolıp jetilisiw shıǵıwı ushın “Qaraqalpaq milliy Alamoynaq duwtar sázendesheligi” sabaqlıǵı 1 - klass kitabı notalaştırılıp 2011 – jil baspadan shıqtı.

Professor Dawletmurat Allanazarovtıń bul oqıwlıq miyneti xalqımızdıń milliy muzıkasınıń ótmishtegi ataqlı baqsı sázendelerimiz atqarıp kelgen namalardı nota menen shertiw boyınsha tolıq paydalanıw imkaniyatın berdi. Bul sabaqlıqtıń bahalıǵı sonnan ibarat milliy muzıkaǵa, saz ásbapqa jańasha názer taslawdı hám onı tereń nota menen úyreniwdi talap etedi. Búgingi kúngi jetilisiw atırǵan jas qánigeler ushın bul imkaniyatlar jas áwlatdı tárbiyalawda ózine tán tákirarlanbas hám tawsılmas bilim bulaǵı bolıp xızmet etedi.

“Qaraqalpaq alamoynaq duwtar sázendesheligi” sabaqlıǵı arqalı iqlasbent jaslarımızda háweskerler dógeregi qatnasıwshılarında eger nota sawatı bolsa jeke óz betinshe “Alamoynaq” duwtar saz áspabın nota menen shertip úyrene aladı, házirgi kúnde bul oqıwlıq tiykarǵı ádebiyatları bárlıq balalar muzıka hám kórkem óner mekteplerinde sabaqlıq retinde balalarǵa 1 - klass sabaqlıǵınan baslap 5 - klass sabaqlıǵına shekem izbe - iz ótilip barıladı, kitapta qaraqalpaq xalıq “Alamoynaq duwtar” áspabı dúzilisi, poziciyası, notalardıń duwtar perdelerindegi jaylasıwı, duwtardı durıs uslap otırıwı qaǵıydaları, dásti durıs qaǵıw, perdelerde barmaqlardıń jaylasıw tártibi hám sonıń menen birge qaraqalpaq xalıq sazları, qosıqları berilgen.

Balalar muzıka mekteplerinde baqsıshılıq bólimi oqıwshılarına duwtar saz ásbabın nota menen shertip úyretiwdiń pedagogikalıq áhmiyeti sonnan ibarat nátiyjede:

- qosıq hám namalardı ápiwayıdan quramalıǵa qarap pedagogikalıq princip tiykarında úyreniw jolǵa qoyıladı;
- xalıq qosıqları hám namalarınń taza halında úyreniw hám jetkeriwge erisiledi;
- háwesker qızıǵıwshı óz betinshe úyreniwshide notaǵa qarap shertiw múmkinshiligine iye boladı;
- oqıwshılarda sawatlı túrde duwtar saz áspabın notaǵa qarap shertiw kónlikpesi qalıplesedi;
- duwtar saz ásbabın nota menen úyreniw arqalı basqa xalıqlardıń qosıq hám namaların shertiw imkaniyatına iye boladı;
- duwtar saz ásbabın nota menen professional dárejede shertiw dárejesine erisiledi;
- duwtar saz ásbabın professional dárejede nota menen shertiw tájiriyesi artadı.

Duwtar saz áspabın oqıwshılarda nota menen úyretiwde oqıtıwshı oqıwshınıń hár tárepleme uqıbın úyrenip shıǵıp onıń muzikalıq esitiw qábiletin, notanı oqıw qábiletin esapqa

alğan halda barmaqların duwtar perdelerinde júritiw qaǵıydaların basqışpa basqış úyreniwini támiyinlew maqsetke muwapıq boladı. Sonda sabaq nátiyjeli bolıp ótıledi hám kútilgen joqarı nátiyjeni beredi. Oqıwshılar hár qanday shıǵarmanı nota menen úyreniwiniń tiykarında olardıń umıtılıp qalıwınan saqlaydı. Sonıń menen birge notaǵa qoyılǵan hár qıylı dinamikalıq belgiler arqalı qosıqtıń yamasa muzıkanıń mazmunın tıńlawshılardıǵa jetkeriwde úlken járdem beredi.

Baqışılıq ónerin úyreniwshi qánigelerge izleniwlerdiń juwmaǵı boyınsha usınıs etiledi:

- balalar muzıka hám kórkem,

- óner mekteplerinde oqıp atırǵan kishkene bolajaq baqsılarımızǵa mektep repertuari sıpatında olardıń jas ózgesheliklerin esapqa alǵan halda dawıs diapazonlarına tuwrı keletuǵın duwtar saz áspabı menen atqarılatuǵın qosıqlar jazılса, kishi kólemdegi muzıka shıǵarmaları dóretilse, baqışılıq ónerin nota menen úyrenip baslawına jaqsı baslama bolǵan bolar edi.

Onnan sońǵı oqıytuǵın qániyelestirilgen mekteplerdiń baqışılıq óneri bólimi oqıwshıları ushın óz aldına baǵdarlama dúzilse, baǵdarlamanıń dawamlı izin joqarı oqıw orınlarındaqı bakalavr jónelisinde oqıp atırǵan baqsılarımız ushın dúzilse hám sonıń menen birge bul qánigeliktegi student jaslar házirgi baqsılarımız tárepinen atqarılıp atırǵan dástanlardı atqarıw dárejesine iye bolsa maqsetke muwapıq bolar edi.

Demek, ulıwmalastırıp aytqanda duwtar saz áspabın nota menen úyretiwdiń pedagogikalıq áhmiyeti sonnan ibarat oqıwshı jaslarımız barlıq jazılǵan muzıkalıq shıǵarmalardı, xalıq qosıq hám namaların nota menen shertiw imkaniyatına iye boladı. Xalıq qosıqların hám milliy namalardı nota menen shertip úyreniw arqalı baqışılıq ónerinde bilim beriwdiń sapasınıń sıpatlı bolıwı támiyinlenedi.

Ózbekstan Respublikası Prezidentiniń 2022 - jil 2 – fevral kúngi “Mádeniyat hám kórkem - óner tarawın jánede rawajlandırıwǵa baylanıslı qosımsha is – ilajlar haqqında” ǵı 112 – sanlı qararı qabıl etildi. Bunda tiykarınan “Ulıwma bilim beriw mákemelerinde milliy saz asbaplarınıń birewinde qosıq aytıw sheberligi úyretiledi jáne bul haqqında olardıń bilimlendiriw haqqındaǵı hújjetine tiyisli tártipte dizimge kirgizilip, 2023 - 2024 oqıw jılınan baslap bolsa úsh milliy saz áspabında shertip qosıq aytıw sheberligine iye bolıw “Muzıka” pání oqıtıwshıları ushın májbúriy esaplanadı” delingen[1].

Bul búgingi kún qánigeleri aldına qoyılǵan juwapkerli wazıypa bolıp jaslarımızdı saz ásbapların shertip úyreniw ushın jaratılǵan imkaniyatlar qay dárejede ekenliginen derek beredi.

Bul qarardıń orınlanıwın támiyinlewde de milliy saz áspablardı bolǵan duwtar saz áspabın nota menen shertip úyretiwdiń jolǵa qoyılıwı itibarǵa alınadı.

Juwmaqlap aytqanda baqışılıq ónerinde bilim alıp atırǵan oqıwshı jaslardı zaman talabına juwap beretuǵın dárejede sapalı oqıtıwda xalqımızdıń búgingi qánige ustazları shákirtlerine óz bilimlerin jetkerip beriw ushın pedagogikalıq usıllardan hár tárepleme izlenip izertlewi hám olardı ámelde qollanıwları zárúr dep esaplaymız.

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PRESCHOOL EDUCATIONAL SYSTEM IN THE REPUBLIC OF UZBEKISTAN

Kalmuratova Khurlikha Rustamxodjaevna

Karakalpak State University named after Berdakh,
assistant of the department "Pedagogy and psychology".

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Abstract. *The article explores and examines the system of preschool education of the Republic of Uzbekistan and the role of preschool educational institutions that ensure the formation of a healthy and developed personality of the child. Furthermore, this article compares the preschool educational system of the Republic of Uzbekistan with one of the developed countries of the world, Japan.*

Key words: *public and private preschool educational institutions, quality of education, primary education, aim of preschool education.*

СИСТЕМА ДОШКОЛЬНОГО ОБРАЗОВАНИЯ В РЕСПУБЛИКЕ УЗБЕКИСТАН

Аннотация. *В статье исследована и рассмотрена система дошкольного образования Республики Узбекистан и роль дошкольных образовательных учреждений, обеспечивающих формирование здоровой и развитой личности ребенка. Кроме того, в данной статье сравнивается система дошкольного образования Республики Узбекистан с одной из развитых стран мира – Японией.*

Ключевые слова: *государственные и частные дошкольные образовательные учреждения, качество образования, начальное образование, цель дошкольного образования.*

INTRODUCTION

Preschool education is the initial link in the system of lifelong education. It ensures the formation of a healthy, developed personality of the child, awakening a thirst for learning, preparing for systematic learning. Preschool education is provided up to 6–7 years of age in state and non-state preschool institutions and in the family. The purpose of preschool education is to prepare children for school, the formation of a healthy, developed, free personality of the child, the disclosure of his abilities, and the development of a thirst for learning and systematic learning.

MAIN PART

After Uzbekistan gained Independence, large-scale reforms have been carried out in the sphere of education, as in all other systems. To improve the quality of education and bring it to a new level, a number of measures were carried out in the Republic and state programs were adopted. “The first task that concerns the sphere of preschool education, - noted the President of the Republic of Uzbekistan Sh. M. Mirziyoyev, - We must frankly admit that we missed this most important area of work”.

Indeed, if we turn to statistical data, the coverage of children from 1 to 6 years old in preschool educational institutions in the Republic decreased from 35.1 percent in 1991 to 17.3 percent in 2016. During the years of Independence, one of the main reasons for the sharp decline in enrollment of children in preschool educational institutions was the reduction in their number. If throughout the republic in 1991 there were 9834 preschool educational institutions, by 2016

their number decreased to 5138, that is, during these years the number of preschool educational institutions decreased by 47 percent.

The purpose of preschool education is to prepare children for school, the formation of a healthy, developed, free personality of the child, the disclosure of their abilities and the formation of eagerness for systematic learning.

Kindergarten stands out as the first step in a large educational circle. Therefore, in recent years there can be seen more and more steps of the state in this very direction. At the end of 2019, a separate law of the Republic of Uzbekistan “On preschool education and upbringing” was adopted. The very name of the law indicates that kindergarten is not only a place for education, but also the upbringing of children.

In recent years, the government has been paying great attention to the development of this industry. In order to effectively implement reforms in this direction, the Ministry of Preschool Education and its territorial departments in the regions were established by the relevant Decree of the President of the Republic. Moreover, in 2017 alone, over a hundred preschool educational institutions were reconstructed and built, and about 200 kindergartens were overhauled. The phased implementation of this work is reflected in the plans for subsequent years. To staff this industry with higher education teachers, a number of activities are being carried out. In particular, special correspondence departments have been opened in the universities of the republic, and the training of teachers and educators has been established in branches of foreign universities.

Fundamental changes in the system of preschool educational institutions have affected their quality and quantity. Thus, at the beginning of 2020, 13,500 preschool educational institutions operated in Uzbekistan. In 2019, the Ministry of Preschool Education increased the coverage of children to 52 percent compared to 37.7 percent in 2018.

In Uzbekistan, the preschool education system implements pedagogical programs of various types that promote the care, careful supervision, education and active health of children from 2 to 7 years old.

Types of preschool education institutions according to their focus in Uzbekistan:

- Nursery, nursery-kindergarten, kindergarten and home kindergarten as a self-sufficient institution or branch;
- An institution of child education with the functions of primary education - a kindergarten-school;
- An educational preschool organization whose priority is the areas of student knowledge - language, sports, artistic and aesthetic development, etc.;
- A kindergarten with compensatory methods, where the priority is to provide qualified correctional assistance to pupils with minor deviations in psychological or physical development;
- A structure for the supervision and restoration of body conditions in weakened children with the implementation of preventive, hygienic and health-improving procedures;
- A combined kindergarten is based on a group of general developmental, compensatory and health-improving profiles in various combinations.

Meanwhile, the modern system of primary education in Japan was formed in the 70s of the XIX century, following Western models. In the second half of the 19th century, Japan became the only non-Western country that managed to modernize without becoming dependent on other countries. Japan was free to choose the various systems used in the West and adapt them in its own

way. Thus, the modern system is based on the Western model, but does not copy the system of any particular country. However, represents a unique combination of Japanese and Western pedagogical ideals. Primary education in Japan has a long history. Until the 15th century, Buddhist monks provided secular education to the children of aristocrats and samurai. In the XVI century, with the development of commerce, the nouveau riche of the merchant class began to convey children to acquaint reading, writing and arithmetic. This is how the tenarai-juku or terakoya schools appeared. In the 17th century, hanko schools were founded for samurai children and, regardless of the hanko system, tenarai-juku and hanko elementary schools. In these schools, the basics of reading and writing were taught to children of the warrior class who were still too juvenile to attend hanko schools. Since the second half of the XVIII century, tenarai-juku for children of non-noble origin, as well as hanko and tenarai-juku for the samurai class have spread throughout Japan.

In present day kindergartens in Japan are not a compulsory step in the education system, so they are all private. They are accepted from the age of 4 (if parents are particularly busy, from the age of three). There are also nurseries from 1 year of age, but a child can be sent to them only if there is a very good reason, upon mandatory application and provision of documents to the commission, which may refuse.

Kindergartens in Japan are divided into public and private. Hoikuen is a state-run nursery school that accepts children from 3 months of age. It is open from 8am to 6pm and half a day on Saturday. To place a child here, you need to justify this with very compelling reasons. In particular, bring documents stating that both parents work more than 4 hours a day. Children are placed here through the municipal department at their place of residence, and payment depends on family income.

Another type of kindergarten is etien. These gardens can be either public or private. Children are here for no more than 7 hours, usually from 9 am to 2 pm, and mother works less than 4 hours a day.

A special place among private gardens is occupied by elite ones, which are under the tutelage of prestigious universities. If a child ends up in such a kindergarten, then there is no need to worry about his future: after it he enters a university school, and from there, without exams, to the University. A university diploma is a guarantee of a prestigious and well-paid job. Therefore, it is very difficult to get into an elite kindergarten. It costs parents a lot of money to admit their child to such an institution, and the child himself must undergo quite complex testing.

What classes are offered in kindergarten? Children are taught to read, count, write, that is, they are prepared for school. If the child does not attend kindergarten, such preparation is carried out by the mother or special “schools”, which resemble clubs and studios for preschoolers. But the main task of a Japanese kindergarten is not educational, but educational: to teach the child to behave in a team. Whereas, in Uzbekistan, the main emphasis is on preparing children for school, focusing on the development of language and mathematical skills, in Japan, preschool education focuses on developing the child's personality, social skills, creativity and independence. In later life he will have to constantly be in some kind of group, and this skill will be necessary. Children are taught to analyze conflicts that arise in games. At the same time, you should try to avoid rivalry, since the victory of one may mean the “loss of face” of the other. The most productive solution to conflicts, according to the Japanese, is compromise. Even in the ancient Constitution of Japan it

was written that the main dignity of a citizen is the ability to avoid contradictions. It is not customary to interfere in children's quarrels. It is believed that this prevents them from learning to live in a group.

CONCLUSION

In conclusion, it can be noted that the preschool education systems in Uzbekistan and Japan have significant differences in approaches, goals and organization. Uzbekistan focuses on preparing children for school and academic skills, while Japan strives to develop a child's personality, social skills and creativity. The Japanese education system offers a variety of teaching methods, including play-based learning and project-based learning, as well as active use of games and outdoor activities. In Uzbekistan, preschool education is usually provided through government programs, while in Japan it is compulsory for all children and supported by government subsidies.

Both systems have their advantages and disadvantages, and their further improvement can be aimed at taking into account the best practices and experiences of other countries. Ultimately, the main priority should be to provide quality education and ensure the full development of every child in preschool age.

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PSIXOLOGIYA TARIYXI

Daribaev Atabay Baxit o'g'li

Berdaq nomidagi Qoraqalpoq Davlat Universiteti
Pedagogika psixologiya kafedrası amaliy psixologiya yo'nalishi 1-kurs student.
Ilmiy rahbar.

Sagindikova Nazrgiza Jubatkanovna

Berdaq nomidagi Qoraqalpoq Davlat Universiteti Pedagogika psixologiya kafedra
o'qituvchisi. Psixologiya bo'yicha PhD, dotsent.

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Annotatsiya. Ushbu maqolaning maqsadi psixologiya fanining tarixini va uning rivojlanish yo'llarini bosqichma-bosqich o'rganishdir. Psixologiya fanida ruh va ong tushunchalari haqidagi dastlabki ma'lumotlarni bilish va psixologiya fanining rivoji uchun o'zining hissalarini qo'shgan olimlar va ularning fikrlari bilan tanishishdir.

Kalit so'zlari: Psixologiya, psixika, ruh, ong.

HISTORY OF PSYCHOLOGY

Abstract. The purpose of this article is to study the history of the science of psychology and its development step by step. In psychology science, it is to know the basic information about the concepts of soul and mind and get acquainted with the scientists who contributed to the development of the science of psychology and their ideas.

Keywords: Psychology, psyche, soul, mind.

ИСТОРИЯ ПСИХОЛОГИИ

Аннотация. Целью данной статьи является поэтапное изучение истории науки психологии и ее развития. В науке психология – это знать предварительные сведения о понятиях души и разума и знакомиться с учёными, внесшими вклад в развитие науки психологии, и их мыслями.

Ключевые слова: психология, психика, душа, сознание.

Har bir fan o'zining tarixiga egadir. Shu singari psixologiya fani ham o'z rivojlanish tarixiga ega. Psixologiya tarixi boshqa fanlar singari juda qiziqarli va mazmundor bilimlar sohasidan iborat. Psixologiya tarixi insoniyat tomonidan hayvonlarga va insonlarga xos bo'lgan psixik hayot hodisalari haqidagi bilimlarning asta-sekin to'planib borishidir. Psixologiya tarixi psixikaning yanada shuqur va aniq bilish imkoniyatini beradi.

Biz psixologiya tarixini o'rganishda nemis psixologi G.Ebbengauzning "Psixologiya uzoq o'tmishga va qisqa tarixga ega"¹ degan jumlasiga katta e'tibor berishimiz kerak. Sababi psixologiya fani XIX asrning ikkinshi yarmiga kelib, ya'ni 1879-yilda Vilgelm Vundt tomonidan Lepsik universitetida dunyoda birinchi bo'lib eksperimental psixologiya laboratoriyasining tashkil etilishi bilan mustaqil fan sifatida o'rganila boshladi. Lekin bu laboratoriya tashkil etilmasdan oldin ham psixologiya falsafa fanining bir yo'nalishi sifatida o'rganilgan.

Psixologiya fanining rivojlanishida falsafa fani olimlarining hissasi juda katta ahamiyatga ega. Psixologiya faniga dastlabgi ma'lumotlarni yunon faylasufi Aristotelning "Jon ruh haqida" asarida psixologiyaga oid qarashlarni bayon etadi. Arastu esa Barcha organik jarayonlarda psixik jarayonlar aks etgan deb aytib o'tgan. Va o'simliklar dunyosi va hayvonot olamiga ruh ta'limotini kiritgan. Keyinshalik ko'pgina olimlar ruh haqida o'z ta'limotlarini ilgari surishga harakat qilgan.

Masalan, yunon faylasufi Fales Inson tabiatining asosi suvdir deydi va inson ruhi va ruhiy hayoti par (bug') shaklida tasavvur qiladi. Anaksimen Ruh - bu juda siyraklangan havodir deydi va Geraklit esa Tabiatning asosi alovdur. Shuningdek inson ruhi ham olavdan kelib shiqqan deydi.

So'ngra psixika haqida ikki qarama-qarshi fikr paydo bo'ladi. B Bu Demokritning materialistik va Aflotunning idealistik fikrlaridir. Demokritning fikriga ko'ra, psixika o'z tabiatiga ko'ra moddiy hisoblanadi, ruhning holati kichik atomlarda tashkil topgan va atomlar esa jismoniy tanada aks etganlar. Dunyoni bilish psixika va organizmning tashqi dunyo bilan o'zaro aloqalaridan tarkib topgandir.

Aflotunning fikriga ko'ra, Ruh mukammal hisoblanadi. Dunyoni anglash esa, mukammal ruhdagi g'oyalar dunyosini anglashdan iboratdir, ruh esa inson tanasiga tushmasdan oldin ham rivojlanadi deydi.

Inson ruhiyatini ilmda psixika deb aytsak psixikani yuksak shakli esa, ong dep ataladi. Keyinchalik ong haqida ko'pgina fikrlar aytib o'tgan. Masalan, R.Demokrit Hayvonlarning ruhi yo'q degan fikrni aytib o'tgan. Hayvonlarning xatti-harakatlarining shakllarini refleks deb atagan. Uning fikriga ko'ra, ongning paydo bo'lishi va tafakkurning rivojlanishi ichki nutq orqali shakllanar eken. Dj.Lokkning fikriga ko'ra, ong insonning hissiyotlari orasiga yashiringandir, u ongni atomik tarzda tahlil qilish usulini qo'llagan.¹⁶² Bunga ko'ra psixika holatlari birlamchi holatlar sifatida e'tirof etilgan. Keyinchalik esa psixologiyada yangi yo'nalishlar ochila boshladi.

Bu XVII asrda ingliz olimlari T.Gobbs, D.Gartli, P.Golbax determinizm tamoyillarini ishlab chiqishgan.

Keyinchalik asta sekinlik bilan psixologiya fani bosqichma-bosqich rivojlanib borgan.

Lekin psixologiyada fikrlar taraqqiyoti hech qashon bir tekista kechmagan. Ba'zi davrlarda u zigzaklar bilan xarakterlangan bo'lsa, ba'zida ortga qaytgan yoki bir joyda turib qolgan. Har bir bosqich o'z yutuq va kamchiliklariga ega bo'lgan. Shunga qaramay psixologiya fani dunyoning barcha yerlarida o'rganila boshlagan va hozirgi kunda psixologiya fanining 360 dan ortiq yo'nalishlari bor bo'lib, bizning yurtimizda ham bu fanga juda katta e'tibor qaratilgan. 2019-yilning 7-iyun sanasida O'zbekiston Respublikasi Vazirlar Mahkamasining "Psixologiya sohasida kadrlarni tayyorlash tizimini yanada takomillashtirish va jamiyatda huquqbuzarliklarning oldini olish chora-tadbirlari tog'risidagi"¹⁶³ qarori qabul qilindi. Bu qarorga ko'ra hozirgi kunda maktabgacha ta'lim tizimida 2 503 nafar, xalq ta'limi tizimida 14 272 nafar pedagog-psixolog kadrlar faoliyat olib bormoqda. Bu esa yurtimizda psixologiya sohasiga katta e'tiborning qaratilganligining dalili hisoblanadi.

Yakun sifatida shuni aytish kereak, har bir fanni o'rganishdan oldin uning tarixini o'rganish bu fanning nima sababdan kelib shiqqanligini aniqlash, bu fanda dastlab nima o'rganilganligi, nimaga e'tibor qaratilganligini bilish shu fanni yanada shuqurroq bilish va uni yanada shuqurroq anglash imkoniyatini beradi.

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¹⁶² Jo'rayev.N.S ning psixologiya tarixi o'quv qo'llanmasi 2019-yilgi nashir 5-bet.

¹⁶³ <https://lex.uz/docs/-4367731>

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ПЕДАГОГИЧЕСКИЕ ОСНОВЫ УПРАВЛЕНИЯ ДОШКОЛЬНЫМ ОБРАЗОВАТЕЛЬНЫМ УЧЕРЕЖДЕНИЕМ

Калмуратова. Х.Р.

ассистент кафедры Педагогика и психологии Каракалпакского
государственного университета.

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Аннотация. В статье раскрываются педагогические основы управления дошкольным образовательным учреждением с точки зрения педагогических процессов, сделана попытка определить ключевые структурные элементы и направления в работе и организации процесса управления.

Ключевые слова: дети дошкольного возраста, обязательства педагогических работников ДОО, указ Президента Республики Узбекистан, детские сады в Корее, подходы к инновационной деятельности.

PEDAGOGICAL FUNDAMENTALS OF PRESCHOOL EDUCATIONAL INSTITUTION MANAGEMENT

Abstract. The article reveals the pedagogical foundations of managing a preschool educational institution from the point of view of pedagogical processes, an attempt is made to determine the key structural elements and directions in the work and organization of the management process. The study of the best practices of foreign countries is also considered.

Key words: preschool children, preschool teaching staff are obliged, decree of the President of the Republic of Uzbekistan, kindergartens in Korea, approaches to innovation.

«Каждый ребенок имеет право на дошкольное образование и воспитание. Государство гарантирует право каждого ребенка на получение в государственных дошкольных образовательных организациях обязательной годичной подготовки к общему среднему образованию за год до его поступления в организации общего среднего образования».

Управляют государственной ДОО педагогический совет, наблюдательный совет и руководитель ДОО. Наблюдательный совет формируется из числа законных представителей детей и работников ДОО.

Наблюдательный совет определяет руководителя ДОО из числа кандидатур, рекомендованных районным (городским) отделом дошкольного образования, а также вносит предложения по освобождению его от занимаемой должности, заслушивает отчеты руководителя ДОО о финансово-хозяйственном состоянии, доходах и расходах, использовании бюджетных и внебюджетных средств.

Педагогические работники ДОО обязаны:

- обучать и воспитывать детей на профессиональном уровне;
- соблюдать педагогическую этику, защищать честь и достоинство ребенка, защищать детей от проявлений насилия, воспитывать их в духе патриотизма, уважительного отношения к труду, законным представителям и бережного отношения к окружающей среде;
- выполнять государственную образовательную программу дошкольного образования;

•повышать квалификацию, совершенствовать профессиональные навыки и педагогическое мастерство.

УКАЗ ПРЕЗИДЕНТА РЕСПУБЛИКИ УЗБЕКИСТАН О МЕРАХ ПО КОРЕННОМУ СОВЕРШЕНСТВОВАНИЮ УПРАВЛЕНИЯ СИСТЕМОЙ ДОШКОЛЬНОГО ОБРАЗОВАНИЯ

Первичным звеном непрерывной образовательной системы является сфера дошкольного образования, имеющая важнейшее значение в формировании здоровой и всесторонне развитой личности ребенка, подготовке его для учебы в школе.

В годы независимости в республике система образования и воспитания, подготовка гармонично развитого поколения поднята до уровня основных приоритетов государственной политики. Однако, проведенный анализ показывает недостаточность качества и результатов осуществляемых мер в системе дошкольного образования.

Так, за последние 20 лет количество дошкольных государственных образовательных учреждений уменьшилось более, чем на 45 процентов, а охват детей дошкольными учреждениями в настоящий период составляет около 30 процентов. Существующая материально-техническая база дошкольных образовательных учреждений не отвечает современным требованиям.

В действующей системе дошкольного образования отсутствуют вариативные программы, недостаточно развиваются альтернативные, гибкие образовательные модели по подготовке детей к школе, а также не внедрены специальные государственные образовательные программы по примеру развитых стран, предусматривающие социально-личностное, эмоциональное, речевое, математическое, физическое и творческое развитие, ознакомление с окружающим миром.

Большинство педагогических кадров государственных дошкольных образовательных учреждений имеют среднее специальное образование, что не обеспечивает должной подготовки детей к школьному обучению.

Кроме этого, из-за отсутствия системного структурного и организационного мониторинга качества дошкольного образования, эффективность и качество процесса обучения в дошкольных образовательных учреждениях не соответствует современным требованиям.

В целях дальнейшего совершенствования системы дошкольного образования как важнейшего звена единой системы непрерывного образования, создания эффективной системы государственного управления, расширения сети и укрепления материально-технической базы государственных и негосударственных дошкольных образовательных учреждений, укомплектования их квалифицированными педагогическими кадрами, обеспечения максимально полного охвата детей дошкольным образованием, внедрения в воспитательно-образовательный процесс современных образовательных программ и технологий, направленных на всестороннее интеллектуальное, духовно-эстетическое и физическое развитие детей, коренное повышение уровня подготовки детей к школе

Изучение передового опыта зарубежных стран показывает, что для современных дошкольных образовательных учреждений характерно создание таких условий для развития дошкольников, которые открывают возможности позитивной социализации ребенка, его всестороннего личностного, морально-нравственного и познавательного

развития, формирования творческих способностей и инициативного поведенческого профиля на основе соответствующих дошкольному возрасту видов деятельности, познавательных диалоговых контактов со взрослыми и сверстниками в сфере его возрастных интересов.

Детские сады в Корею делятся на ориничиб и ючивон. Ясли (ориничиб) предусматривают заботу о детях в возрасте от трех месяцев до трех лет, а в школе раннего развития (ючивон) детей принимают в возрасте от четырех до шести лет. Кроме этого есть также садики, которые дети начинают посещать с одного года и до семи лет.

Педагогические новшества воспринимаются коллективом через призму стратегических установок. Характер стратегической установки руководителя определяется его подходом к обновлению дошкольного учреждения, на основе которого разрабатывается стратегия ее перехода к новому состоянию. Анализируя результаты интервьюирования руководителей дошкольных учреждений на курсах повышения квалификации по исследуемой проблеме, были выявлены следующие подходы к инновационной деятельности.

Первый подход (отличает деятельность 17% руководителей): руководители признают только те нововведения, которые идут «сверху», т.е. те, которые официально рекомендуются к внедрению.

Второй подход (отличает деятельность 9% руководителей): работникам дошкольного учреждения предоставляется право осваивать все привлекательные для них идеи; руководители дошкольных учреждений надеются на то, что постепенно, на основе анализа проб и ошибок воспитателей, им удастся сформировать представление о желаемом состоянии работы дошкольного учреждения.

Третий подход (отличает деятельность 21% руководителей дошкольных учреждений): допускают введение инноваций в работу лишь тех участков дошкольного учреждения, будущее состояние которых хорошо себе представляют. Однако модель этого будущего строится ими как правило, на основе требований сегодняшнего дня, без оценки перспектив их изменения.

Четвертый подход (отличает деятельность 22% руководителей дошкольных учреждений): в управлении нововведениями ориентируются на образ желаемого результата преобразований, стремятся перестроить работу дошкольного учреждения на основе прогнозирования ее будущего состояния.

Изучение передового опыта зарубежных стран показывает, что для современных дошкольных образовательных учреждений характерно создание таких условий для развития дошкольников, которые открывают возможности позитивной социализации ребенка, его всестороннего личностного, морально-нравственного и познавательного развития, формирования творческих способностей и инициативного поведенческого профиля на основе соответствующих дошкольному возрасту видов деятельности, познавательных диалоговых контактов со взрослыми и сверстниками в сфере его возрастных интересов.

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ХУДОЖЕСТВЕННЫЙ ОБРАЗ В УЗБЕКСКОЙ «ЖЕНСКОЙ ПРОЗЕ» НА МАТЕРИАЛЕ РАССКАЗОВ ЗУЛЬФИИ КУРОЛБОЙ КИЗИ.

Муродова Дилдора Арабовна

Преподаватель русского языка и литературы

Кафедры «История и филология»

Азиатский Международный Университет Бухара, Узбекистан

murodovadildoraarabovna@oxi.uz

<https://doi.org/10.5281/zenodo.10602681>

Аннотация. В данной статье на примере творчества Зульфии Куролбой кизи исследуется образ, отражающий принципы раскрытия художественного своеобразия в узбекской «женской прозе». Исследуя принципы прозаических мотиваций персонажей, автор «женской прозы» смогла создать более реалистичных персонажей, пролить свет на основополагающие социальные и культурные факторы, которые формируют их поведение, и способствуют межкультурному пониманию.

Ключевые слова: образ, мотивация, эмоции, уникальность, внутренний и внешний мир, располагает.

AN ARTISTIC IMAGE IN UZBEK “WOMEN’S PROSE” BASED ON THE STORIES OF ZULFIYA KUROLBA KIZI.

Abstract. This article, using the example of the work of Zulfiya Kurolba kizi, examines an image that reflects the principles of revealing artistic originality in Uzbek “women's prose”. By exploring the principles of prose character motivations, the author of "women's fiction" was able to create more realistic characters, shed light on the underlying social and cultural factors that shape their behavior, and promote cross-cultural understanding.

Key words: image, motivation, emotions, uniqueness, internal and external world, disposes.

В процессе своего развития наша страна поднялась на уровень «Развитие литературы и искусства, культуры – это, прежде всего, вера в наш народ, вера в наше будущее», и были даны большие результаты по выявлению и исследованию произведений с художественным опытом мирового уровня на национальном уровне. Переосмысленная перевозка общих и отдельных их аспектов. Здесь особое внимание привлекает произведения, созданных на основе раскрытия художественного произведения в нашей и мировой литературе. Изучение их как особой системы помогает обогатить понимание теоретических основ принципов раскрытия методов и форм художественной уникальности в узбекской женской прозе [1, с.113].

Так или иначе основным предметом литературы является человек, то интерпретация человеческих эмоций и душевного состояния всегда занимала в ней центральное место. С человеческой душой связаны сны, страх, ужас, смерть, одиночество, изоляция, отчаяние, страдание, депрессия, ненависть, недовольство, злоба, гордость, ревность, слепота, лицемерие, обман, хитрость, коварство, безумие, преступление. толкование ряда случаев, таких как наказание, привлекает особое внимание. Важно изучить их неповторимое поэтическое выражение в художественных произведениях, процесс превращения некрасивого явления в явление прекрасное [4, с.120].

В основном в художественных произведениях отмечается, что человеческие чувства, душевное отношение людей к жизненным реалиям выражаются неоднозначно. Поэтически, символизируются в символической сущности. Для выявления воплощённых в художественной литературе символично-смысловых аспектов различных внутренних состояний человека, приобретших символическую сущность, важно прежде всего изучение социально-жизненных и социальных основ их возникновения. [4, с.154].

Проблема общества и человека всегда была одной из главных тем в литературе народов мира. В частности, подчеркивается и описывается тот факт, что отрыв человека от общества и людей, изоляция, отчуждение есть трагическая ситуация. Потому что мотив одиночество обрекает человека на отчаяние и депрессию, бросает его в водоворот бесконечных душевных страданий. В одиночестве человек «теряет край своей веревки», сбивается с пути, начинает забывать свою идентичность. Они не смогут работать, есть, пить или спать, и их брак не будет урегулирован. [3, с.17].

Современная узбекская проза, особенно узбекская «женская литература», имеет большое значение для развития современной литературы. Одна из ярких представительниц «женской прозы» в последние годы стала Зульфия Куролбой кизи. У нее уникальный стиль повествования, разнообразие женских персонажей, новая интерпретация образов, художественная репрезентация социальных проблем и др. В ее рассказах необычно использованы элементы внутреннего и магического реализма. Литературовед А. Сидиков, выражает серьезные мысли о творчестве современного автора Зульфия Куролбой кизи, также он подчеркивает что благодаря ее произведениям в узбекскую современную литературу вошел новый женский образ. [5, с.133].

Принципы использования инструментов для раскрытия художественного образа в узбекской прозе на примере творчества Зульфии Куролбой кизи, позволило глубже понять поведение человека и работу человеческой души. Узбекская литература имеет богатую историю, и использование внутреннего анализа в этом контексте сыграло значительную роль в формировании литературного ландшафта. Анализ человеческого поведения и исследование человеческого мышления всегда были центральными темами в литературе, и узбекская проза не является исключением. Использование художественного психологизма позволило провести более глубокий анализ человеческого поведения, что помогает читателям понять сложности и нюансы персонажей в истории. Рассказы Зульфии Куролбой в нашей национальной литературе периода независимости характеризуются продуманным сюжетом, индивидуальным походом раскрытия характера персонажей и жизненных конфликтов, а также умелое описание внутреннего мира и душевных переживаний героев. Герои Зульфии Куролбой – близкие сердцу люди. У них есть боли и мечты. У автора особый подход к выбору имен для своих персонажей. Исследуя мотивации и эмоции персонажей, читатели получают более глубокое понимание человеческого опыта. Это может быть особенно полезно в ситуациях, когда читатель может не иметь непосредственного опыта с описываемой ситуацией. [2, с.37].

Одним из ключевых преимуществ использования художественного психологизма в узбекской «женской прозе» является понимание им женского внутреннего мира. Изучая образы в деталях, авторы могут раскрыть внутреннюю работу ума и мотивы, стоящие за действиями персонажа. Это дает читателям более глубокое понимание человеческого

поведения и может помочь им сопереживать персонажам истории. Использование литературного анализа в узбекской «женской прозе» также имеет последствия для общества в целом. Исследуя человеческое поведение в деталях, писатели могут повысить осведомленность об определенных проблемах и бросить вызов социальным нормам. Это может быть особенно сильным при работе с запретными темами, такими как душевное состояние или зависимость. В целом, использование инструментов для раскрытия художественного образа в узбекской прозе является ценным приемом, который добавил глубины и сложности литературной географии. [7, с.82].

Это позволяет читателям получить более глубокое понимание человеческого опыта и предоставляет писателям мощный инструмент для изучения и оспаривания социальных норм. Таким образом, автор смогла создать более тонких и реалистичных персонажей, которые являются не просто стереотипами, а полностью конкретизированными личностями со своими уникальными личностями, мотивациями и желаниями. [9, с.16]. Использование художественного образа в узбекской "женской прозе" прозе также позволило лучше понять социальные и культурные контексты, в которых существуют эти персонажи. Исследуя жизненные мотивации персонажей, писатели могут пролить свет на основополагающие социальные и культурные факторы, которые формируют их поведение. Это, в свою очередь, позволяет читателям получить более глубокое понимание общества, в котором существуют персонажи, и проблем, с которыми они сталкиваются. [6, с.31].

Исследуя универсальность человеческих эмоций и поведения, узбекские писательницы смогли связаться с читателями из разных культур и слоев общества, способствуя большему сочувствию и пониманию между людьми. Кроме того, использование художественного образа в узбекской "женской прозе", также способствовало разрушению культурных барьеров и содействию межкультурному взаимопониманию. Подводя итог мы можем отметить, что принципы отражения художественного образа в узбекской "женской прозе" позволило глубже понять внутренний мир женщины и сложности человеческого поведения.[10, с.14].

Исследуя принципы жизненных мотиваций персонажей, узбекские авторы «женской прозы» смогли создать более тонких и реалистичных персонажей, пролить свет на основные социальные и культурные факторы, которые формируют их поведение, и быть значимым в мировой литературе.

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PARENTS

Abdumannopova Dilnura

ToshDO'TAU academic lyceum group 101.

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Abstract. *This article highlights the results of a study of socio-psychological factors of disagreements between parents and children. In particular, information and practical recommendations are given on the causes of conflicts between parents and children due to psychological, economic, social, educational, gender characteristics and physical factors.*

Key words and concepts: *parent, teenager, conflict, factor, interaction, character, social adaptation.*

РОДИТЕЛИ

Аннотация. *В данной статье освещены результаты исследования социально-психологических факторов разногласий между родителями и детьми. В частности, даются информация и практические рекомендации о причинах конфликтов между родителями и детьми, обусловленных психологическими, экономическими, социальными, образовательными, гендерными особенностями и физическими факторами.*

Ключевые слова и понятия: *родитель, подросток, конфликт, фактор, взаимодействие, характер, социальная адаптация.*

We have parents in our lives. Thank you for creating this. The greatest blessing for a parent is a child. A child is also a medicine for pain. Parents wait for a child for years. Everyone wants to feel the happiness of having a child. A child is born, grows up, finds his own way of life. The father who helps him to reach this level is the mother.

They always believe in him and say that they believe that he will be a good person and child in the future. One day he will be a human, but can he really be a child? Nowadays, many children forget their parents.

The reason for this is being connected to social networks. He is leaving real life and getting attached to artificial life. Parents give their children all their love by raising them to adulthood, feeding them halal food, even if they know that one day they will be forgotten. We say that a child never forgets his parents. However, if he dies, they will remember him for a year, if longer, for five years. But then everyone gets busy with their own lives.

Father will not have time to remember his mother. As the mother and father get older, it becomes difficult to be kind and sweet. We children are to blame for this. We don't say sweet words in time. We do not give our love. We chase after this transitory world and forget that we are children.

However, when we were babies, our parents did not forget to give us all their love and sweet words. Every sleepless night, when we don't forget to feed our stomach when we are hungry, how can we forget how good our parents have done us? When you become an adult and fight with your parents and hurt your heart, think "When I was a child, were my parents angry with me?". Ask yourself the question: "If I wanted something, wouldn't it have been found at the same time?" You will see the answer to these questions from your children in the future. You create your own future and your children will show it to you in the future.

No matter how much your father hurts your mother, he will forgive you as his child. He turns a blind eye to your every mistake. If you have problems, he will solve them. He cures you if you are sick. If you cry, he will cry with you. He makes you happy if you are sad. It will help you achieve your dreams. Why do you think they do this? So that one day you can say that this is my child.

They will always help you because they love you, because you are their child. That's enough, let's not forget our filial duty. Let's stop being indifferent to people who have done us a lot of good. When will we understand that our parents who are with us now, in front of our eyes, may be gone tomorrow. Let us be kind to them as well. Let us all love our parents!

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THE ROLE OF MULTILINGUALISM IN FOREIGN LANGUAGE TEACHING

Kholmuratov Jakhongir

Samarkand state institute of foreign languages in the faculty of foreign languages german language teacher Uzbekistan.

<https://doi.org/10.5281/zenodo.10608261>

Abstract. *Multilingualism has become an important aspect nowadays. In the past, several concepts and approaches for teaching language subjects have been developed, which are understood under the term multilingual didactics. The aim is to demonstrate the development of integrative multilingualism in learners by translating multilingual competences and language learning experiences into action in the language classroom. This article presents the results of empirical studies. Certain aspects of multilingualism are examined in a variety of ways in the classroom. It addresses the questions of what language teachers in German-speaking countries think about multilingual didactics, how they implement such concepts in the classroom and what support they receive in doing so. Based on the results, recommendations are formulated for the training and further training of language teachers, teaching and learning materials, further research and teaching practice.*

Keywords: *multilingualism, multilingual, codeswitching, monolingualism, bilingualism.*

РОЛЬ МНОГОЯЗЫЧИЯ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

Аннотация. *Многоязычие в наши дни стало важным аспектом. В прошлом было разработано несколько концепций и подходов к преподаванию языковых предметов, которые понимаются под термином многоязычная дидактика. Цель состоит в том, чтобы продемонстрировать развитие интегративного многоязычия у учащихся путем воплощения многоязычных компетенций и опыта изучения языка в действия в языковом классе. В данной статье представлены результаты эмпирических исследований. Некоторые аспекты многоязычия рассматриваются в классе по-разному. В нем рассматриваются вопросы о том, что преподаватели языка в немецкоязычных странах думают о многоязычной дидактике, как они реализуют такие концепции в классе и какую поддержку они получают при этом. По результатам сформулированы рекомендации по подготовке и повышению квалификации преподавателей языка, учебно-методические материалы, дальнейшие исследования и педагогическая практика.*

Ключевые слова: *многоязычие, многоязычие, переключение кодов, монолингвизм, двуязычие.*

Introduction

The majority of immigrants in Germany are guest workers who grew up as a foreign population between 1950 and 1970. The number is just under three million. The main aim of this increase in Germany was the recruitment of foreign workers. The guest workers were a great help to the developing West German economy. In a narrower sense, monolingualism is neither logical nor phenomenal and cannot exist at all. This is why scholars disagree on whether or not boundaries exist between languages. Consequently, there are no clear statements on this because, firstly, it is not clear how many languages exist in the world at all; secondly, languages cannot simply be counted; thirdly, it is unclear where the boundary between monolingualism, bilingualism and multilingualism lies. (Stötzel & Eitz, 2002)

Nowadays, teachers of all subjects and concepts have to deal with pupils who are multilingual. For example, migration backgrounds, bilingual homes and the languages of the countries of origin are the many causes of multilingualism and are characterized by the fact that an individual has more than one language, which enables him or her to satisfy written and/or oral communicative needs in everyday life in changing situations alternately in several languages. In order to take account of the multilingualism of today's pupils in language teaching, various concepts and approaches have been developed in recent years that can be summarized under the term multilingual didactics.

Multilingualism dispute

It can now be assumed whether multilingualism is observed as an important resource or vice versa. It is important that the topic is presented from two perspectives. A positive and a negative perspective. This chapter deals with the cause of multilingualism. Why is the topic seen in two ways? Why do some countries with a migrant background still have problems? Why are the languages of origin seen as a hindrance in the destination country? In the following, a distinction is made between two perspectives on multilingualism.

Positive aspects

The advocates of language policy regard multilingualism in society as mere recognition and they consider multilingualism instrumental as an important resource with great potential. Everyone has the innate ability to learn several languages. Language development takes place in the environment in which people live. That is why every person's language development must be encouraged. Prof. Dr. Tracy considers multilingualism to have great potential and has developed the topic of as follows: "Multilingualism is a great potential for our society and we should maintain it. In the globalized world, there are people who can act as language mediators and they can speak different languages flexibly. And that is of course a great resource[...]"(Tracy. 2014. p. 20) Nowadays there is a big debate within Germany as to whether or not multilingual immigrants harm the German language.

Moreover, all people on this planet have this ability, regardless of their age. This language diversity does not confuse the child at all. Most scientists, such as the scientist Ingrid Gogolin, consider this process to be language switching (codeswitching) and this is different from language mish-mash. The topic of language switching is discussed in more detail in chapter five. Gogolin mentioned the following about children's general language skills: "At the beginning of an educational career, i.e. when entering kindergarten or elementary school, it is of great importance that a child has age-appropriate general language skills. Language diagnostic instruments should therefore be aimed at finding out about such abilities." (Gogolin. 2005. p. 13) The methods available so far are outlined as language development and multilingualism is seen as a valid resource for all people. Multilingualism is the treasure and it develops or encourages people to be more intelligent. The negative aspect is presented first. In some newspapers, multilingualism is seen as a burden.

Negative aspects

Learning two or more languages at the same time represents slow language development. For some scientists, multilingualism is a disruptive factor. Opponents of multilingualism do not consider the process of multilingualism to be normal. Bilingual children are under pressure and they are overwhelmed. In addition, multilingual children are confused when it comes to mastering

several languages at the same time.

It is clear to see that most immigrants and refugees with a migration background have a bad reputation in Germany. This means that in most newspapers and magazines the topic is seen as a major conflict. The question arises as to why most people with a migrant background still have educational problems. For what reason are the immigrants' languages of origin seen as a hindrance? integration problem in Germany. Neither our language nor our culture as a whole are popular with a significant proportion of immigrants in Germany." (Kraus. 2018. p. 4)

Furthermore, the author of this article shows that the problem does not exist with some groups. For example, Germans have no problem with immigrants from EU countries, Chinese, Alevis, Syrian Christians, Iranian exiles and Muslims in general. Most of the above groups are successfully integrated linguistically. The problem lies with the conservative milieu. In other words, the problem has to do with the education of these people. It is clear that such people are not in a position to grow multilingually in society. In this context, multilingualism means that people assimilate primarily to the educational rules. But such people do not want to adapt to the situation. Therefore, in this article you will find factors that cause the process of multilingualism to fail. The factors can be the worst social conditions, no respect for teachers, physical and verbal violence against classmates and teachers, knife attacks, drugs, alcohol, etc. (Kraus. 2018. p.5)

Results

The results of the analysis are as follows. In order to start an effective multilingualism process, teachers need current teaching practice. Therefore, we provide the prerequisites for multilingualism didactics as well as the training and further training for teachers to use the first or second language in a relevant way in the classroom. In addition, multilingual pupils show active participation in the classroom. In teaching practice, we need active teachers in order to use the learners' activities in a variety of ways in the classroom. Teacher training and further training will be considered below. One goes assumes that the studies show that the majority of teachers of language subjects are not able to teach multilingually without appropriate initial and further training. Teachers should also be able to speak the learners' first and second languages well. In other words, the teachers themselves should be multilingual and they should design the lessons didactically. Didactically is meant when teachers prepare materials in class that activate multilingual learners in different areas. For example, when speaking, we can use authentic topics to activate several languages in different ways. Such tasks give the learners the impulse to pay attention to the different languages.

Summary

Languages are always changing. Historically, languages are seen to have disappeared over time. Monolingualism cannot exist. This means that languages are always interrelated.

All people can be raised to speak two or more languages from birth. Multilingualism can be a wonderful training for the brain. Most scientists find multilingualism to be a valid resource for any society. Multilingualism can have positive and negative aspects. Positive aspects are always considered normal and most people have the innate ability to grow and think multilingually.

In today's society, there are often factors that are viewed negatively. Some groups with a migrant background are not able to be multilingual. In other words, they come with their languages of origin and they are conservative. In addition, such groups do not want to change and you always

see conflicts at school.

There is a big difference between the term (codeswitching) and the language-mixing machine. In addition, people speak several languages at the same time in order to achieve their communicative goal.

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PUQARALIQ JÁMIYETTI RAWAJLANDIRIWDA PUQARAWIYLIK HÁM BELSENDI PUQARALIQ POZICIYANIŃ ÁHMIYETI

Ulmeken Yeldashbayeva Dauletbayevna

Nókis mámleketlik pedagogikalıq institutı 1-basqısh magistrant.

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Annotatsiya. Maqalada puqaralıq jámiyetti rawajlandırıwda puqarawiylik hám belsendi puqaralıq poziciyasınıń mánisi hám áhmiyeti haqqında pikir júrgiziledi.

Gilt sózler: Puqara, puqaralıq jámiyet, puqaralıq, jaslar.

THE IMPORTANCE OF THE POSITION OF THE PEOPLE IN THE DEVELOPMENT OF THE PEOPLE'S SOCIETY

Abstract. In the article, the meaning and importance of the position of the republican was discussed in the development of the republican society.

Key words: citizen, civil society, citizenship, youth.

ЗНАЧЕНИЕ ПОЗИЦИИ НАРОДА В РАЗВИТИИ НАРОДНОГО ОБЩЕСТВА.

Аннотация. В статье рассмотрено значение и значение позиции республиканца в развитии республиканского общества.

Ключевые слова: гражданин, гражданское общество, гражданственность, молодежь.

Puqaralıq jámiyet túsiniǵı – adamzat jámiyetiniń ásirler dawamında qáliplesken oy-pikir ónimi bolıp, insan huqıqları hám erkinlikleriniń jaǵdayı menen belgilenedi. Puqaralıq jámiyetiniń fundamentin jaratıw hám onı ámelde qáliplestiriw ushın eń dáslep ol haqqındaǵı ideyalar genezisin, tiykarların biliw lazım. Puqaralıq jámiyet belgili bir tiykarlar (ekonomikalıq, social-siyasiy, huqıqıy, ruwxıy) jaratılǵanda ǵana qáliplesiwi múmkin.

Puqaralıq jámiyet puqarawiylik sanası hám belsendiligi joqarı bolǵan puqaralar járdeminde qurılıwı múmkin. Puqaralıq mámlekettiń rawajlanıw basqıshlarında, basqasha aytqanda ótiw dáwirinde anıq kóriniske iye boladı. Búgingi kúnde de social-siyasiy ózgerislerdi basınan keshirip atırǵan, anıqraqı puqaralıq jámiyetin qurıp atırǵan túrli mámleketlerde puqaralıq úlken áhmiyetke iye. Puqarawiylik belsendiliktiń negizin ańlaw ushın eń dáslep puqaralıqtıń teoriyalıq mánisin túsiniw talap etiledi.

Puqaralıq bir mámleketke tiyislilikti ańlaw, mámleketke sadıqlıq hámde watanpárwarlıq sezimi sıpatında analizleniwi múmkin. Bunda mámleketti, konstituciyanı, mámleket belgilerin húrmet etiw, mámleket dúzimin hám nızam ústinligin qorǵawǵa tayarlıq názerde tutıladı. Puqaralıqtı insanǵa huqıqıy, sociallıq, ruwxıy hám siyasiy tárepten uqıplı ekenligin seziwdi támiynlewdi jámlewshi túsiniw sıpatında da analizlew múmkin.

V.Daldıń atap ótkenindey, “puqaralıq - puqaralıq jámiyetin dúziw ushın jámiyettiń sanası hám bilim dárejesin kórsetetuǵın jaǵday bolıp esaplanıladı¹⁶⁴”. Kórinip turǵanıday, puqaralıq tek ǵana insannıń huqıqıy status emes, bálkim onıń bilimine hám jámiyettiń jaǵdayın ańlawına, sociallıq ólshemlerden xabardarlıǵına hám olardı orınlawına baylanıslı. Bul jerde puqaralar tárepinen jámiyet rawajlanıwı jolında ámelge asırılatuǵın birlik, óz-ara birge islesiw sıyaqlı

¹⁶⁴ Даль В.И. Толковый словарь живого великорусского языка (современное написание слов). Изд. —Цитадель, г. Москва, 1998

iqtiyarlı iskerlik te kózde tutıladı. Bunday jaǵdayda puqaralıqta huqıqqa salıstırmalı mánawiyattıń ústinligi kórinedi. Haqıyqatında da kópǵana dástúriy jámiyetlerde bárqulla puqaralıq huqıqıy mazmunda emes, bálki kóbirek ruwxıy ádep ikramlıq kóriniste boladı.

Puqarawiylikte belsendilik kóz-qarasınan shártli túrde dárejelerge ajratıw múmkin:

- puqara juwapkershilikli, sanalı hám hújdanlı bolsa ol dáslepki basqısha, yaǵnıy puqaralıq ózgesheliklerine iye bolǵan shaxslar qatarına kirgiziledi;

- eger puqarada átirapta bolıp atırǵan waqıya-qubılıslarǵa bolǵan belgili bir qatnası qalıplesken bolsa, onı puqaralıq poziciyasına iye bolǵan shaxs sıpatında tán alınadı;

- eger puqarada óz haq-huqıqları hámde minneti ushın ámeliy háreketi orınlaw kónlikpesi bar bolsa, onı belsendi puqara qatarına kirgiziledi.

Puqarawiylik sanası ekonomikalıq, siyasiy, huqıqıy, ruwxıy tarawlarda normativ, qalıplestiriwshi, baǵdarlawshı, pikir sáwbetlerge jeteklewshi sıyaqlı túrli wazıypalardı orınlaydı. Bul wazıypalar tásirengen jaǵdayda óz-ara kesisedi hám bir-birin tolıqtıradı. Olardıń kópshiligi mámleket hám onıń institutlarına tán. Biraq mámleket organları nızamlar, normativ hujjetler, qaǵıyda hám talaplardan ibarat huqıqıy shegarada xızmet júritse, puqarawiylik sanası erkin qalıplese. Puqarawiylik sana ólshemleri social-siyasiy processler nátiyjesinde qalıplese, onı muwapıqlastıratuǵın yaki onı ámelge asıratuǵın arawlı arawlı strukturalar bolmaydı. Puqaralıq sananıń wazıypaları ayrıqsha individ emes, bálki pütün jámiyet xızmeti menen baylanıslı.

Puqarawiylik sanası jámiyet turmısında túrli formalarında kórinedi. Adamlar jeke hám social qádiriyatlar boyınsha óz kóz qaraları, oy pikirleri, qádiriyatları, umtılıwları, ólshemlerdi túrli kórinislerde kórsetedi. Jámiyet, toparlar, shaxstıń social mápleri kórinetuǵın puqaralıq mápler struktura jaǵdayına keledi. Struktura jaǵdayında bolǵanlıǵı sebepli puqaralıq mápler hár bir shaxstıń qádiriyatların turmısqa engizedi, onıń jámiyetke, mámleketke, basqa puqaralarǵa salıstırma qatnasıqların qalıplestiredi. Puqaranıń juwapkershiligi, maqsetleri, wazıypalardı belgilewge, social áhmiyetke iye bolǵan ózgesheliklerin qalıplestiriwge kómekelesedi. Mine sol túrde qalıplesken puqarawiylik sana Puqaralıq jámiyetiniń qalıplesiwine xızmet qılıwshı qádiriyatlar, ólshemler, ideya hámde kóz qaraslardı qalıplestiriw, jámiyetti kámillik hám erkinlikke jeteklewge xızmet qıladı.

Demokratiyalıq jámiyettiń turaqlılıǵı demokratiyalıq qádiriyatlar menen bayıwdı támiynleydi. Bul process jámiyettegi puqaralardıń social erkin sharayatta jasawǵa qanshelli tayar ekenlikleri, yaǵnıy shaxslardıń puqaralıq jetikligi hám belsendiligine baylanıslı. Óz náwbetinde puqaralıq jetiklik hám puqaralıq juwapkershilik jámiyet aǵzalarınıń puqarawiylik sanası dárejesi menen belgilenedi. Puqarawiylik sana jámiyettiń ruwxıy, intellektual hámde social-ekonomikalıq potencialın qalıplestiredi.

Puqarawiylik sana jámiyetti birlestiriwge xızmet qıladı, ulıwma mápler jolında puqaralar ortasında kelisiw bolıwına xızmet qıladı. Jámiyette júz beretuǵın túrli social-mádeniy faktorlar tásirinde puqarawiylik sana ózgerip baradı hám puqaralıq haqqındaǵı ideyalar rawajlanıwında óz kórinisin tabadı.

Mámleket hám jámiyet, mámleket hám shaxs ortasındaǵı qatnasıqlardıń tábiyatı haqqındaǵı bilimlerdiń keńeyiwi — puqaralıq túsiniǵi haqqında qayta qayta oylanıwǵa shaqıradı. Social processler nátiyjesinde jetiliske puqaralıq mádeniyat hám puqaralıq sana adamlardı ekonomikalıq, siyasiy, huqıqıy, ádep ikramlıq tárepten qalıplestiredi.

Puqaralıq hám puqarawiylik sananı úyreniwden tiykarǵı maqset puqaralıq jámiyetin qurıwda puqarawiylik belsendilikti úyreniwden ibarat. Sebebi puqaralıq jámiyet tek ǵana puqaralıq ózgesheliklerge iye sanalı puqaralar járdeminde, bálki belsendi bolǵan puqaralar menen qurıladı. Mine sol belsendilikti keltirip shıǵarıwshı faktorlardı úyreniw áhmiyetke iye. Sebebi olar puqaralıq jámiyetin qurıwdıń ulıwma hám jeke nızamlılıqların ańlaw imkaniyatın beredi.

Puqarawiylik belsendilikti social-siyasiy hám miynet xızmetine dóretiwshilik qatnas sıpatında bahalaw múmkin. Insannıń puqaralıq belsendiligi shaxstıń tolıq rawajlanıwına, ondaǵı imkaniyatlardıń tolıq júzege shıǵıwına xızmet qıladı. Puqaralıq poziciyası hámde puqarawiylik belsendilikke iye bolıw jámiyette júz berip atırǵan barlıq waqıya-hádiyselerdi, olardıń aqıbetleri hám bar bolǵan mashqalalardıń sheshimin tereń ańlawdı bildiredi.

Puqaralıq jámiyetin qurıwda puqaralıq belsendilik júdá áhmiyetke iye ekenligin este tutıw lazım. Sebebi passiv puqaralar hesh qashan óz huqıqları ushın gúrespeydi. Puqaralıq belsendilik óz kúshine iseniw, bar bolǵan jaǵdaydı ózgeritiwge uqıplı seziminiń anıq kórinisi menen júzege keledi. Kópǵana jaǵdaylarda puqaralıq belsendiliktiń baslanǵısh tochkası sociologlardı qızıqtırǵan másele bolıp esaplanıladı. Sebebi kópshilik jámiyetlerde social ózgerisler mámleket jetekshiliginde ámelge asırıladı hám jámiyet aǵzaları keyin ala bul ózgerislerge maslasadı.

Kóbinese puqarawiylik belsendilik jaslarda gúzetiledi. Álbette puqarawiylik belsendilikke tásir kórsetiwshı faktor tek ǵana jas penen shegaralanbaydı. Bilim dárejesi, dúnyaǵa kóz qaras, tárbiya hám hátte jasaw mánzili de buǵan tásir kórsetedi.

Kóbinese jaslar puqarawiylik belsendilik kórsetiwdi qálese de, siyasiy tarawda bunday xızmet kórsete almaydı. Basqasha aytqanda, jaslar mámleket siyasatı quramalı bolǵanlıǵı sebepli óz tileklerin siyasatshılar aldında durıs qalıplestiriwge uqıplı bolmaydı. Basqa tárepten siyasiy taraw jaslardan bir qansha uzaq bolǵanlıǵı sebepli jaslar óz máplerin mámleket siyasatı menen muwapıqlastırıwda quramalılıqlarǵa dus keliwleri múmkin. Sol sebepli olardıń bazıları siyasiy partiyalarǵa aǵza boladı, kópshiligi bolsa ulıwma siyasatqa qızıqpay qoyadı.

Qanday da bir tarawdaǵı mashqalalardı saplastırıw imkaniyatı mámleketlik emes kommerciyalıq emes shólkemlerde bar bolǵanlıǵı sebepli jaslardıń kópshiligi sonday shólkemlerge aǵza bolıp kiredi. Mámlekettiń siyasiy dúzilmelerinde professional xızmetke kiriw puqara jaslardan belgili is tájiriybesi, bilim hám kónlikpe talap qılsa, jámiyetlik birlespelerine aǵza bolıp kiriw ushın is tájiriybe talap etilmeydi, bálki tek ǵana qızıǵıwdıń ózi jeterli boladı.

Insandı ıqtıyarlı xızmet, yaǵnıy óz erki menen iske baǵdarlawshı negizinde hár bir adamǵa tán bolǵan jeke hám social talaplar jatadı. Onıń menen birge, basqalarǵa payda keltiriw, ózin kórsetiw hám pikirlesiw tilegi adamdı belsendilikke jetekleydi. Adamda social tárepten tán bolǵan talaplarda bar. Professional hám turmıslıq tájiriybeni qollaw tilegi de adamda sonday xızmetke baǵdarlawı múmkin. Óz imkaniyatların iske salıw, óz ideyaların engiziw tilegi de adamdı háreketlendiriwshi kúshke aylanıwı múmkin. Social processlerge tásir kórsetiw hám qatnasıw tilegi de adamdı belsendilikke jetekleydi.

Puqaralıq belsendiliktiń ózi bir neshe ózgeshelikler menen ajralıp turadı;

- belsendi puqara toparına tiyisli adamlar tiykarınan siyasiy hám ekonomikalıq struktura haqqında bilim alıwǵa tayar bolǵan adamlardan ibarat;

- belsendi puqaralarda óz haq-huqıqların belsendi ámelge asırıw ushın bilim hám qábilet boladı;

- belsendi puqaralarda mine sol bilimlardi engiziw ushin kónlikpeler bar boladı. ¹⁶⁵

Puqarawiylik belsendiligi búgingi kúnde mámleket ushin misli kórmegen kómekshige aylanbaqta. Túrli social proektlerge birlesken puqaralar júz berip atırǵan, tuwılıp atırǵan hám bar mashqalalardı dodalaw, olardıń sheshimin tabıw hám húkimetke usınıs etiw imkaniyatına iye. Túrli mámleketlik emes strukturalardaǵı jetik qánigeler bazar qatnasıqları sharayatında kútilmegende júz beretuǵın mashqalalar, bazardıń tártipsiz processlerinde júzege keletuǵın mashqalalardı saplastırıwǵa húkimetke járdem bermekte.

Bir sóz benen aytqanda, Puqaralıq jámiyet ushin puqaralıq, puqarawiylik sana hám puqarawiylik belsendilik júdá áhmiyetke iye. Rawajlanıwdı maqset qılǵan hár qanday jámiyet ushin insan potencialınan paydalanıw, insannıń ózliginde, onıń qálbinde bar bolǵan birdeylik, saqıyılıq, bawırıkeńlik sıyaqlı pazıyiletlerge murajat etiwdin ózi jeterli.

Joqarıda atap ótilgen barlıq mashqalalardı saplastırıw, kemshiliklerdiń aldın alıw, hesh gúmansız ruwxıyılıq, aǵartıwshılıq, insan oy pikiri, olardıń jaǵdayına baylanıslı. Biz búgin aǵartıwshılıq jámiyet qurıwdı óz aldımızǵa wazıypa qılıp qoyǵanbız. Aǵartıwshılıq jámiyeti puqaralardan, ásirese, jaslardan óziniń mánawiy álemin qalıplestiriwdi, olar ortasında kitabxanlıq, atap aytqanda, elektron kitabxanlıqtı rawajlandırıwdı, zıyalılar miynetin múnásip túrde qollap quwwatlawdı talap etedi. Gúmansız, bul boymsha úlken jetiskenliklerge eristic.

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IMKONIYATI CHEKLANGAN BOLALAR BILAN ISHLOVCHI MAXSUS PEDAGOGLARNING RUHIY PSIXOLOGIK HOLATI

Shavkatova Shaxlobonu Shuxratjon qizi

Aniq va ijtimoiy fanlar universiteti psixologiya (faoliyat turlari bo'yicha)
magistraturaning 1-bosqich talabasi.

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Annotatsiya. Ushbu maqolada hozirgi kunda imkoniyati cheklangan bolalarning ta'lim-tarbiya olishlari uchun qilinayotgan amaliy ishlar, inklyuziv ta'lim va bu ta'lim to'g'risidagi qabul qilingan qonun va bu borada bugungi kundagi muammo va kamchiliklar xususida so'z yuritilgan.

Kalit so'zlar: Pedagogik texnologiyalar, maxsus ta'lim, dars, pedagog, samaradorlik, ta'lim va tarbiya, imkoniyati cheklangan bolalar.

PSYCHOLOGICAL STATUS OF SPECIAL EDUCATORS WORKING WITH CHILDREN WITH DISABILITIES

Abstract. This article talks about the practical work being done for the education of children with disabilities, inclusive education and the adopted law on this education, as well as the current problems and shortcomings in this regard.

Key words: Pedagogical technologies, special education, lesson, pedagogue, efficiency, education and training, children with disabilities.

ПСИХОЛОГИЧЕСКИЙ СТАТУС СПЕЦИАЛЬНЫХ ПЕДАГОГОВ, РАБОТАЮЩИХ С ДЕТЬМИ-ИНВАЛИДНОСТЬЮ

Аннотация. В данной статье рассказывается о проделанной практической работе по образованию детей с ограниченными возможностями, инклюзивном образовании и принятом законе об этом образовании, а также о текущих проблемах и недостатках в этом направлении.

Ключевые слова: Педагогические технологии, специальное образование, урок, педагог, эффективность, воспитание и обучение, дети с ограниченными возможностями здоровья.

Imkoniyati cheklangan (aqli zaif) bolalar maktablarida logopedik ishning asosiy vazifasi aqli zaif o'quvchi shaxsini har tomonlama rivojlantirish bilan bir qatorda bu toifadagi bolalarni ijtimoiy tomondan orqada qolishlikka olib keluvchi ruhiy va jismoniy rivojlanishdagi turli xil nuqsonlarni tuzatish, yengillashtirish, kompensatsiya qilishga yo'naltirilgan chora-tadbirlarni amalga oshirishga qaratilgan. Nogiron jismoniy, aqliy, psixologik va hissiy faoliyatning izdan chiqishi, shikastlanishi natijasida hayot faoliyatining cheklanishi munosabati bilan qonun hujjatlarida belgilangan tartibda nogiron deb topilgan va ijtimoiy yordam hamda himoyaga muhtoj bo'lgan shaxs tushuniladi. "Nogiron" atamasi hozirgi kunda eskirib qolgan va qo'pol bo'lgan so'z hisoblanadi. Shuning uchun ham bunday shaxslarga nisbatan "imkoniyati cheklangan insonlar" yoki "nogironligi bo'lgan shaxslar" deb murojaat qilish to'g'ri bo'ladi.

Imkoniyati cheklangan bolalar musiqa, rassomchilik, tasviriy san'at, kulolchilik, jismoniy tarbiya va sport, kompyuter, tikuvchilik hamda boshqa maktabdan tashqari to'garaklar bilan qamrab olinadi. Shu bilan birga, inklyuziv ta'limda o'qitish usullari takomillashtiriladi hamda

ta'lim jarayoniga individuallashtirish tamoyillari bosqichma-bosqich joriy etiladi.

Imkoniyati cheklangan bolalarga mo'ljallangan maktablar Xalq ta'limi vazirligi va Sog'liqni saqlash vazirligi tomonidan mintaqadagi jismoniy va psixik rivojlanishda imkoniyati cheklangan, maxsus sharoitlarda ta'lim-tarbiya olishga muhtoj bolalarning mavjud kontingentini birgalikda o'rganib chiqish yakunlari bo'yicha tashkil etiladi.

Ushbu maktablarni tashkil etish tegishli hududda oxirgi 5 yilda 3 yoshdan 16 yoshgacha bolalar o'rtasida tegishli kasalliklarning ko'payganligini ko'rsatadigan rasmiy statistika ma'lumotlari bilan asoslanishi kerak.

Imkoniyati cheklangan bolalarga mo'ljallangan maktablar o'quvchilar soni 250 nafardan oshmasligi kerak.

Bolalarni imkoniyati cheklangan bolalarga mo'ljallangan maktablarga yuborish xalq ta'limi boshqarmalari tomonidan, xalq ta'limi boshqarmalari huzurida tashkil etilgan psixologik-tibbiy-pedagogik komissiya xulosasiga ko'ra, ota-onalar roziligiga ko'ra amalga oshiriladi.

O'zbekiston Respublikasi Prezidentining "Ta'lim-tarbiya tizimini yana-da takomillashtirishga oid qo'shimcha chora-tadbirlar to'g'risida" 2020-yil 6-noyabrdagi qaroriga asosan O'quvchilarni kasb-hunarga yo'naltirish va psixologik-pedagogik Respublika tashxis markazi faoliyatini yanada takomillashtirish bo'yicha Hukumat qarorini qabul qilish belgilangan.

Qarorda xalq ta'limi tizimida kasb-hunarga yo'naltirish, ijtimoiy-psixologik xizmat ko'rsatish mexanizmini yanada takomillashtirish, kasb-hunarga yo'naltirishning ilg'or tajribalarga asoslangan zamonaviy shakl va uslublarni joriy etish, inklyuziv ta'limni joriy etish, rivojlantirish hamda bolalar, ota-onalar, pedagog xodimlar va jamoatchilikni ijtimoiy-psixologik jihatdan tayyorlash orqali bolalar uchun xavfsiz inklyuziv o'quv muhitini yaratish ko'zda tutilgan.

— Ayni vaqtda Markaz tomonidan "Inklyuziv ta'lim laboratoriyasi"ning Nizomi hamda inklyuziv ta'lim berishning sifati va samaradorligini aniqlash mezonlarini ishlab chiqish, pedagog xodimlarning malaka oshirish kurslari uchun "Inklyuziv ta'lim" o'quv modulini yaratish va amaliyotga tatbiq etish, tuman (shahar) xalq ta'limi bo'limlarida tashkil etiladigan "Bolalarni ijtimoiy-psixologik qo'llab-quvvatlash markazi" negizida inklyuziv sharoitlarda ta'lim oluvchilar uchun psixologik-pedagogik qo'llab-quvvatlash ishlarini tashkil qilish bo'yicha amaliy ishlar olib borilmoqda.

— Bolalar uchun xavfsiz inklyuziv o'quv muhitini yaratishda nimalarga e'tibor qaratish kerak?

Korreksiyalovchi (kamchiliklarini tuzatish) ta'lim mazmunini o'quvchilarning ehtiyojidan kelib chiqqan holda individual bo'lishini ta'minlash orqali har bir o'quvchi inklyuziv ta'lim sharoitida erkin his qiladigan darajaga yetkazilishi zarur. Buning uchun ta'lim jarayonida ishtirok etuvchi barcha pedagog xodimlar, tarbiyachilar oldiga yagona talab qo'yiladi. Bunda o'quvchilarni ijtimoiy hayotga tayyorlashga ya'ni oilada, mahallada, jamoat joylarida, umuman olganda hayotda qo'llaniladigan shaxslararo munosabatlardagi barcha kommunikativ ko'nikma va malakalar berilishini ta'minlashni ko'zda tutadi.

— Inklyuziv ta'limda maktab sinf xonalariga ham alohida talablar qo'yiladimi? — Ha albatta, inklyuziv ta'limga o'tishda maktab va undagi sinf xonalariga alohida talablar qo'yiladi. Chunki barcha umumiy o'rta ta'lim maktablari sog'lom bolalarni ta'lim olishiga

mo'ljallangan. Shuning uchun harakati cheklangan, zaif ko'ruvchi, ko'zi ojiz, kar va zaif eshituvchi bolalar uchun maxsus qurilmalar, moslamalar, darslik va o'quv materiallari, jihozlar bo'lishi talab etiladi.

— Inklyuziv ta'lim imkoniyati cheklangan o'quvchilar umumiy dasturlar orqali o'qitiladimi va unda qanday mutaxassislar faoliyat olib boradi?

— Inklyuziv sinflarda umumta'lim maktablarining barcha o'qituvchilari faoliyat olib boradi, faqat sinfdagi imkoniyati cheklangan bolalar bilan maxsus ta'lim mutaxassislari (surdopedagog, tiflopedagog, oligofrenopedagog) maxsus o'qituvchi sifatida hamkorlikda ish olib boradi. Inklyuziv ta'lim umumta'lim dasturlari asosida har bir yo'nalishdagi (ko'rishdagi, eshitishdagi, aqliy faoliyatida muammosi mavjud) bolalarga yo'naltirilgan, moslashtirilgan o'quv dasturlari asosida individual yondashuv orqali o'qitiladi.

Bolalarning qobiliyatlari va holatidan qat'i nazar, ularning barchasiga sifatli ta'lim taqdim etilishi kerak.

UNICEF inklyuziv ta'limni O'zbekiston ta'lim tizimiga kiritish masalalari bilan shug'ullanadi. Inklyuziv ta'lim vazifasi bolalarning qobiliyatlari va holatidan qat'i nazar, ularning barchasiga sifatli ta'lim taqdim etishdan iborat. Shu bilan birga, inklyuzivlik tamoyili imkoniyatlari cheklangan bolalar ijobiy ruhiy va ijtimoiy rivojlanishga ega bo'lishlari uchun oilada yashashlari va o'z tengdoshlari bilan birga oddiy maktabda bilim olishlari lozimligini nazarda tutadi. Inklyuziv ta'lim tizimi nogironlar aravachasidagi bola yaqin atrofda joylashgan har qanday maktabda ta'lim olishi, o'zlashtirishda qiynalayotgan bo'lsa, o'qish va yozishga o'rganish uchun maxsus yordamga ega bo'lishi, darslarga qatnamay qo'ygan bolaga esa maktabga qaytish uchun tegishli yordam ko'rsatilishini kafolatlaydi.

Inklyuziv ta'limning istiqbollari nafaqat o'quv jarayoni tashkilotchilari o'qituvchilar, balki nogiron bolalarni tarbiyalayotgan ota-onalar uchun ham katta qiziqish uyg'otmoqda. Bugungi kunda jamiyatimizda "maxsus" va oddiy bolalarning birgalikdagi ta'limi bilan bog'liq muammolar qanday hal etilayotganligi masalasi ayniqsa dolzarbdir. Inklyuziv ta'lim, avvalambor, uning barcha ishtirokchilari uchun bilim olishlari uchun maqbul sharoitlarni yaratishni nazarda tutadi.

Inklyuziv sinflarda oddiy bolalar va nogiron bolalar o'rtasida mustahkam do'stona munosabatlar shakllanadi. Ushbu do'stlik ularga xilma-xillikni yaxshiroq his qilishlariga yordam beradi. O'quvchilar o'zlarini yanada qulay his qilishadi va o'zlaridan farq qiladigan odamlar bilan muloqot qilishdan qo'rqmaydilar. Ular nogiron tengdoshlari bilan boshqa darajada muloqot qilishadi. Nogiron tengdoshlari esa bu jamiyatda o'zini kerakligini, yolg'iz ta'lim olishdan ko'ra sog'lom o'quvchilar bilan ta'lim olishlari, jamiyatda kerakli inson ekanligini anglaydilar.

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BAROMETRIK FORMULA YORDAMIDA VERTIKAL QUDUQLARNING QUDUQ TUBI BOSIMINI ANIQLASH

Muhammadiyev Hamidullo Murodillayevich

Neft va gaz ishi kafedrası dotsenti,
texnika fanlari bo‘yicha falsafa doktori(PhD).

e-mail: hammuh@mail.ru

Mavlanov Zafar Allanazarovich

Neft va gaz ishi kafedrası katta o‘qituvchisi
(Qarshi muhandislik-iqtisodiyot instituti)

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Annotatsiya. Ushbu maqolada gaz kondensat konlarini gazkondensat beraoluvchanligini oshirishda quduq tubi bosimini aniqlash uchun kerakli parametrlarni aniqlash usuli keltirilgan. Agar quduq gaz-kondensatli bo'lsa, u holda barometrik formuladan foydalangan holda quduq tubi bosimini aniqlash, harakatdagi quduqdagi mahsulot ustunning ko'rsatgichlarinidan foydalanishdan ko'ra afzal ekanligi asoslangan.

Kalit so'zlar: kon, quduq, uyum, gazkondensat, konstruksiya, bosim, harorat, gazogidrodinamik, o'ta siqiluvchanlik, nisbiy zichlik.

DETERMINATION OF WELL BOTTOM PRESSURE OF VERTICAL WELLS USING THE BAROMETRIC FORMULA

Abstract. This article presents a methodology for determining the necessary parameters for determining bottomhole pressure when increasing the gas condensate flow rate of gas condensate fields. If the well is gas-condensate, then determining the bottomhole pressure using the barometric formula is based on the fact that it is preferable to use the readings of the production column in a moving well.

Key words: fields, wells, deposits, gas condensate, pressure, temperature, gas-hydrodynamics, supercompressibility, relative density.

ОПРЕДЕЛЕНИЕ ЗАБИТНОГО ДАВЛЕНИЯ ВЕРТИКАЛЬНЫХ СКВАЖИН С ИСПОЛЬЗОВАНИЕМ БАРОМЕТРИЧЕСКОЙ ФОРМУЛЫ

Аннотация. В данной статье представлена методика определения необходимых параметров для определения забойного давления при повышении дебита газоконденсата газоконденсатных месторождений. Если скважина газоконденсатная, то определение забойного давления по барометрической формуле основано на том, что предпочтительно использовать показания столба продукции в движущейся скважине.

Ключевые слова: месторождения, скважин, залежи, газоконденсат, давления, температуре, газогидродинамик, сверхсжимаемости, относительная плотность.

Kirish

Hozirgi kunda dunyoda va mamlakatimizda gaz va gazkondensat konlarini mahsulot beraolishligini oshirish uchun turli geologik-texnologik tadbirlar chorasi ishlab chiqilmoqda. Gazni yig'ish va konlarda tozalash tizimini xususiyatlarini asoslash uchun qatlamda, quduq tubida sodir bo'ladigan barcha texnologik jarayonlarbilish hamda gaz va gaz kondensat konlarini o'zlashtirish jarayonida gaz bosimining o'zgarishini aniqlash talab etiladi.

O'zbekistondagi barcha gaz va gazkondensat konlarini gazkondensat beraoluvchanligini oshirishda quduq tubi bosimini aniqlash, gazogidrodinamik tadqiqot natijalarini tahlil qilish orqali hisoblash ishlarini amalga oshirish muhim vazifalardan biridir. Qatlam va quduq tubi bosimlarining qiymatlari gazogidrodinamik va termodinamik hisoblar uchun zarur ko'rsatgichlar hisoblanadi [1,2].

Gaz va gazkondensat konlarini ishlatishni oxirgi bosqichida quduqlarni mahsuldorligini oshirish choralari ishlab chiqishda A.I.Гриценко, З.С. Алиева, Г.А. Зотова, Y.V.Zaysev, V.M.Yentov, З.А.Хабибулин, А.Г.Ковалев, А.И.Губанов, А.Т.Горбунув, А.Х.Мирзайонзода, I.M.Ametov, V.A.Bocharov, M.M.Kabirov, N.K.Baybakov, G.P.Ovanesov, G.A.Babalyan, M.M.Sattarov, M.M.Ivanova, M.L.Surguchev va boshqa bir qancha olimlar tomonidan ilmiy-amaliy ishlar olib borilgan.

O'zbekistonning neft-gaz hududlari uchun ushbu muammo bilan Nazarov S.N., Nazarov U.S., Irmatov E.K., Agzamov A.X., Maxmudov N.N., Sipachev V.N., Akramov B.SH., Sidiqxo'jayev R.K., V.M. Shevsov kabi olimlar va gaz va gazkondensat konlarida ishlayotgan mutaxassislar tadqiqot olib borishgan.

Yuqorida ko'rsatilgan olimlarning tadqiqotlari natijasida gazkondensat konlarini ishlash ko'rsatgichlarini tahlil etish orqali turli geologik va texnologik sharoitlarni hisobga olgan holda mahsuldorligini oshirish yo'llarni aniqlandi [3,4]. Lekin gazda kondensatning sezilarli miqdori bo'lsa uni nazorat qilish, quduq tubidagi bosim o'lchagichlar yoki komplekslar bilan chuqurlik bosimini o'lchab olingan natijalarni analitik natijalar bilan solishtirish uchun yetarli emasligi sababli barometrik formula yordamida vertikal quduqlarning quduq tubi bosimini aniqlash maqsadga muvofiq.

Tadqiqot metodologiyasi

Quduq usti bosimi quduq tubidagi bosimni aniqlash uchun ma'lumot manbai hisoblanadi. Quduqning konstruksiyasining tuzilishi olingan ma'lumotlarning soniga bog'liq. Eng ko'p tarqalgan qatlam va gazkondensat quduqlar konstruksiyasi 1-rasmda ko'rsatilgan. 1a-rasmda ko'rsatilgan konstruksiya eng sodda tuzilishga ega bo'lib ma'lumot olish ahamiyatsiz hisoblanadi. Agar ushbu ko'rinishda bo'lsa, quduq oqim quvurlari orqali ishlayotganda (1) formuladan foydalangan holda quvur ortki va quduq boshidagi bosim orqali quduq tubi bosimi aniqlanadi [5]. To'xtatilgan H chuqurlikdagi quduq tubi qismidagi bosimi quyidagicha:

$$P_h = P_{st} e^S \quad (1)$$

bu yerda, $S = 0,03415 \cdot \bar{\rho} \cdot H / Z_{orr} T_{orr}$

P_{st} –quduq usti statik bosimi, MPa;

$\bar{\rho}$ – gazning nisbiy zichligi, kg/m³;

T_{orr} –H chuqurlikdagi qatlamning neytral oralig'idagi o'rtacha gaz harorati, K.

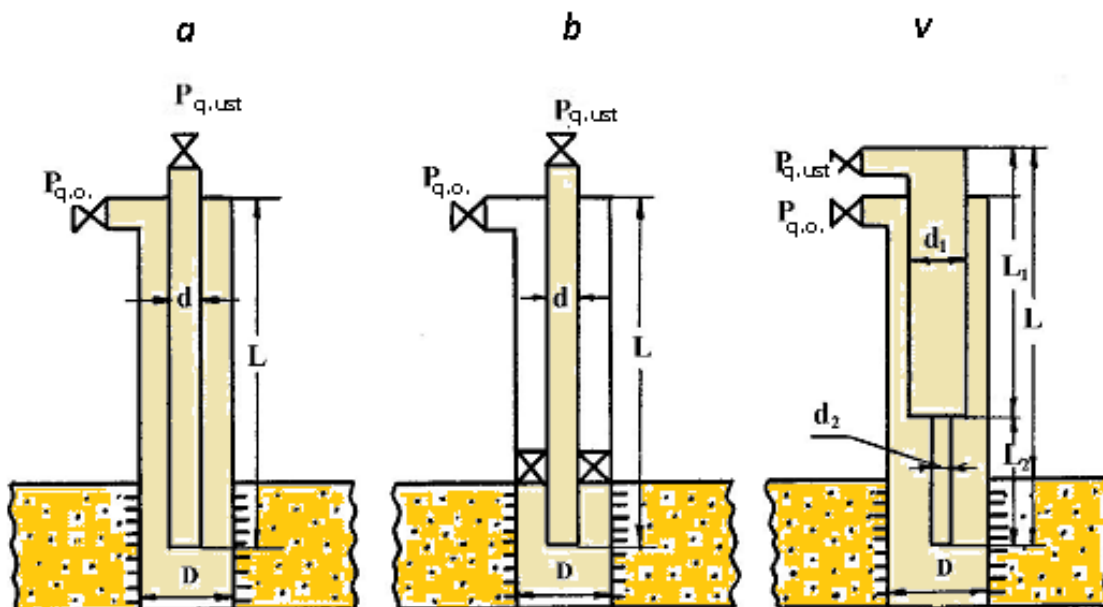
Bunday holda, quduq tubi bosimini aniqlash uchun quyidagi ko'rinishdagi barometrik (2) formuladan foydalanamiz [6]:

$$P_q = P_{q.o.} e^S \quad (2)$$

H chuqurlikdagi qatlamning neytral oralig'idagi o'rtacha gaz harorati quyidagicha aniqlanadi:

$$T_{orr} = \frac{T_{ust} + T_H}{2} \text{ yoki } T_{orr} = \frac{T_H - T_{ust}}{\ln T_H / T_{ust}},$$

bu yerda, T_{ust} – quduq ustidagi gazning harorati, K.



1 – rasm. Vertikal quduq konstruksiyasi sxemasi

a va b - bir qatorli ko'targich: a – pakersiz , b – quvur orti qismi paker bilan mustahkamlangan, v – ikki qatorli ko'targich.

T_{ust} qiymatini termometr bilan o'lchash kerak. Quduq tubi bosimini va (2) formulaga kiritilgan parametrlarni hisoblash tartibi qatlam bosimini aniqlash uchun ko'rsatilgan jarayonga o'xshaydi. (2) formuladan foydalanib, chuqurlik bosimining haqiqiy qiymatini topish uchun ketma-ket yaqinlashish usuli ham qo'llaniladi. Birinchi navbatda $P_{q.o.}$ va $T_{o'r.}$ ma'lum qiymatiga ko'ra gazning o'ta siqiluvchanlik koeffitsientining taxminiy qiymati $Z_{o's.}$ aniqlanadi. $Z_{o's.}$ ni qiymatini aniqlab, S va $P_{q.o.o'r.}$ hisoblanadi. Keyin quyidagi (3) formuladan foydalanib quduq tanasidagi o'rtacha bosimni hisoblanadi:

$$P_{o'r.} = (P_{ust.} - P_{q.o.})/2 \quad (3)$$

keyin esa topilgan $P_{o'r.}$ dan foydalanib, keltirilgan $P_{kel.}$ bosim va T_{kel} haroratni aniqlaymiz. Keyinchalik, $Z=f(P_{kel.}, T_{kel.})$ grafigidan Z ni topishimiz kerak. So'ngra, aniqlangan $Z_{o'r.}$, $T_{o'r.}$, L , ρ va $P_{q.o.}$ qiymatlaridan foydalanib quduq tubi bosimi $P_{q.t.}$ ni hisoblaymiz.

Natijalar va xulosalar

Quduq tubidagi bosimni aniqlash usulini tanlash vazifasining asosiy maqsadini amalga oshirishda quduq tubiga o'lchash vositalarining mavjudligi va imkoniyatlariga, konning chuqurligiga, qazib olinadigan gazning tarkibiga, gaz tarkibidagi kondensat va suv miqdoriga, quduqlarning yer osti va yer usti jihozlarining holatiga bog'liq ekan.

Shunday qilib, gazkondensat konlarini harakatsiz quduq tubi bosimini aniqlash uchun quvur ortki qismida gaz bo'lishi yetarli bo'ladi. Agar quduq bosimining tiklanish egri chizig'ini olib tashlash uchun to'xtatilsa, $P(t)$ vaqtida quduq tubidagi bosimni aniqlash uchun nasos kompressor quvuri ustki bosimi $P_{ust}(t)$ va quvur ortki bosimi $P_{q.ort.}(t)$ ning qiymatini bilishimiz zarur bo'larkan. Agar quduq gaz-kondensatli bo'lsa, u holda barometrik formuladan foydalangan

holda quduq tubi bosimini aniqlash, harakatdagi quduqdagi mahsulot ustunning ko'rsatgichlarinidan foydalanishdan ko'ra afzalroqdir.

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**CROSS-COUNTRY COMPARISON OF EFFECTIVE METHODS OF MANAGING
PRESCHOOL EDUCATIONAL ORGANIZATIONS**

Kalmuratova Khurlikha Rustamxodjaevna

*State University named after Berdakh, assistant of the department
“Pedagogy and psychology”*

Nazarov Sulaymon

*State University named after Berdakh, a student of
“Pedagogy and psychology”*

Xolmuminov Qobiljon

*State University named after Berdakh, a student of
“Pedagogy and psychology”.*

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Abstract. *The article discusses the quality of pre-school education. The actuality of the present investigation is grounded by the fact that the problems of organization and management of preschool educational establishment are in the order of the day yet, because it is clear when the education of children is well organized in the primary grades positive results can be achieved in the upper grades. The aim of the article is to analyze and give a detailed description of the pupils' attitudes to learning that are different, especially, primary school pupils have their own aspects of work, what creates a number of difficulties in the organization of educational work.*

Keywords: *management, planning, organization, activity, opportunity, private categories, organization, leadership, control, efficiency, quality of education, knowledge, awareness.*

**МЕЖСТРАНОВОЕ СРАВНЕНИЕ ЭФФЕКТИВНЫХ МЕТОДОВ УПРАВЛЕНИЯ
ДОШКОЛЬНЫМИ ОБРАЗОВАТЕЛЬНЫМИ ОРГАНИЗАЦИЯМИ**

Аннотация. *В статье рассматривается качество дошкольного образования. Актуальность настоящего исследования обусловлена тем, что проблемы организации и управления дошкольным образовательным учреждением пока стоят на повестке дня, поскольку ясно, что при правильно организованном обучении детей в начальных классах можно добиться положительных результатов. быть достигнуто в старших классах. Цель статьи - проанализировать и дать подробную характеристику отношения учащихся к учебе, которые различны, особенно у учеников начальных классов, имеют свои особенности работы, что создает ряд трудностей в организации воспитательной работы.*

Ключевые слова: *управление, планирование, организация, деятельность, возможность, частные категории, организация, лидерство, контроль, эффективность, качество образования, знания, осведомленность.*

Literary review. The scientific literature outlines the general characteristics of management in education management: 1. Management is the activity of entities that ensure the purposefulness and organization of the work of people in any institution. 2. The management of any social organization may be aimed at the creation, establishment, operation and development of that organization. 3. Management is carried out through four management actions: planning, organizing, directing and controlling. 4. Management in any field can be effective if it is goal-oriented, systematic, predictable, periodic. 5. Management can be effective in any field of activity

if it meets the following requirements: a) the control mechanism corresponds to the complexity of the object and the capabilities of the subject; b) sufficient resources (time, management solutions, etc.) are available; c) the criteria are chosen correctly; g) has a well-developed feedback system; d) taking into account the human factor, etc. 6. Management of any social organization can be fully designed, described and implemented through management functions, organizational structures and organizational mechanisms.

Main part. (Methodology, results). Today, the reform of pre-school education is one of the issues at the level of public policy in the upbringing of children who are mature, morally harmonious, aesthetically and physically developed. The pedagogical process in preschool education is a goal-oriented, organizationally formed and content-rich system under the influence of pedagogical activity. Measures such as finding new ways to manage this system and improving its quality, equipping the educational process with modern technologies, its spiritual renewal, structural and technical and technological restructuring are important.

The multifaceted and complex nature of the problem of forming a comprehensively mature person shows its importance for modern educational theory and practice. Because this task cannot be fulfilled without the skills of teachers, their maturity, deep professional knowledge, skills and abilities, special knowledge. In this regard, it is important to increase the professional competence of teachers in educational institutions.

This makes it necessary to train specialists who meet the requirements of the time in the preschool education system, as well as theoretical knowledge, in accordance with international standards. At the same time, one of the main conditions for the reform of preschool education is to cultivate a generation of professionals who have great spiritual qualities, human qualities and work as a mature staff. This requirement of the modern world requires the preschool to fulfill the task of educating pupils as morally and spiritually mature people. One of the most important tasks facing the leaders and teachers of preschool education establishments is the formation of a free civic spirit, a free person.¹⁶⁶In other words, a free person who recognizes his rights, understands his own strengths and capabilities, has an independent approach to the events and happenings around him, and at the same time builds his personal interests in accordance with the interests of the country and the people. it is necessary to bring up harmoniously developed people. In this sense, educating a perfect person requires, first of all, great skill and responsibility from educators. There is no ready-made example or model for the art of teaching and mentoring. It takes a lot of energy, creativity and many years of experience to master this art. Pedagogical and psychological bases of preschool education system, pedagogical conditions of organization of state and non-state preschool educational organizations and their alternative types, legal and normative bases of organization of preschool educational organizations, content of anti-corruption education, management and the development of world experience and technologies for its application in the educational process is accelerating.

The World Conference on the issues of education and education of young children was held in Tashkent. On November 15, President of Uzbekistan Shavkat Mirziyoyev attended this conference. The conference aims to define policies in the world regarding preschool education by

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2030 and to expand international cooperation in this regard. It is attended by the Director General of UNESCO Audrey Azul, ministers and representatives from about 150 countries, officials of international organizations.

Previously, the coverage rate of preschool education in our country had fallen by 27 percent. There were no modern manuals in kindergartens, the buildings were repaired.

Therefore, the head of state paid special attention to this link and determined the policy of raising a harmonious generation precisely from a young age. In accordance with the decree of the president of Uzbekistan dated September 30, 2017, the Ministry of preschool education was established. Much work began on the construction and repair of kindergartens, the introduction of advanced educational methods and methodologies. There was also an opportunity for private sector penetration to develop the industry. Subsidies were established at the expense of the state budget for each foster child. Thousands of family nurseries were established in remote and remote areas. As a result, in recent years, the number of preschool institutions has increased by 6 times. The number of educators and educators also increased by 3 times to 160,000. Thus, out of 2,800,000 children of kindergarten age, 2,000,000 were covered by preschool education. The head of state also touched on the issue of continuity in the educational system. Grown from our land

"We are putting the issue of building a third renaissance in our country before us as a strategic task, raising it to the level of a national idea. We know that preschool education and school education, the higher education system and scientific and cultural institutions are four continuous rings of the future Renaissance. We consider our kindergarten educator, school teacher, professors and scientific and creative intellectuals to be the four pillars of the New Renaissance, " the president said

- This is being worked on harmoniously combining national experience and advanced achievements in the world. Continuing this consistently, it is planned to bring the child preschool coverage rate to 80% in 2025. I compared with other advanced countries, taking into account this

Due to the management, planning and organization of the preschool educational organization, the necessary, but not sufficient, conditions are created to effectively unite the efforts of the team members of the educational organization. It is known from practice that the work people do in reality does not always correspond to the official requirements imposed on them. A special feature of social organizations is that people who are part of them have their own reasons and are able to set goals for themselves. They may or may not want to do something and act accordingly. When people come to an organization, they want it to enable them to realize their interests. If this does not happen, they either leave the organization or do not fully mobilize their potential and talents.

If joint activities are well planned and organized, performers it is some internal and external condition that requires adjustment to the process only when they know what, where and how to do it until it changes will be successful. These changes can threaten the implementation of planned actions or, on the contrary, open some new opportunities.

The timely reaction of the management to the changes that are taking place and for that, he should have information about it. Get such information and work so-called control to determine the need to make adjustments to the progress it is necessary to implement a special management action

Management is the most important component without which it cannot function due to control part will have feedback. Control is the "clear eye" of management and it sounds impressive about the changes. The reaction to these changes through planning, organizing and leading. As a result, the control circuit becomes closed. Planning, organizing, directing and controlling are complex has a structure, and it is composed of many other works. For example, he planning, situation analysis, forecasting, goal setting, efficiency evaluation, making a decision about choosing any option of the work plan, etc may include. Assigning tasks to employees under management, analysis of the team situation, evaluation of the work of subordinates, awarding and making decisions about punishment, informing employees, resolving conflict situations to do and envisions. There is not one, but many management categories in the management of an educational organization is done. These categories have a hierarchical structure - relative to private categories included in general. For example, the educational process in an educational organization planning of elementary and general secondary education in the general category of management, categories of organization, leadership and control are distinguished. This categories, in turn, have a complex structure. For example, primary education within the management group and planning the study of some classes, subjects, categories of organization, leadership, and control are distinguished.

In the management process, at the same time, the work of various management groups is carried out is increased. Someone makes corrections to the training schedule, someone is the teacher supervise the work, and someone else the work plan of the pedagogic council can discuss.

It is not only the uninformed observer of the ruling class for, but also for most management entities.¹⁶⁷

But the head of the educational organization is responsible for the integrity of management should create these categories and monitor each of them.

For example, if the educational organization has an excellent material base, of financing teachers in other educational organizations at the expense of additional resources he was deprived of all these benefits even though he could pay relatively higher wages ensure that the quality of education is higher than in a regular educational organization possible. But the problem is that each educational organization has its own opportunities how well it is used.

Assessment of management quality depends on the answer to this question.

Management is full of opportunities to get useful results according to its mission must ensure use. The better he does this task, the better he is it will be so effective.

Effectiveness of management is achieved and achievable we understand the characteristic that reflects the relationship between productivity.

Such a definition is related to the management of activities and development can also be used in relation to management. But each of these cases is different results and various costs must be considered. Educational organization is education for itself can ensure that the quality is as high as possible (this is high efficiency and may indicate management of activity), but at the same time it in an objective way to absorb news and strengthen one's potential may not use the available opportunities of education. This is an educational

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organization indicates the low efficiency of development management. Development of awareness of the quality of education among young people providing various aspects of educational activities, teaching content, forms and methods, material and technical base, staff structure and description determined by the sum of indicators. In short, in discussing the policy and program context in which ECEC has developed, multiple factors have contributed to the development of a highly fragmented delivery system that is clearly not yet fully responsive to the dramatic social and demographic changes that have occurred in the society.

Moreover, the US is world renowned for its extensive and rigorous child development research. In this context it is even more surprising how extensive a gap there is between the state of knowledge regarding child development and child well-being on the one hand, and the public policy response as reflected in national ECEC policies, on the other. American society has long been conflicted in its attitude towards women and their proper roles and in its attitude towards government and the family and their appropriate roles. This tension emerges repeatedly in discussions regarding ECEC policies. Poor single mothers are expected to work outside the home and, despite a very different reality, there are many who still believe that middle class mothers should remain at home. The conflict between a family's goal to be self-sufficient and women's responsibility to nurture her children and family remains unresolved and penetrates public policy discussions regularly. Government's involvement in the rearing of children is still viewed by some as trespassing into the private lives of its citizens. Child care and early education developed separately, historically, and are still not well integrated. Despite research demonstrating that high quality early childhood care and education can be beneficial to children, research has also demonstrated that the majority of children in the United States are placed in low quality care, some of which may be detrimental to the long-term development of children (NICHD, 1998). This Country Note for the United States of America is an output of the OECD Thematic Review of Early Childhood Education and Care Policy. The review project was launched by the OECD's Education Committee in March 1998 following the 1996 Ministerial meeting on Making Lifelong Learning a Reality for All. In their communiqué, the Education Ministers of the OECD member countries assigned a high priority to the goals of improving access to early childhood education and care, and of improving the quality of early childhood provision (OECD, 1996). In partnership with families, both are central aspects of strengthening the foundations of lifelong learning. The goal of the review is to provide cross-national information to improve policy-making in early childhood education and care in all OECD countries.

2. The USA is one of 12 countries participating in the review between 1998 and 2000. The other countries are Australia, Belgium, the Czech Republic, Denmark, Finland, Italy, the Netherlands, Norway, Portugal, Sweden, and the United Kingdom. These countries provide a diverse range of social, economic and political contexts, as well as varied policy approaches towards the education and care of young children.

3. The scope of the review covers children from birth to compulsory school age, including the transition to primary schooling. In order to analyse what children experience in the first years of life, the review has adopted a broad, holistic approach. Not only are early childhood policy and provision the focus of the study, but consideration is also given to the roles of families, communities and other contextual factors influencing children's early learning and development.

In particular, the review is investigating concerns about quality, access and equity, with an emphasis on policy development in the following areas:

regulation; staffing; programmer content and implementation; family engagement and support; funding and financing.

4. As part of the review process, each country hosts a review team for an intensive case study visit. After each country visit, the OECD produces a short Country Note that draws together background materials and the review team's observations. The present report for the USA will be one input into the final OECD Comparative Report that will provide a review and analysis of ECEC (early childhood education and care) policy in all 12 countries participating in the review.¹⁶⁸

The U.S. Department of Education, Office of Educational Research and Improvement (OERI) in cooperation with U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation (ASPE) and the Head Start Bureau. During the course of the visit, the team met with many of the major actors involved in ECEC policy and practice in three different states—Colorado, North Carolina, and Ohio—and with representatives from federal government departments and national professional organizations in Washington DC. The team also had the opportunity to observe numerous examples of early childhood programmers and services for children aged 0 to 6 years in Colorado, North Carolina, and Ohio.

1 Early childhood organizations play a pivotal role in shaping the lives of young children. The period from birth to age 5 is critical for a child's brain development, social-emotional growth, and cognitive abilities. Research shows that children who receive high-quality early education and care have better outcomes in school and life. Early childhood organizations provide a nurturing environment where children can explore and learn, enhancing their overall development.

2 Special education organizations play a vital role in ensuring that every child, regardless of their abilities, receives the support they need to succeed. These organizations employ specialized educators and therapists trained to work with children with diverse learning needs. They develop personalized education plans that address each child's unique strengths and challenges.

3 High-quality early childhood organizations prioritize the provision of developmentally appropriate education and care. They follow evidence-based practices and strive for continuous improvement. Quality education and care ensure that children receive appropriate support to reach their developmental milestones and prepare them for academic success.¹⁶⁹

These organizations go beyond simply providing a safe and nurturing environment. They carefully design their curriculum to meet the unique needs of young children. The curriculum is based on the latest research in child development and incorporates various engaging and age-appropriate activities. The curriculum covers many areas to support holistic development, from sensory play to early literacy and numeracy skills.

Moreover, effective early childhood organizations understand the importance of individualized learning. They recognize that each child is unique and has different strengths and areas for growth. Therefore, they tailor their teaching strategies to meet each child's needs, ensuring that they receive the necessary support to thrive.

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4 The qualifications and training of early childhood educators are vital for delivering high-quality programs. Effective organizations ensure that their staff members have the qualifications, knowledge, and skills to meet the unique needs of young children. They provide ongoing professional development opportunities to enhance the educators' expertise.

These organizations value the importance of continuous learning and growth for their staff. They invest in professional development programs focusing on the latest research and best practices in early childhood education. Educators can expand their knowledge and refine teaching techniques through workshops, conferences, and training sessions.

5 An accumulation of research across hundreds of studies shows the benefits of quality early childhood care and education for children's later learning, school success and social development. In recognition of the value of providing early learning opportunities, many nations have expanded early childhood care and education in recent years. Mexico provides an interesting case in which expansion of early childhood care and education has occurred in the past 5 years, as have initiatives to improve quality and revise the national curriculum for preschoolers. In Mexico between 2000 and 2006 - preschool expansion, quality improvement and curricular reform.¹⁷⁰ The preschool expansion included a mandate for all parents in Mexico to send their preschool-aged children (3, 4 and 5 years old) to preschool, with target dates of 2004, 2005 and 2008 for 100 per cent coverage of 5-year-olds, 4-year-olds and 3-year-olds, respectively. The quality improvement initiative was part of a larger program providing supplemental funds to select preschools and schools in Mexico's public education system. Finally, the curricular reform instituted a new preschool curriculum to be implemented nationwide for all preschoolers across the 3- to 5-year-old age range.

Portugal has undertaken Monetization and Supervision of Curriculum Development in Preschool Education (2006). The Directorate General for Innovation and Curriculum Development hired the University of Oporto to carry out a case study with 20 kindergartens to collect data on the quality of actual practices of how curriculum guidelines have been used. The results of the study are practical: they call for more support materials, teacher training sessions on the assessment methods of children and their learning environments, more documentation, and strategies to facilitate transition into the first cycle of primary education; and they identify target areas as experimental science, writing skills and mathematics.¹⁷¹

In recent decades, fundamental changes have taken place in the system of preschool education gave, teaching at this stage of the educational process,

has a serious impact on upbringing and problems? Literally 5-6 years ago, preschool education was on the brink of survival, however significant changes in regulatory, administrative, economic conditions modernization of all levels of preschool education gave Pre-school education opportunity to find his image, in his work meaningful directions that allow you to find enthusiasm and unique the tendency to look for educational methods is clear. The life of preschool education, which has been a habit until recently combining the diversity of building types, curricula and programs variety, related to the introduction of new technologies. Russia current view on the current modernization of education - availability, quality, quality, to preschool education or

¹⁷⁰ "PEDAGOGS" international research journal

¹⁷¹ "PEDAGOGS" international research journal

efficiency sets requirements. Organization of the development of preschool education only to quality changes in the process of implementation of preschool education adding quality and quality to a new level - management mode. It is possible with the production of innovations expressed in the transition.

Early childhood organizations are not just places where children are cared for; they are centers of learning and growth. These organizations employ trained professionals who understand the unique needs of young children and create developmentally appropriate programs. The activities and experiences offered by early childhood organizations are designed to promote physical, cognitive, social, and emotional growth. Children develop essential skills and knowledge through play, exploration, and interactions with peers and caregivers.

One of the key benefits of early childhood organizations is their focus on holistic development. These organizations understand that children are not just empty vessels waiting to be filled with knowledge. Instead, they recognize the importance of nurturing a child's development. By providing a structured and stimulating environment, early childhood organizations foster creativity, curiosity, and a love for learning among young children.

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ЧТО ТАКОЕ РЕЧЕВОЙ ЭТИКЕТ?

Шакирова Гулмира Рашидовна

Преподаватель русского языка и литературы
кафедры «История и филология»
Азиатский Международный Университет
Бухара, Узбекистан.

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Аннотация. В данной статье рассматривается сущность понятия «речевой этикет», как система языковых средств, в которых проявляются этикетные отношения используемые в повседневной языковой практике.

Ключевые слова: речевой этикет, характер, слова и выражения, требования языка.

WHAT IS SPEECH ETIQUETTE?

Abstract. This article examines the essence of the concept of “speech etiquette”, as a system of linguistic means in which etiquette relations used in everyday language practice are manifested.

Key words: speech etiquette, character, words and expressions, language requirements.

Речевой этикет, принятая в данной культуре совокупность требований к форме, содержанию, порядку, характеру и ситуативной уместности высказываний. Известный исследователь речевого этикета Н.И.Формановская дает такое определение: «Под речевым этикетом понимаются регулирующие правила речевого поведения, система национально специфичных стереотипных, устойчивых формул общения, принятых и предписанных обществом для установления контакта собеседников, поддержания и прерывания контакта в избранной тональности». К речевому этикету, в частности, относятся слова и выражения, употребляемые людьми для прощания, просьбы, извинения, принятые в различных ситуациях формы обращения, интонационные особенности, характеризующие вежливую речь и т.д. Изучение речевого этикета занимает особое положение на стыке лингвистики, теории и истории культуры, этнографии, страноведения, психологии и других гуманитарных дисциплин.

ГРАНИЦЫ ЯВЛЕНИЯ РЕЧЕВОГО ЭТИКЕТА.

В широком смысле слова речевой этикет характеризует практически любой успешный акт коммуникации. Поэтому речевой этикет связан с так называемыми постулатами речевого общения, которые делают возможным и успешным взаимодействие участников коммуникации. Это постулаты, сформулированные Г.П.Грайсом (1975), которые выводятся из лежащего в основе всякого общения принципа кооперации. К постулатам речевого общения относятся: постулаты качества (сообщение не должно быть ложным или не имеющим под собой должных оснований), количества (сообщение не должно быть ни слишком кратким, ни слишком пространным), отношения (сообщение должно быть релевантным для адресата) и способа (сообщение должно быть ясным, четким, не содержать непонятных для адресата слов и выражений и т.д.). Нарушение одного или нескольких из этих постулатов в той или иной степени влечет за собой коммуникативную неудачу. Другие важные требования – например, постулаты вежливости (всякое сообщение

должно быть вежливым, тактичным и т.д.) – не включаются Грайсом в число основополагающих, поскольку задачей сообщения считается эффективная передача информации. Показательно, что даже при столь утилитарной постановке задачи приходится рассматривать требования речевого этикета как необходимые условия успешной коммуникации. Тем более эти требования значимы для сообщений, которые имеют другие функции: налаживания межличностных контактов, привлечения слушателей на свою сторону и т.д. В этих случаях постулаты вежливости неизбежно выступают на передний план. Другие же, например постулаты отношения, оттесняются на периферию. Так, во многих учебниках по рекламе рекомендуется воздерживаться не только от любых высказываний, оскорбляющих или задевающих адресата, но и от высказываний, которые могли бы вызвать у него нежелательные ассоциации. Например, слоган Наше пиво – пиво, от которого не толстеют был признан неудачным, поскольку напоминает о самом факте, что от пива толстеют. Таким образом, требования релевантности и правдивости оказываются в данном случае второстепенными.

Таким образом, речевой этикет в широком смысле сопрягается с общей проблематикой лингвистической прагматики и должен рассматриваться в русле прагмалингвистических исследований. Акт языковой коммуникации рассматривается прагматикой с точки зрения достижения участниками коммуникации тех или иных целей. Высказывание рассматривается не изолированно, а в контексте этих целей; например, вопрос У Вас нет часов? подразумевает просьбу сказать, который час. Поэтому ответ Да, есть (без сообщения, который час) игнорирует контекст и тем самым нарушает требования речевого этикета. Или: Что здесь происходит? – вопрос (особенно в определенном контексте) может означать агрессивное недовольство происходящим и как таковой нарушать этикет.

К сфере речевого этикета относятся, в частности, принятые в данной культуре способы выражения сочувствия, жалобы, вины, горя и т.д. Так, например, в одних культурах принято жаловаться на трудности и проблемы, в других – не принято. В одних культурах рассказ о своих успехах является допустимым, в других – вовсе нет. Сюда же могут относиться и конкретные предписания речевого этикета – что может служить предметом разговора, что нет, и в какой ситуации.

Речевой этикет в узком смысле слова может быть охарактеризован как система языковых средств, в которых проявляются этикетные отношения. Элементы этой системы могут реализовываться на разных языковых уровнях:

На уровне лексики и фразеологии: специальные слова и устойчивые выражения (Спасибо, Пожалуйста, Прошу прощения, Извините, До свиданья и т.п.), а также специализированные формы обращения (Господин, Товарищ и т.п.).

На грамматическом уровне: использование для вежливого обращения множественного числа (в том числе местоимения Вы); использование вопросительных предложений вместо повелительных (Вы не скажете, который час? Не могли бы Вы немного подвинуться? и т.п.).

На стилистическом уровне: требование грамотной, культурной речи; отказ от употребления слов, прямо называющих непристойные и шокирующие объекты и явления, использование вместо этих слов эвфемизмов.

На интонационном уровне: использование вежливой интонации (например, фразы Будьте любезны, закройте дверь может звучать с разной интонацией в зависимости от того, предполагается в ней вежливая просьба или бесцеремонное требование).

На уровне орфоэпии: использование Здравствуйтесь вместо Здравствуйте, Пожалуйста вместо Пожалуйста и пр.

На организационно-коммуникативном уровне: запрет перебивать собеседника, вмешиваться в чужой разговор и т.д.

ПОВСЕДНЕВНАЯ ЯЗЫКОВАЯ ПРАКТИКА И НОРМА В РЕЧЕВОМ ЭТИКЕТЕ.

Специфика речевого этикета в том, что он характеризует как повседневную языковую практику, так и языковую норму. Действительно, элементы речевого этикета присутствуют в повседневной практике любого носителя языка (в том числе и слабо владеющего нормой), который легко опознает эти формулы в потоке речи и ожидает от собеседника их употребления в определенных ситуациях. Элементы речевого этикета усваиваются настолько глубоко, что они воспринимаются «наивным» языковым сознанием как часть повседневного, естественного и закономерного поведения людей. Незнание же требований речевого этикета и, как следствие, их невыполнение (например, обращение к взрослому незнакомому человеку на Ты) воспринимается как желание оскорбить или как невоспитанность.

С другой стороны, речевой этикет может рассматриваться с точки зрения языковой нормы. Так, представление о правильной, культурной, нормированной речи включает в себя и определенные представления о норме в области речевого этикета. Например, каждому носителю языка известны формулы извинения за неловкость; однако нормой приветствуются одни (Извините меня, Прошу прощения) – и отвергаются или не рекомендуются другие, например, Извиняюсь (причем иногда подобному разграничению даются «обоснования» вроде: нельзя извинять себя, можно только просить извинения у других и пр.). Само употребление или неупотребление единиц речевого этикета также может быть предметом нормализации, например: формулы извинения уместны в случае, если говорящий причиняет беспокойство своему собеседнику, однако слишком часто извиняться не следует, так как этим собеседник ставится в неловкое положение и пр. Кроме того, нарушение норм и правил литературного языка, особенно если оно выглядит как небрежность, само по себе может рассматриваться как нарушение речевого этикета.

Итак, требования речевого этикета образуют своего рода иерархию. В какой-то мере они являются неотъемлемой частью активной и пассивной языковой практики каждого носителя языка; с другой стороны, эти требования связываются с определенным уровнем культуры речи, более или менее высоким. Например, каждому носителю языка с раннего возраста известно, что при встрече необходимо здороваться. Далее, ребенку объясняют, что надо здороваться в соответствии с определенными правилами (младший приветствует старшего первый, используя для этого вполне определенные формулы – не Привет или Здорово, а Здравствуйтесь, или лучше: Здравствуйтесь, Иван Иванович). Наконец, в дальнейшем носитель языка узнает и о других тонкостях речевого этикета и учится их использовать в своей повседневной практике.

Граница между повседневной речевой практикой и нормой в речевом этикете неизбежно является подвижной. Практическое применение речевого этикета всегда несколько отличается от нормативных моделей, и не только из-за недостаточного знания участниками его правил. Отклонение от нормы или чересчур дотошное следование ей может быть связано с желанием говорящего продемонстрировать свое отношение к собеседнику или подчеркнуть свое видение ситуации. В приведенном ниже примере вежливая форма используется, чтобы подчеркнуть недовольство начальника подчиненным:

– Здрасьте, Любовь Григорьевна! – сказал он в отвратительно галантной манере. – Задерживаетесь? <...>

Больше всего ее напугало то, что к ней обращаются на «вы», по имени-отчеству. Это делало все происходящее крайне двусмысленным, потому что если опаздывала Любочка – это было одно, а если инженер по рационализации Любовь Григорьевна Сухоручко – уже совсем другое. (В.О.Пелевин, «Вести из Непала».)

Таким образом, речевой этикет не является жесткой системой правил; он в достаточной мере пластичен, и эта пластичность создает довольно обширное «пространство для маневра».

РЕЧЕВОЙ ЭТИКЕТ И РЕЧЕВАЯ СИТУАЦИЯ.

Речевой этикет так или иначе привязывается к ситуации речевого общения и ее параметрам: личностям собеседников, теме, месту, времени, мотиву и цели общения. Прежде всего, он представляет собой комплекс языковых явлений, ориентированных на адресата, хотя личность говорящего (или пишущего) также учитывается. Это может быть наилучшим образом продемонстрировано на употреблении Ты- и Вы-форм в общении. Общий принцип состоит в том, что Вы-формы употребляются как знак уважения и большей формальности общения; Ты-формы, напротив, соответствуют неформальному общению между равными. Однако реализация этого принципа может представать в различных вариантах в зависимости от того, как участники речевого общения соотносятся по возрастной и/или служебной иерархии, находятся ли они в родственных или дружеских отношениях; от возраста и социального положения каждого из них и т.д.

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TIKUV BUYUMLARINI ISHLAB CHIQRISHDA ISHLATILADIGAN TOLALAR HAQIDA UMIMIY MA'LUMOTLAR VA ULARNING SINFLANISHI.

Sharipova Nilufar Mavlonovna

Guliston davlat universiteti o'qituvchisi

Qaldibayev Rashid Turdibayevich

Janubiy Qozog'iston Universiteti t.f.d.dosent

Jumabayeva Nigora Muhammad qizi

Guliston davlat universiteti talabasi

Tel: +998973418242

Email: nilufarsharipovamavlonovna@gmail.com

<https://doi.org/10.5281/zenodo.10610310>

Annotatsiya. Tikuv buyumlarini ishlab chiqarishda ishlatiladigan tolalar haqida keng ma'lumotlar keltirilgan bo'lib, ularning tolaviy tarkibi, molekulyar tarkibi, fizik-kimyoviy xossalari bir-biriga yaqinligi va o'xshashligini hisobga olgan holda ularni sinflash mumkin.

Shuningdek, maqolada tabiiy va kimyoviy tolalarni molekulyar tuzilishi va xususiyatlari borasidagi qarashlari ham keltirib o'tilgan.

Kalit so'zlar: Tola, elementar va kompleks tolalar, tabiiy va kimyoviy tolalar, kimyoviy xossa, fizik-kimyoviy xossa, texnologik xossa, sun'iy va sintetik tolalar, sellyuloza va oqsil tolalar, jun va ipak tolalar.

GENERAL INFORMATION ABOUT FIBERS USED IN THE PRODUCTION OF GARMENTS AND THEIR CLASSIFICATION.

Abstract. Detailed information on fibers used in the production of leather goods, classification of materials, proximity and similarity to the composition of fibers, molecular composition and physical and chemical properties.

Also, the molecular structure and properties of natural and chemical fibers are explained in this state.

Key words: Fiber, elementary and complex fibers, natural and chemical fibers, chemical properties, physical and chemical properties, technological properties, artificial and synthetic fibers, cellulose and protein fibers, wool and silk fibers.

ОБЩИЕ СВЕДЕНИЯ О ВОЛОКНАХ, ИСПОЛЬЗУЕМЫХ ПРИ ПРОИЗВОДСТВЕ ШВЕЙНЫХ ИЗДЕЛИЙ, И ИХ КЛАССИФИКАЦИЯ.

Аннотация. Дана обширная информация о волокнах, используемых при производстве швейных изделий, и их можно классифицировать по близости и сходству по составу волокон, молекулярному составу и физико-химическим свойствам.

Также в статье изложены взгляды на молекулярную структуру и свойства натуральных и химических волокон.

Ключевые слова: Волокно, элементарные и сложные волокна, натуральные и химические волокна, химические свойства, физико-химические свойства, технологические свойства, искусственные и синтетические волокна, целлюлозные и белковые волокна, волокна шерсти и шелка.

Tola - uzunligi ko'ndalang kesimi o'lchamidan katta bo'lgan, ma'lum darajada egiluvchan, cho'zilish va pishiqlik xossasiga hamda ingichkalikka ega bo'lgan jism tushuniladi. Tolalar to'qimachilik

tarmog'ining xom ashyosi bo'lgani uchun, ko'p hollarda to'qimachilik tolalari deb yuritiladi. Aytilganlarni inobatga olib, tolaga quyidagicha ta'rif beriladi: to'qimachilik mahsulotlari deb ishlab chiqarishga yaroqli, chegaralangan uzunlikdagi, yumshoq, ingichka va ma'lum qayishqoqlik, pishiqlik, cho'ziluvchanlik xususiyatlariga ega bo'lgan jismga aytiladi. Tolalar tashqi tuzilishiga ko'ra elementar va kompleks tolalarga bo'linadi. Uzunligi bo'yicha bo'linmaydigan yakka tolalar elementar tolalar deb ataladi. Uzunligi bo'yicha bir qancha elementar tolalarning birikmasiga kompleks tola deyiladi.

Kiyim - kechak ishlab chiqarishda turli xil materiallar qo'llaniladi. Bu gazlamalar, trikotaj buyumlar, to'qilmagan materiallar, tabiiy va sun'iy charm, plyonkali va murakkab materiallar, tabiiy va sun'iy mo'yna, tikuv iplari, yopishtiruvchi materiallar va aksessuarlar.

Ushbu materiallarning tuzilishini bilish, ularning xususiyatlarini aniqlash, assortimentni tushunish va sifatini baholash qobiliyati yuqori sifatli kiyimni ishlab chiqish va ishlab chiqarish, ishlov berish usullarini to'g'ri tanlash va materiallarga ishlov berish rejimlarini o'rnatish uchun zarur shartdir.

Kiyim - kechak sanoatida eng katta hajm to'qimachilik materiallaridan tayyorlangan mahsulotlardan iborat.

To'qimachilik materiallari yoki to'qimachilik tolalar va iplardan tayyorlangan materiallar va mahsulotlar. Bularga gazlamalar, trikotaj buyumlar, to'qilmagan matolar, tikuv iplari va boshqalar kiradi.

To'qimachilik tolasi cho'zilgan korpus bo'lib, egiluvchan va bardoshli, ko'ndalang o'lchamlari kichik, uzunligi cheklangan, ip va to'qimachilik materiallarini ishlab chiqarish uchun mos keladi.

Tolalar kelib chiqishiga qarab tabiiy va kimyoviy tolalarga bo'linadi. Tabiatdagi o'simliklardan (paxta, zig'ir, kanop va hokazolar), jonivorlardan (jun, ipak) va ma'danlardan (tosh paxta) olinadigan tolalar tabiiy tolalar deyiladi. Tabiatdagi mavjud bo'lgan moddalarni yoki yuqori molekulyar birikmalarni sintez qilish asosida olingan tolalar kimyoviy tolalar deyiladi. Kimyoviy tolalar ham, o'z navbatida, ikki turga bo'linadi: sun'iy tolalar va sintetik tolalar. Tabiatdagi mavjud bo'lgan moddalarni kimyoviy usul bilan qayta ishlash asosida olinadigan tolalar sun'iy tolalar deyiladi. Yuqori molekulyar birikmalarni kimyoviy usul bilan sintez qilish asosida olinadigan tolalar sintetik tolalar deyiladi. To'qimachilik sanoatida ishlatiladigan tolalarni mukammal o'zlashtirish uchun, uning tasniflanishi nihoyatda katta ahamiyatga ega. Tolalar kelib chiqishiga qarab tabiiy va kimyoviy tolalarga bo'linadi. Tabiatdagi o'simliklardan (paxta, zig'ir, kanop va hokazolar), jonivorlardan (jun, ipak) va ma'danlardan (tosh paxta) olinadigan tolalar tabiiy tolalar deyiladi. Tabiatdagi mavjud bo'lgan moddalarni yoki yuqori molekulyar birikmalarni sintez qilish asosida olingan tolalar kimyoviy tolalar deyiladi. Kimyoviy tolalar ham, o'z navbatida, ikki turga bo'linadi: sun'iy tolalar va sintetik tolalar. Tabiatdagi mavjud bo'lgan moddalarni kimyoviy usul bilan qayta ishlash asosida olinadigan tolalar sun'iy tolalar deyiladi. Yuqori molekulyar birikmalarni kimyoviy usul bilan sintez qilish asosida olinadigan tolalar sintetik tolalar deyiladi. To'qimachilik sanoatida ishlatiladigan tolalarni mukammal o'zlashtirish uchun, uning tasniflanishi nihoyatda katta ahamiyatga ega.

To'qimachilik sanoatida tolali mahsulotlar ishlab chiqarish uchun xom ashyo sifatida tabiiy, kimyoviy tola va iplar ishlatiladi. Tola va iplar bir-biridan kimyoviy, fizik-kimyoviy, fizik-texnik, texnologik va boshqa xossalari bilan farqlanadi. Ammo tolalarning ayrim xossalari bir-biriga yaqinligi va o'xshashligini hisobga olgan holda ularni sinflash mumkin.

Sinflashda tolalar tarkibini tashkil etadigan polimer makro molekularining kimyoviy tuzilishi va kelib chiqishi asos qilib olinadi. Barcha to'qimachilik tolalari tabiiy va kimyoviy tolalarga bo'linadi.

Kimyoviy tolalar, olinishiga qarab, sun'iy va sintetik tolalarga ajratiladi. Tabiiy birikmalarni kimyoviy qayta ishlash bilan olinadigan tolalar sun'iy tolalar, sintetik polimerlarni qayta ishlash bilan olinadigan tolalar esa sintetik tolalar deyiladi. Sintetik polimerlar oddiy uglevodorod, aromatik uglevodorod, aminlar, kislotalar, spirtlar sintezlab olinadi. Tabiiy tolalarga o'simliklarga mansub bo'lgan paxta, lub, kanop tolalari, hayvonlardan olinadigan tolalarga jun va ipak tolalari, minerallardan olinadigan tolalarga asbest tolasini kiradi. Sun'iy tola olish uchun ishlatiladigan xomashyo organik va anorganik polimerlarga bo'linib, olingan tolalar organik va anorganik tolalar sinflariga mansub bo'ladi. Organik sun'iy tolalarga sellulozadan olinadigan viskoza va mis-ammiak tolalari (gidratsellulozatolalari); asetat va triasetat tolalari (selluloza efirlaridan olinadigan tolalar), oqsil moddali tolalarga sutdan olingan tola (kazein tolasini) misol bo'ladi. Anorganik sun'iy tolalarga shisha vametall tolalari kiradi. Sintetik tolalarning turi juda ko'p bo'lib, turli nomlar bilan ataladi. Sintetik tolalarning asosiy tarkibini tashkil etadigan polimer makromolekulasining (asosiy zanjirining) kimyoviy tuzilishiga ko'ra, karbozanjirli va geterozanjirli tolalarga bo'linadi. Tabiiy tolalar, selluloza (paxta, zig'ir, kanop) va oqsil (jun va ipak) tolalari kiradi.

Selluloza tabiatda juda keng tarqalgan tabiiy yuqori molekular birikmadir. U o'simliklarning asosiy qismini tashkil qilib, ularning rivojlanishida faol ishtirok etadi. Paxta tolasining o'rtasida bo'ylama kanal bo'lib, u buralgan tasma shaklidir. Tola uchiga tomon ingichkalanib boradi, uni chigitdan uzganda hosil bo'lgan ikkinchi uchi ochiq, ingichka uchi esa yopiq bo'ladi. Selluloza tolasini bir necha aylanma (umumiy markazga ega bo'lgan doira) qatlamlardan, ya'ni birlamchi va ikkilamchi devorlardan tarkib topgan. Sirtidagi yupqa birlamchi devor himoya qatlami hisoblanadi. Tolaning asosiy massasi uchta aylanma qatlamdan tuzilgan ikkilamchi devorga to'g'ri keladi. Zig'ir tolalari oraliq plastinkalar bilan bog'langan bir qarcha elementar tolalardan tuzilgan. Zig'ir tolasining ikki uchi berk urchuqsimon shaklda bo'lib o'rtasida uzunasi bo'ylab kanal bo'ladi.

1-jadval

Tolalar tarkibi	Foiz miqdorida			
	Paxta	Zig'ir	Djut	Archa
α -sellyuloza	96	80,5	71,5	55,2
Pentozan va Pektin	1,8	8,4	-	11,2
Lignin	-	5,2	21,3	27
Azot va oqsil moddalar	0,3	2,1	-	2,0
Yog', mum	1	2,7	0,4	0,6
Kul moddalar	1,2	1,1	0,8	0

Bu tola bir necha aylanma qatlamlardan iborat. Tolaning oraliq plastinkasi tarkibida pektin, lignin, gemiselluloza va boshqa birikmalar mavjud. Pishgan paxta tolasining 94—95 %ini (tolaning absolut quruq massasiga nisbatan) selluloza va qolgan 4—6 %ini tabiiy selluloza yoldoshlari — tarkibida azot bo'lgan moddalar, pektin, mumsimon moddalar tashkil etadi. Selluloza miqdori zig'irda 74—79 %, daraxtda 40—50 %, qamish va somonda 20—30 % bo'ladi. Mumsimon moddalar yuqori uglevodorodlar, yuqori bir atomli spirtlar, yuqori kislotalar, ularning tuzlari va efirlari aralashmasidan iborat bo'lib, organik erituvchilar yordamida ekstraksiyalanadi. Tarkibida azot bo'lmagan moddalar oqsil tabiatli moddalar va nitrat, nitrit kislota birikmalari ko'rinishida bo'ladi. Pektin moddalar asosiy qismini pektin kislotaning kalsiy-magniy tuzlari tashkil qiladigan polisaxaridlar aralashmasidan iborat. Lignin murakkab tuzilishga ega bo'lgan tabiiy

polimer bo'lib, u hali to'liq o'rganilmagan. Lignin sellulozadan farqli o'laroq 72 %li sulfat kislotada eriydi. Kul moddalar tarkibida silikat kislota, turli metall tuzlari va kalsiy, kaliy, temir, marganes oksidlari bo'ladi.

Pigmentlar. Bunday moddalar murakkab tuzilishga va tarkibga ega bo'lib, ular hali to'liq o'rganilmagan, suvda va ishqor eritmasida erimaydi. Tarkibida selluloza bo'lgan materiallarni qayta ishlilashga oid hamma jarayonlar sellulozaning kimyoviy o'zgarishiga asoslangan. Yog'och massasini mexanik qayta ishlash (yog'ochdan sellulozani ajratish uchun tayyorlash) bundan istisno. Paxta tolasi asosida to'qilgan matolarni bo'yash va gul bosishga tayyorlash, bo'yash va pardozlash jarayonlari natijasida boshlang'ich xomashyoda kimyoviy va fizik-kimyoviy o'zgarishlar sodir bo'ladi. Shuning uchun texnologik jarayonlarni to'g'ri yo'naltirish zarurati sellulozaning tuzilishini, fizik-kimyoviy xossalarini va undan mahsulotlarni olishga qaratilgan ilmiy tadqiqot ishlarini puxta bilishni taqozo etadi. Selluloza — tola hosil qiluvchi eng muhim polimer; to'qimachilik materiallarining deyarli 70 %i sellulozadan tayyorlanadi. Selluloza — yuqori molekular polimer bo'lib, uglevodlar sinfiga mansubdir. Tabiatda selluloza uglerod dioksidi bilan suvning ishtirokida fotosintez natijasida hosil bo'ladi. Biosintez jarayonida paxta tolasida paydo bo'ladigan polioza molekulari asta-sekin sellulozaga aylanadi.

Hayvonlardan olinadigan jun va ipak qurtidan olinadigan tabiiy ipak tolalari oqsil tolalar jumlasiga kiradi. Jun — qo'y, echki va tuya terisini qoplab turgan tola. Jun tabiiy va tiklangan xillarga bo'linadi. Tabiiy jun bevosita hayvonlarning junini olish, korxonalarda olinadigan jun hayvonlarning terisiga ishlov berish, tiklangan jun esa ikkilamchi jun xom ashyosini qayta ishlash yo'li bilan olinadi. Pardozlash fabrikalarida tabiiy jun va undan tayyorlangan to'qima materiallarga ishlov beriladi. Jun tolalari paxta tolalaridan uzunroq, pishiqligi kamroq, lekin qayishqoqroq bo'ladi. Jun gazlamalar qator qimmat baho xossalarga ega, ya'ni uncha g'ijimlanmaydi, ishqalanishga chidamli, undan tikilgan buyumlarning dastlabki shakli yaxshi saqlanadi va issiqni yaxshi saqlaydi. Jun tolasining asosini oqsil modda — keratin tashkil etadi. Bu tola juda murakkab tuzilgan. Masalan, ingichka jun tolasi ikki qatlam, ya'ni sirtqi tangachasimon qobiq va ichki qatlamdan iborat. Dag'al jun tolalari ichida uchinchi — o'zak qatlam bo'ladi. Tola massasining asosiy qismini tashkil etuvchi qobiq qatlam tarkibi va xossalari bilan farq qiluvchi ikki qismdan tuzilgan. Bu qatlam tola o'qi bo'yicha tartibli tuzilishga ega bo'lgan urchuqsimon hujayralardan tuzilgan. Umuman olganda, tolaning hamma qatlamlari, asosan, hujayrasining tarkibi, shakli va o'lchamlari bilan farqlanuvchi keratindan tashkil topgan. Jun tolalarida oz miqdorda oqsil va oqsil bo'lmagan moddalar ham bo'ladi. Bular tasodifiy iflosliklar, sellulozali moddalar, oqsil mumi va tuz aralashmalari bo'lishi mumkin.

Ipak qurti o'rgan pilladan olingan xom ipak seritsin deb nomlanuvchi yelim moddadan iborat qobiq bilan qoplangan ikkita fibroin ipdan tuzilgan. Xom ipak tarkibida taxminan 70—75 % fibroin va 25—30 % seritsin, oz miqdorda mum simon modda va mineral bo'yovchi modda bo'ladi. Seritsin ham oqsil modda bo'lib, u o'zining tarkibi, suvda eruvchanligi va strukturasi bilan fibroindan biroz farq qiladi.

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5LP LINTERNING ARRALI SILINDRI

Yangiboyev Ikromjon Berdikul o'g'li
Guliston davlat universiteti o'qituvchisi
Qaldibayev Rashid Turdibayevich
Janubiy Qozog'iston Universiteti t.f.d.dosent
Tel: +998902554467

Email: sirdaryoxf@umail.uz

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Annotatsiya. O'tkazilgan tadqiqot ishlarining natijasi 5LP linterlar uchun linterning chigit va momiq bo'yicha ish unumdorlini oshiradigan, elektr energiya sarfini kamaytiradigan, linterdan keyingi chigit va momiqning sifatini yaxshilaydigan, arrali silindri aylanishida esa tebranish darajasi yuqori bo'lmagan arrali silindri ishlab chiqarish kerakligi belgilab olingan.

Tayanchli so'zlar: Linter, ishchi kamera, arrali silindr, val, kolosnikli panjara, chigit, momiq, ifloslik, tukdorlik, ish unumdorlik, sifat..

5LP LINTER SAW CYLINDER

Abstract. As a result of the conducted research, it was determined that for 5LP linters, it is necessary to produce a saw cylinder that increases the productivity of the linter in terms of seed and fluff, reduces electricity consumption, improves the quality of seed and fluff after the linter, and does not have a high vibration level during the rotation of the saw cylinder.

Key words: Linter, working chamber, saw cylinder, shaft, colosnik grid, seed, lint, dirt, hairiness, productivity, quality.

ЦИЛИНДР ЛИНТЕРНОЙ ПИЛЫ 5LP

Аннотация. В результате проведенных исследований установлено, что для линта 5ЛП необходимо изготовить пыльный цилиндр, повышающий производительность линта по семенам и пуху, снижающий расход электроэнергии, улучшающий качество семян и пуха после линтера, и не имеет высокого уровня вибрации при вращении цилиндра пилы.

Ключевые слова: Линтер, рабочая камера, пыльный цилиндр, вал, колосниковая сетка, семя, ворс, грязь, ворсистость, производительность, качество.

XX asr oxirlarida paxta tozalash korxonalarida avval PMP-160 rusumli, keyinchalik PMP-160M rusumli linterlar ishlatilgan [1]. Bir batareyali paxta tozalash korxonalarida paxtani dastlabki ishlashning muvofiqlashtirilgan texnologiyasi bo'yicha paxtani jinlash tizimida o'rnatilgan 2 ta 4DP-130 rusumli arrali jindan ishlab chiqarilgan chigitdan momiqni qirib olish uchun 3 qator linterlar batareyasi o'rnatilgan va qar bir batareyada 8 donadan umumiy 24 dona PMP-160 rusumli linterlar o'rnatilgan. Bunda 3 bosqichli momiq qirib olingan. Texnologiyada linterlar sonining ko'pligi ekspluatatsiya harajatlarini va elektr energiya sarfini ko'p miqdorda sarflanishiga olib kelib, korxonada iqtisodiyotiga salbiy ta'sir etgan [2].

Linter ish unumdorligini oshirish bilan texnologiyada linterlar sonini kamaytirish orqali ekspluatatsiya harajatlarini va elektr energiya sarfini kamaytirish uchun PSMITI (hozirda "Paxtasanoat ilmiy markazi" AJ) olimlar tomonidan olib borilgan izlanishlar natijasida 1980 yilga kelib, 5LP rusumli linter uskunasini ishlab chiqariladi va ishlab chiqarishga keng joriy etiladi (1-rasm) [3]. 5LP linterning ishlab chiqarishga joriy etilishi linterning chigit va momiq bo'yicha ish unumdorligini sezilarli darajada oshirmaydi.

1990 yilning o'rtalariga kelib, paxta tozalash korxonalarida "A" va "B" tipdagi momiq ishlab chiqarilishiga o'tilganligi sababli linter ceahlarida ikki tipdagi momiqni ishlab chiqarish uchun 2 qator linterlar batareyasi va qar bir batareyada 6 tadan, umumiysi 12 ta 5LP linterlari o'rnatilgan [4]. Bunda 2 bosqichli chigitni literlash jarayoni amalga oshirilib, "A" va "B" tipdagi momiq ishlab chiqarilgan.

Texnologiyada qar bir 5LP linterga soatiga 30,6 kVt elektr energiyasi sarflanishiga qaramasdan ish unumdorligi kam bo'lib, bugungi kunda chigitni linterlashda linterga qo'yilgan tehnik talabni to'liq bajargani yo'q.

Linter konstruksiyasiga asosan eng ko'p elektr energiya usknadagi arrali silindrga sarflanib, 18,5 kVt ni tashkil qiladi. Arrali silindr konstruksiyasiga asosan val unga yig'ilgan 160 dona arra, 159 dona arralar oraliq qistirma, 2 ta shayba va 2 ta gaykadan iborat.

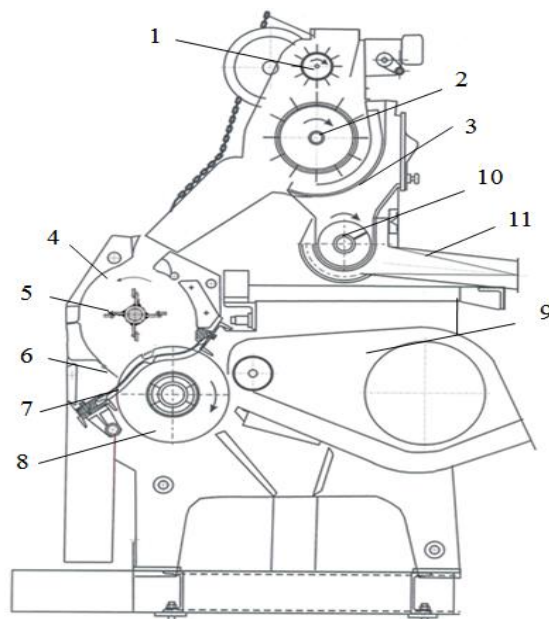
Ichki diametri 61,8 mm bo'lgan va texnologiyadagi arrali jinlardan ishlatilib chiqarilgan ichki diametri 100 mm bo'lgan arralarni ishlatish uchun 5LP linterlarda arralar yig'iladigan joyining diametri 61,8 mm va 100 mm bo'lgan vallar ishlatiladi. Bunda valning uzunligi 2150 mm, diametri 61,8 mm bo'lgan valning oqirligi 47,5 kg, diametri 100 mm bo'lgan valning oqirligi

esa 110 kg ga teng [5]. Diametri 61,8 mm bo'lgan yiqma qoldagi arrali silindring oqirligi 160,4 kg, diametri 100 mm bo'lgan yiqma qoldagi arrali silindring oqirligi esa 197,94 kg ni tashkil etadi (2- rasm).

Og'irligi 197,94 kg bo'lgan arrali silindri 730 ayl/min da aylanishida va yuklama bilan ishlatilishida silindring tebranishi oqirligi 160,4 kg bo'lgan arrali silindring tebranishiga qaraganda yuqori bo'lib, valdagi arralarning kolosniklarga tegib ishlash darajasi oshadi. Natijada valdagi arralarning tez o'tmaslanishi yuzaga kelib, ularni 48 soatli muddatidan oldin almashtirilishiga to'g'ri kelgan [6].

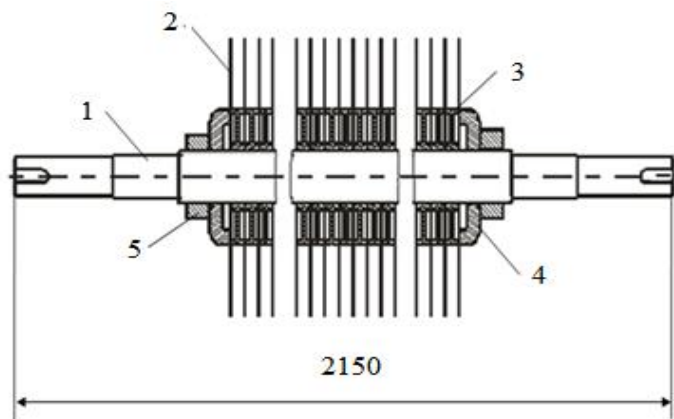
O'tmaslangan arralarni muddatidan

oldin almashtirilishi chet davlatdan keltirilayotgan arralarni keragidan ortiq sarflanishiga sabab bo'lgan. Bundan tashqari arralarning tez o'tmaslanishi linter ishchi kamerasi chigitli valigida chigitdan momiqni qirib olish jarayonini keskin kamaytirgan. Natijada linterning chigit va momiq bo'yicha ish unumdorligi pasaygan, ishlab chiqarilgan chigit va momiqning sifati kamaygan. Shu



1- ta'minlagich, 2- qoziqli baraban, 3- ishchi kamera, 4- arrali silindr, 5- kolosnikli panjara, 6- havo kamera.

1- rasm. 5LP rusumli linterning sxemasi



1- val, 2- arra, 3- arralar oraliqi qistirmasi, 4- shayba, 5- gayka

2- rasm. Diametri 100 mm ga teng bo'lgan 5LP rusumli linter arrali silindring sxemasi

bilan birga tebranishning oshishidan arrali silindr bilan qavo kamera soplosini talab etilgan 1,5-2,0 mm oraliq masofada o'rnatish imkoniyati bo'lmagan. Talab etilgan oraliq masofa o'rni 2,5-3,0 mm oraliqdagi masofani o'rnatishga to'g'ri kelgan. Arrali silindr bilan havo kamerasi oraliq masofasini talab etilgan kattalikdan kattalashtirilishi silindrdagi arralardan momiqlarni qavo yordamida to'liq ajratib olib, tola kanaliga tashish imkoni bo'lmagan. Arra tishlarida qolgan momiqlar qavo kamerasidagi ulyuk kozerogi bilan ishchi kameradagi kolosnikli panjara ostki qismi oraliqida arra tishlaridan ajralib, bir qismi ulyukka qo'shilsa, ikkinchi qismi linterdan chiqayotgan chigitlarga qo'shilib, chigit shnegiga tushgan va chigit bilan chigit omboriga tashilgan. Bu o'z navbatida ishlab chiqarilayotgan umumiy momiq miqdoriga salbiy ta'sir etgan.

Bundan tashqari arrali cilidrdagi arralarning muddatidan oldin o'tmaslanishi chigitni linterlashda chigit sirtidan momiqni qirib olish jarayonini keskin kamaytirgan, chigit shikastlanishini, momiqdagi iflos aralashmalar va butun chigitlarning massaviy ulushini oshirgan.

Oqibatda linterning chigit va momiq bo'yicha ish unumdorligi keskin kamaygan, ishlab chiqarilgan chigit va momiqning sifati pasaygan [7].

5LP linterdagi arrali silindri samaradorligini o'rganish maqsadida Sirdaryo viloyati Bek klaster paxta tozalash korxonasini chigitni linterlash sexidagi val diametri 100 mm ga teng bo'lgan arrali silindrli 5LP rusumli linterda tadqiqot ishlari olib borildi. Tadqiqot ishlarini boshlashdan oldin linterdagi arrali silindring oqirligi elektron tarozida o'lchandi va oqirligi 198,2 kg ga teng ekanligi aniqlandi.

Ma'lumki, 5LP rusumli linterdagi arrali silindri aylanma harakatga keltirish uchun silindr vali texnik karakteristikasiga asosan 18,5 kVt quvvatli, 730 ayl/min.li elektrodvigatel bilan yarim mufta orqali ulangan. Tadqiqot ishlari davrida arrali silindri yuklamasiz va yuklama bilan ishlaganda elektrodvigatelga tushadigan yuklama, chigitni linterlashda linterning chigit va momiq bo'yicha ish unumdorligi, ishlab chiqarilgan chigitning shikastlanish darajasi, momiqdagi iflos aralashmalar va butun chigitlarning massaviy ulushi o'rganildi. Arrali silindri aylanma harakatga keltiruvchi elektrodvigatelga tushadigan yuklama elektrodvigatelga o'rnatilgan ampermetr yordamida aniqlandi.

5LP linterni ta'minlagichidan ishchi kameraga chigit berildi va kameradagi aralashtirgich bilan arrali tsilindrning aylinishidan aylanma xarakatga keltirilib, chigitli valik hosil qilindi.

Valikni kerakli zichlikda tiqilmasdan aylanishida chigit sirtidan momiqni qirib olish jarayonida arrali tsilindr orqali elektrodvigatelga tushadigan yuklama o'lchandi. Bunda tok kuchi 28 A ni tashkil etdi. Chigitni linterlash jarayonida kameradan tashqariga chiqqan chigitning o'rtacha tukdorligi 8,4 % ga, shikastlanishi 4,8 % ga teng bo'ldi [8, 9]. Linterdan keyingi momiqdagi iflos aralashmalar va butun chigitlarning massaviy ulushi o'rtacha 7,8 % ni, shtapel uzunligi 6/7 mm ni tashkil etib, davlat standarti O'zDst 662:2011 "Paxta momig'i" texnikaviy shartlar bo'yicha B tip "Iflos" sinfga mansubligi aniqlandi [10]. Linterdan ishlab chiqarilgan chigitni tukdorlik darajasi bo'yicha tarkibi o'rganilganda linterlanmagan chigitlar 5 % ni, tukdorligi 6,5 % gacha bo'lgan chigitlar 19 % ni, tukdorligi 7,0 % gacha bo'lgan chigitlar 23 % ni, tukdorligi 8,5 % gacha bo'lgan chigitlar 30 % ni, tukdorligi 9,5 % gacha bo'lgan chigitlar 14 % ni, tukdorligi 10,5 % gacha bo'lgan chigitlar 9 % ni tashkil etdi (3- rasm)

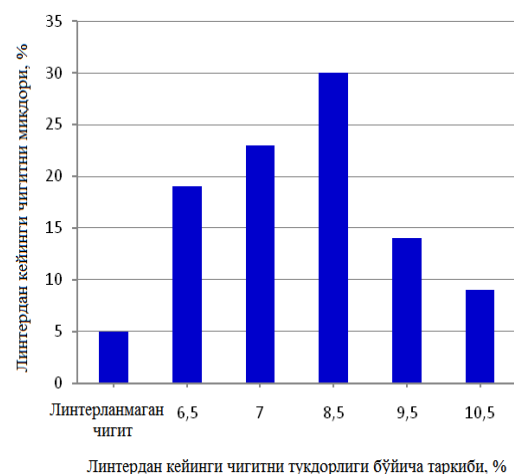
Hulosa. 190,2 kg og'irlikdagi arrali silindrga ega bo'lgan 5LP linterning ishlash xolati va ishlab chiqarilayotgan chigit va momiqning sifat ko'rsatkichi bo'yicha olib borilgan tajriba ishlari linterning chigit bo'yicha xaqiqiy ish unumdorligi uning texnik tavsifidagi ish unumdorligiga qaraganda o'rtacha 65 % ga kam bo'lib, chigit shikastlanishi va momiq iflosligining yuqoriligidan sifat ko'rsatkichi past ekanligini ko'rsatdi. Linter arrali silindrning oqirligidan arrali silindrda 18,5 kVtli elektrodvigatel qo'llanilgan va elektr energiyani keragidan ortiq sarflanishiga olib kelgan. Silindr og'irligidan 730 ayl/minda aylanishida.

tebranishlar yuqori bo'lib, silindrdagi valni egilishi, sheykaning yeyilishi yuzaga kelgan va ba'zi xollarda sheykaning uzulishidan val yaroqsiz xolga kelgan

Silindr tebranishini yuqoriligidan valdagi arralar bilan havo kamerasi soplo oraliq masofasini talab etilgan kattalikda qo'yish imkoni yo'qligi va buning oqibatida arrali silindrdagi arra tishlaridan momiqni havo yordamida to'liq ajratib olish imkoni yo'qligi, natijada arra tishlarida qolgan momiqlar chiqindiga qo'shilib, umumiy momiq miqdoriga salbiy ta'sir etgan. Bundan tashqari tsilindr tebranishining yuqoriligidan chigit tarog'i zonasida taroq uchlari bilan kolosnikli panjaradagi kolosniklar yuzasi oraliq masofasini kerakli kattalikda qo'yish imkoni yo'qligidan linterdan ishlab chiqarilgan chigit tukdorlik darajasi bo'yicha bir xil emas. Ushbu kamchiliklarni keskin kamaytirish uchun linterning chigit va momiq bo'yicha ish unumdorlini oshirish, elektr energiyani tejash bilan linterdan keyingi chigit va momiqning sifatini yaxshilaydigan, 730 ayl/min da aylanishida tebranish darajasi yuqori bo'lmagan arrali silindrni ishlab chiqarish va 5LP linterlarga o'rnatib, linterlarni takomillashtirish kerakligini ko'rsatmoqda

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ОСНОВЫ БЕЗОПАСНЫХ И ЗДОРОВЫХ УСЛОВИЙ ТРУДА В СФЕРЕ ПРОМЫШЛЕННОСТИ

Махматкулов Нурилла Имомович

Каршинский инженерно-экономический институт
Кафедра «Охрана труда и техника безопасность»
доцент.

E-mail: mail.runurilla.mahmatqulov@mail.ru

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***Аннотация.** В данной статье, представлены результаты научных исследований по существующим проблемам и их устранению в целях создания безопасных и здоровых условий труда в сфере производства. Также в статье содержатся сформулированные автором научное предложение и практические рекомендации по данному вопросу.*

***Ключевые слова и фразы:** охрана труда, аттестация, техника безопасности, опасные и вредные факторы, несчастные случаи, производство, система «Человек-Машина-Среда», безопасность, наемные работники.*

BASICS OF SAFE AND HEALTHY WORKING CONDITIONS IN INDUSTRY

***Abstract.** These articles present the results of scientific research on existing problems and their elimination in order to create safe and healthy working conditions in the production sector. The article also contains a scientific proposal formulated by the author and practical recommendations on this issue.*

***Key words and phrases:** labor protection, certification, safety precautions, dangerous and harmful factors, accidents, production, “Man-Machine-Environment” system, safety, employees.*

Актуальность исследования: Человечество появилось и расширяет так называемую техносферную среду для создания идеальных условий для себя и членов своей семьи на территориях, принадлежащих биосфере. Отсюда следует, что каждый гражданин является главной силой в формировании, развитии, производстве и управлении обществом, в котором он живет. Под влиянием этих сил развиваются страны, формируются социально-экономические условия жизни населения. При этом увеличивается частота возникновения опасных и вредных факторов на производственных предприятиях, являющихся элементами техносферы. С этой точки зрения в системе «человек-машина-окружающая среда» увеличивается количество и виды несчастных случаев и профессиональных заболеваний.

Актуальность исследования сосредоточена на обеспечении безопасности труда на предприятиях, сохранении здоровья работников, создании здоровой и свободной рабочей среды, координации научных и практических работ.

По данным, опубликованным Международной организацией труда (МОТ), ежегодно на земле в результате несчастных случаев и профессиональных заболеваний, наблюдаемых на производстве, погибает 2 миллиона (то есть более шести тысяч человек ежедневно) людей. При этом темпы роста этих показателей из года в год увеличиваются на 10%. Кроме того, жертвами производства становятся 270 миллионов человек. В странах СНГ в рабочее время зарегистрировано более 600 тысяч несчастных случаев. По данным МОТ, 4%

мирового валового внутреннего продукта теряется из-за плохих условий труда и несчастных случаев на производстве.

Цель исследования: реализовать проблемы обеспечения безопасности труда на производственных предприятиях, сохранения здоровья работников, создания здоровых и свободных условий труда.

Исходя из цели исследования, рассматриваются следующие задачи:

- 1) изучение и анализ нормативно-правовых и технических документов в области охраны труда и техники безопасности;
- 2) изучать проблемы и разрабатывать предложения по вопросам охраны труда и техники безопасности на производственных предприятиях.

Результаты исследования: Многолетний жизненный опыт человечества подтверждает, что любая деятельность несет в себе потенциальный риск. Разумеется, это подтверждение является публичным. Однако управлять риском и снижать его можно и в производственных условиях. Но в любом случае стопроцентной безопасности добиться невозможно.

Безопасность – это состояние деятельности, при котором опасность в определенной степени устранена, то есть одна из основных целей осуществления деятельности.

Охрана труда – это комплекс средств, направленных на обеспечение безопасности труда на производстве. Поэтому с самого начала цивилизации человечество требует обеспечения безопасности труда, изучения процесса трудовой деятельности и опасных факторов, возникающих при ее осуществлении. По этой причине исследовательская работа по обеспечению безопасности трудовой деятельности человека ведется в трудах Аристотеля, созданного в 384-322 гг. до н.э., Гиппократ, жившего в 460-377 гг. до н.э., русских ученых М.В.Ломоносова, Д.Л. Кирпичева, а также Аль-Хоразми, Абу Райхана Беруни, Ибн Сины, созданных в средние века и многих других веков нашими предками и описанных в научных трудах.

С первых лет независимости Республики Узбекистан, исходя из принципа главного реформатора, государство определило положение по согласованию политического, социального и экономического направлений страны с документами международных организаций, и это не сворачивая с этого пути.

Организация Объединенных Наций (ООН) приняла Всеобщую декларацию прав человека 10 декабря 1948 года. В его статье 9 "Каждый человек имеет право на жизнь...", а в статье 23 "Каждый человек имеет право на труд, свободно выбирать профессию, справедливые и комфортные условия..."[2]

Статья 42 Конституции Республики Узбекистан гласит: «Каждый имеет право на достойный труд, свободно выбирать профессию и вид деятельности, трудиться в комфортных условиях труда, отвечающих требованиям безопасности и гигиены, без какой-либо дискриминации в отношении его труда». и в порядке, не меньшем установленного минимального размера вознаграждения за труд», как имеющий право на получение заработной платы, а также право на защиту от безработицы в соответствии с законом [1], является доказательством соблюдения вышеупомянутую Декларацию.

Ежегодно 28 апреля во всем мире широко отмечается Международный день охраны труда. Конечно, большую помощь в праздновании этого дня оказывает «Международная

организация труда» (МОТ). По инициативе МОТ в Узбекистане организуются мероприятия под лозунгами «Моя жизнь», «Моя работа», «Моя безопасная работа».

Сегодня концепция охраны труда считается одной из наиболее актуальных и серьезных проблем на международном уровне. В число международных стандартов по охране труда включены следующие требования:

- охрана здоровья и жизни работников;
- принятие норм, обеспечивающих охрану труда на государственном уровне и ратификация международных документов;
- государственное управление по охране труда;
- проведение государственного контроля за выполнением требований охраны труда;
- осуществлять общественный контроль за выполнением требований охраны труда;
- координация охраны труда, сохранения чистоты окружающей среды, других видов социально-экономической деятельности;
- Государственное финансирование проектов по охране труда;
- вопрос поставок квалифицированных специалистов по охране труда;
- определены такие вопросы, как создание единой информационной системы по охране труда и международных стандартов по их внедрению.

На основе норм, принятых в 52-й конвенции Международной организации труда, Международное бюро труда (МОТ) разработало руководство «Обеспечение охраны и безопасности труда». Он содержит четкие инструкции по методам правильной оценки и идентификации рисков, системе управления рисками [4]. Рекомендации, упомянутые в этом нормативном документе, позволяют правильно оценить возможные риски условий труда, управлять ими на национальном и региональном уровнях, своевременно устранять опасные факторы, развивать систему безопасных условий труда. Это, в свою очередь, ведет к развитию экономической, социальной и технической сфер жизни общества.

Сегодня законодательной палатой нашего Верховного Собрания ратифицирован ряд международных стандартов с точки зрения реализации международных нормативных документов, соответствующих правовым нормам нашей страны.

Внутреннее трудовое законодательство нашей страны регулярно совершенствуется в соответствии со стандартами Международной организации труда. Мы видим, что под руководством нашего Президента наше государство и правительство активно работают над дальнейшим совершенствованием нормативно-правовой базы охраны труда, разработкой и внедрением ее до уровня, отвечающего требованиям настоящего времени. Например, большое значение в жизни общества и в сфере охраны труда приобрела новая редакция Закона «Об охране труда» нашим государством в 2016 году, а также введение в действие нового «Трудового кодекса» в 2023 году.

Указанные выше нормативно-правовые документы, стандарты, положения, правила и методические рекомендации по охране труда защищают жизнь, здоровье и трудоспособность работников предприятий, предупреждают различные несчастные случаи, травматизм и профессиональные заболевания, создают комфортные и безопасные условия труда, и обеспечивает безопасную технику и обслуживает проектирование, производство и внедрение механизмов, устройств, оборудования.

Конечно, работа, проводимая нашим правительством в сфере охраны труда, положительно воспринимается и международными организациями. Ярким примером этого является встреча ГМТ в Ташкенте в 2021 году. В ноябре 2023 года в Самарканде пройдет Азиатская форма по «Правам человека» и др.

В то же время работу, проводимую в области охраны труда во всех отраслях экономики, нельзя признать положительной. Тем более сегодня, в большинстве строительных процессов, безопасность жизни рабочих не может быть полностью обеспечена. Мы много раз были свидетелями того, что строители работают в очень опасных условиях даже на высоте 20-30 метров. Это правда, что небоскребы важны, но следует также отметить, что строительство любого здания не стоит того, чтобы рисковать человеческой жизнью.[6]

В нашей республике правила охраны труда установлены для всех видов деятельности. В частности, для строителей разработаны технические стандарты, нормы и правила, к сожалению, установленные в них требования не всегда выполняются в полной мере, что должно серьезно заставить строительные организации задуматься. В результате увеличивается количество несчастных случаев среди сотрудников.

Кроме того, основными работниками являются наемные работники, и результаты исследований показали, что, во-первых, работодатель не заключает с ними трудовой договор. Во-вторых, из-за габаритов и веса строительных материалов, цемента, шифера, древесины и изделий из дерева частные предприниматели не могут осуществлять погрузку, транспортировку, разгрузку, упаковку, охрану и реализацию этой продукции одним уполномоченным наемным работником, нанимая сотрудников и заставляя их работать. Не только в строительной отрасли, но и в малых подрядных организациях, в агропромышленном комплексе еще хуже. В результате из-за отсутствия охраны и безопасности труда несчастные случаи остаются нерасследованными, проанализированными и формализованными. Это лишает работника, попавшего в аварию, возможности получения социальной защиты и трудового стажа в будущем в установленном порядке, а также не гарантируется выплата будущей пенсии, а это приводит к увеличению споров и нарушений трудового законодательства. требования защиты.[

Согласно действующим техническим документам погрузочно-разгрузочные работы отнесены к категории тяжелых и опасных работ, при этом вес груза, переносимого одним работником в процессе работы, не должен превышать 15 килограммов, а общий вес переносимого груза за рабочую смену не должен превышать 870 килограммов. Однако вес цемента, картофеля, моркови (1 мешок 50 кг), шифера, изделий из дерева не соответствует вышеуказанным нормам. По этой причине эти нормы не могут соблюдаться на практике.

Обсуждение: В силу вышеперечисленных причин охрана труда наемных работников остается актуальной. Так, в стране потребность в работе составляет 1 млн 441,8 тыс. человек, а уровень безработицы достиг 8,8%. По этой причине некоторые наши граждане вынуждены подстраиваться под требования этой организации, не теряя при этом своих рабочих мест.

Комплексные реформы, проводимые в масштабах республики, год за годом создают большое количество рабочих мест. Ускоряется приведение мер по охране труда в соответствие с международными стандартами. К сожалению, этого недостаточно.

Отмечается, что количество несчастных случаев на производстве увеличивается в результате пренебрежения отраслями экономики требованиями охраны труда и не создания безопасных условий труда работникам.

Необходимость создания безопасных и здоровых условий труда в отраслях экономики, особенно в строительных организациях и на сельскохозяйственных рабочих местах, повышает спрос на наличие достаточного количества факторов, создающих угрозу жизни и здоровью человека, а аттестация этих рабочих мест повышает квалификацию работников, исходя из своей профессиональной позиции.

Аттестация условий труда рабочих мест проводится в целях оценки соответствия требованиям нормативно-технических документов в области технического регулирования по вопросам охраны труда, а также определения вредных и опасных производственных факторов. события.

Что она дает работникам, целью аттестации рабочих мест является определение льгот и компенсаций, предусмотренных законодательством работникам, занятым на тяжелых работах, неудобных, вредных и или опасных работах, оценка профессионального риска, обеспечение работников средствами индивидуальной и коллективной защиты. , а также профессия заключается в определении диагноза заболевания.[9]

Также аттестация обязательна для всех работ и профессий на рабочих местах, где трудятся инвалиды, на опасных производственных объектах. Если в этом заинтересован работодатель, конечно, если рабочие места не сертифицированы, если работающие на них люди заявляют, что их здоровью и жизни угрожает опасность из-за нарушения требований охраны труда, он имеет право требовать различные компенсации. и отказаться от выполнения работы.

В результате это вызывает снижение экономической эффективности и производства продукции на предприятии и влияет на экономику других предприятий. Причина в том, что условия труда на несертифицированных рабочих местах нельзя назвать безопасными. Закона «Об охране труда» (ст. 14), а также в организациях, где рабочие места прошли аттестацию, снизится вероятность конфликтов с законом, уменьшится количество профессиональных заболеваний и травм, расходы на компенсационные выплаты будут приемлемыми и включаются в стоимость продукции, которая будет производиться в будущем.

Многие мелкие подрядные организации передаются в руки незарегистрированных подрядчиков, не имеющих сертификата, отсутствие кадров по охране труда в малых подрядных организациях, отсутствие знаний в осуществлении мероприятий по обеспечению условий безопасности труда, становится причиной множества страшных происшествий, которые приводят к инвалидности, разлуке с кормильцем семьи и даже смерти. По его словам, за 6 месяцев текущего года на 14 тысячах предприятий были проведены контрольные мероприятия, на которых выявлено 41 тысяча 150 нарушений законодательства, работодателям внесено 5 тысяч 688 письменных предписаний и 1 тысяча 866 представлений по их устранению. , 5 тысяч 935 12 миллиардов против чиновников. наложены административные штрафы на сумму более сумов.[14]

В 3 тыс. 146 случаях невыплата заработной платы в срок, в 3 тыс. 123 случаях несоблюдение порядка предоставления отпусков, в 1 тыс. 627 случаев нарушения

законодательства об обеспечении занятости населения, в 1 тыс. Выявлено 116 случаев нарушения порядка ведения трудового учета, в 782 случаях выявлено 756 случаев незаконного увольнения с неофициальным использованием труда работников без заключения трудового договора.

Кроме того, в 13 тысячах 868 случаях выявлено несоблюдение правил охраны труда и технической безопасности. В частности, в 1 тысяче 835 случаях работники были допущены к работе без прохождения инструкций по охране труда и технической безопасности, в 1 тысяче 605 случаях на предприятии не было организовано обучение и проверка знаний работников по охране труда, в 878 случаях не были разработаны мероприятия и планы по охране труда, в 796 случаях работники не были обеспечены специальной одеждой, на 719 предприятиях работники не прошли медицинский осмотр, в 639 организациях службы охраны труда не были организованы, в 501 случаях аттестация условий труда была обязательной, предприятия эту аттестацию не проходили. Специально расследовано в установленном порядке 357 несчастных случаев, произошедших на производстве, из них 76 закончились смертью, 257 тяжких и 24 групповых.[14]

В результате происшествий 105 сотрудников погибли, 277 получили серьезные ранения, 9 получили легкие ранения. в строительстве - 977, в высших и средних специальных учебных заведениях - 1127, на предприятиях нефтегазовой отрасли - 716, в транспортной сфере - 552, Нарушения законодательства допущены должностными лицами на 444 промышленных предприятиях и 356 предприятиях торговли и услуг. Только в строительной сфере зарегистрировано 977 травм, высокий показатель травматизма, высокая смертность в производственном секторе.

При заключении договоров подряда стороны должны нести взаимную ответственность за обеспечение безопасности труда на участках рабочих мест, а также обучение безопасным методам работы, вновь принятым в штате организации и в порядке трудоустройства. Закон об охране труда (статья 25)

Государственная политика в области охраны труда имеет свои направления, и каждое направление направлено на обеспечение приоритета человеческого достоинства, жизни и здоровья работников.

В современной быстро развивающейся стране он занимает свою позицию в решении вопросов снижения энергопотребления, повышения производительности труда, улучшения условий труда.

Проблемы человеческого фактора всегда ждут своего решения, несмотря на то, что механизированные и автоматизированные роботы заменят ручной труд человека на производстве или система управления будет усовершенствована на основе индивидуальных компьютерных программ. Потому что все технологические процессы контролируются человеком. Это значит, что на производстве неизбежны несчастные случаи, несчастные случаи и недовольство сотрудников. Потому что человеческая психология устроена так, что иногда допускает ошибки, связанные с производством.

В области охраны труда специально уполномоченный государственный орган Министерство занятости и борьбы с бедностью, разработка и реализация государственных программ, органы государственного и экономического управления, органы местного самоуправления координируют свою деятельность в области охраны труда, при

установлении требований охраны труда. для всех организаций, при определении требований охраны труда для всех организаций осуществляет государственный контроль и проверку соблюдения требований охраны труда, охрану труда работников, пострадавших в результате несчастных случаев на производстве или больных профессиональными заболеваниями, прекращение принудительного труда и гендерное равенство, сокращение бедности среди населения. Ответственны вопросы контроля рождаемости. Ну и может возникнуть вопрос, выполняются ли эти вещи на практике.[11,13]

Конечно, это великое достижение достигнуто путем прекращения принудительного труда, защиты труда несовершеннолетних, усиления контроля за многолетним принудительным трудом и привлечения молодежи к труду, научной и практической работы по созданию здоровых и безопасных условий труда, причем каждый семинар по охране труда организовывался на уровне республиканских органов власти одного района, области.

Необходимо разъяснить руководителям государственных организаций и частных неправительственных организаций, что принципы государства в области охраны труда защищают права работников, работающих на принудительном труде и в нездоровых каторжных условиях.

Поскольку наше состояние принудительного труда проходит этот этап, перед нами стоит задача создать достойные условия труда для каждого гражданина, который начинает работать, и правильно объяснить это работодателям.

Хотя причины несчастных случаев разнообразны, основными факторами их возникновения является то, что многие работодатели в погоне за прибылью в условиях рыночной экономики не соблюдают правила создания здоровой рабочей среды и безопасности для своих работников.

С этой целью в организациях наблюдаются недостатки в правильной организации работ по охране труда, обеспечении создания здоровых и безопасных условий труда работников и предотвращении несчастных случаев, осуществлении мер контроля за выполняемыми работами, а также отсутствии Систематического обеспечения контроля на объектах, а также организации строительства и застройки отсутствие правового механизма внедрения выпускных проектов в процесс строительства является препятствием для четкого определения ответственности ответственных лиц.

Вывод: За последние годы в Республике Узбекистан реализованы масштабные реформы, направленные на обеспечение безопасности, жизни и здоровья человека, возможности трудовой деятельности. В частности, реализация основных четырех полномочий в области охраны труда:

- передача профессиональным участникам рынка услуг в области охраны труда;
- усиление государственного и общественного контроля за охраной труда;
- улучшение условий труда на предприятиях и в организациях, рабочих местах;
- направлены на предотвращение травматизма на производстве.

Однако во многих случаях мы являемся свидетелями досадных событий, причиной которых иногда является некомпетентность работодателя или неосведомленность работающих в рабочем процессе работников и ряд факторов.

Предложением, направленным на устранение этих недостатков, является создание комиссии по охране труда, включение в состав комиссии профсоюза, других

представительных органов работников, юрисконсульта. один специалист, то есть инженер по охране труда, на это не способен, каждый день на всех рабочих местах могут возникать различные дефекты. Эта ошибка влияет на здоровье тех, кто работает на этих рабочих местах.

Каждый из нас должен видеть эти недостатки и вовремя и в месте их устранять, а это значит, что, не возлагая все на одного человека, каждый должен чувствовать ответственность за собственное здоровье.

Комиссия должна обладать знаниями и навыками по охране труда и промышленной безопасности, каждый человек, входящий в состав комиссии, считается занимающим определенную должность, имеет в своем подчинении работников и в процессе этой работы он считается лицом, ответственным за свою жизнь и здоровье.

Комиссия не ограничивается проверкой уровня знаний, но и выполняет различные задачи в сфере безопасности. например, при разработке программ и предложений, представляемых работодателю на основе предложений коллектива по улучшению условий труда на производстве, профилактике травматизма и профессиональных заболеваний, выявленные недостатки в трехуровневом контроле на каждом рабочем месте и в основе лежат несчастные случаи, вызванные несчастными случаями.

В конце каждого года в ходе разработки мероприятий разрабатываются мероприятия по охране труда на следующий год. Он показывает, сколько денег будет потрачено, какая работа будет выполнена и кто будет нести ответственность. Фактически мы можем наблюдать, как инженер по охране труда собирает дефекты и показывает их начальнику цеха. И он не успеет это увидеть, и ограничится тем, что скажет «да», в результате главные задачи останутся позади, второстепенные задачи войдут в мероприятия, а мероприятия останутся невыполненными. В результате в эту программу входят начальник цеха, главный механик, главный инженер и другие. очевидно, что он не участвовал.

Постоянными членами охраны труда являются зрелые специалисты, т. е. главный механик, главный инженер, при необходимости на этом месте начальники цеха, руководители должны помогать друг другу в осуществлении охраны труда. Только тогда будут приняты меры и программы. быть идеальным, и при переходе на следующий год проблем не будет. Тот факт, что эта комиссия работала слаженно, является основой для обоснования предстоящей работы. Каждый член комиссии должен подготовить предложения по охране труда исходя из инструкций по своей должности. Работа членов комиссии, постоянно действующих в Буэре, должна быть очень большой.

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MEHNAT MUHOFAZASI SOHASIDAGI MAQSABLARNING IQTISODIY TAHLILI.

Muradov Sirojiddin

Qarshi muhandislik-iqtisodiyot instituti

“Mehnat muhofazasi va texnika xavfsizligi” kafedrasida stajyor-o‘qituvchisi

Qarshi, O‘zbekiston.

sirojiddinmuradov0@gmail.com

<https://doi.org/10.5281/zenodo.10611086>

Annotatsiya. Ushbu maqolada mehnatni muhofaza qilish sohasidagi mablag'lar, mablag'larning ishlatilishi va yo'nalishi tahliliy o'rganilib, ushbu mablag'larning korxonada, viloyat va respublika iqtisodiyotidagi o'rni tahlil qilinadi.

Kalit so'zlar: Mehnatni muhofaza qilish, iqtisodiyot, baxtsiz hodisa, qonun, ish beruvchi, xodim, kasaba uyushmasi.

ECONOMIC ANALYSIS OF PROFITS IN THE FIELD OF LABOR PROTECTION.

Abstract. In this article, funds in the field of labor protection, the use and direction of funds are analytically studied, and the role of these funds in the economy of the enterprise, region and republic is analyzed.

Keywords: Labor protection, economy, accident, law, employer, employee, union.

ЭКОНОМИЧЕСКИЙ АНАЛИЗ ПРИБЫЛИ В ОБЛАСТИ ОХРАНЫ ТРУДА.

Аннотация. В данной статье аналитически изучены средства, использование и направление средств в области охраны труда, а также проанализирована роль этих средств в экономике предприятия, региона и республики.

Ключевые слова: Охрана труда, экономика, несчастный случай, закон, работодатель, работник, профсоюз.

KIRISH.

O‘zbekiston Respublikasining “Mehnatni muhofaza qilish to‘g‘risida”gi qonunining 16-moddasi “Mehnatni muhofaza qilishni moliyalashtirish” deb ataladi. Mablag'larni moliyalashtirish manbalari va ulardan foydalanish qoidalari belgilangan. U turli xil baxtsiz hodisalar va kasb kasalliklarining oldini olish va mehnat munosabatlarida yo'qotishlarning oldini olish uchun ishlatiladi.

TADQIQOT METODLARI.

Tadqiqot jarayonida ilmiy va o‘quv adabiyotlarini tahlil qilish, qiyosiy tahlil qilish, umumlashtirish, dasturlash va raqamlashtirish modellari kabi usullardan foydalanildi.

TADQIQOT NATIJALARI VA MUHOKAMALAR.

Mehnatni muhofaza qilishni moliyalashtirish quyidagilar hisobidan amalga oshiriladi: O‘zbekiston Respublikasi Davlat byudjetidan ajratiladigan byudjet mablag'lari; ish beruvchining o'z mablag'lari; qonun hujjatlariga muvofiq tashkil etilgan mehnatni muhofaza qilish jamg'armalarining mablag'lari; yuridik va jismoniy shaxslarning homiylik xayriyalari; qonun hujjatlarida taqiqlanmagan boshqa manbalar.

Mehnatni muhofaza qilish bo'yicha byudjet mablag'lari tegishli (respublika va mahalliy) byudjetlarda alohida belgi qo'yilgan holda ajratiladi, bu mablag'lardan boshqaruv organlari, nazorat va nazorat organlarini ta'minlash, ilmiy-tadqiqot va tajriba-konstruktorlik ishlarini,

mehnatga oid davlat dasturlarini moliyalashtirishga yo'naltiriladi. himoya va boshqa dasturlarni bajarish uchun foydalaniladi.

Har bir ish beruvchi mehnatni muhofaza qilish uchun zarur bo'lgan mablag'larni qonun hujjatlarida, jamoaviy bitimda, shuningdek jamoa shartnomalarida yoki boshqa ichki me'yoriy hujjatlarda belgilangan miqdorda ajratadi. Xodimlar ushbu maqsadlar uchun hech qanday xarajatlar qilmaydi.

Tashkilotlar mehnatni muhofaza qilish jamg'armasini o'zlarining tijorat faoliyati va boshqa faoliyatidan olingan foyda (daromadlar), shuningdek qonun hujjatlarida taqiqlanmagan boshqa manbalar hisobidan tashkil etishga haqli.

Mehnatni muhofaza qilish uchun mo'ljallangan mablag'lardan boshqa maqsadlarda foydalanish mumkin emas.

Ish beruvchi tomonidan mehnatni muhofaza qilish uchun mablag' ajratish, shuningdek mehnatni muhofaza qilish jamg'armalarini tashkil etish va ularning mablag'laridan foydalanish tartibi Kasaba uyushmalari federatsiyasi ishtirokida O'zbekiston Respublikasi Vazirlar Mahkamasi tomonidan belgilanadi. O'zbekiston.

Korxonalar, tashkilotlar va muassasalar O'zbekiston Respublikasining "Mehnatni muhofaza qilish to'g'risida"gi Qonuniga hamda mehnatni muhofaza qilish sohasidagi ilmiy-tadqiqot ishlariga, maqsadli dasturlarga va xodimlarning mehnat sharoitlarini yaxshilash va himoya qilishga qaratilgan boshqa chora-tadbirlarga muvofiq faoliyatni moliyalashtirish maqsadida mehnatni muhofaza qilish fondini tashkil etish.

Jamg'arma mablag'larini qat'iy ravishda:

- tashkilotdagi mehnat sharoitlarini yaxshilash va himoya qilish dasturlarini ishlab chiqish;
- ish joylarini mehnatni muhofaza qilish va texnik xavfsizlik qoidalari va normalari talablariga muvofiq jihozlash;
- mehnatni muhofaza qilish sohasida ilmiy-tadqiqot ishlarini olib borish;
- mehnat sharoitlarini yaxshilash va xavfsiz va samarali mehnat sharoitlarini yaratish, xodimlarni mehnatni muhofaza qilish bo'yicha o'qitish (ularning malakasini oshirish);
- ishlab chiqarishdagi baxtsiz hodisalarning oldini olish;
- kasbiy kasalliklarning oldini olish;
- mehnatni muhofaza qilish xizmatlarini me'yoriy-huquqiy hujjatlar va mehnatni muhofaza qilishni targ'ib qiluvchi vositalar bilan ta'minlash;
- mehnatni muhofaza qilish masalalari bo'yicha konferensiyalar, seminarlar, yig'ilishlar va ko'rgazmalar o'tkazish;
- mehnatni muhofaza qilish masalalari bo'yicha xalqaro hamkorlikni tashkil etish;
- mehnat sharoitlarini yaxshilash va mehnatni muhofaza qilish bo'yicha faoliyatni rag'batlantirish;
- tashkilotning ichki normativ hujjatlarida belgilangan mehnatni muhofaza qilishning boshqa sohalarida chora-tadbirlarni amalga oshirishga qaratilgan faoliyatni moliyalashtirish uchun foydalaniladi.

Mehnatni muhofaza qilish chora-tadbirlari va ushbu chora-tadbirlarni moliyalashtirish uchun zarur bo'lgan mablag'lar miqdori jamoa shartnomasida, agar bunday shartnoma tuzilmagan

bo'lsa - ish beruvchi bilan kasaba uyushma qo'mitasi yoki xodimlarning boshqa vakillik organi o'rtasida tuzilgan shartnomada belgilanadi.

Tashkilotning mehnatni muhofaza qilish chora-tadbirlarining istiqbolli va yillik rejalarini ishlab chiqishda, birinchi navbatda, chang, zaharli gazlar bilan ifloslanish, tebranish, shovqin, boshqa xavfli va zararli ishlab chiqarish omillari, yong'in-portlash xavfi, og'ir qo'l ishlab chiqarishlari, uchastkalar, ob'ektlar, texnologik jarayonlar. mehnatni qisqartirishni (bartaraf qilishni) talab qiluvchilar belgilandi, shuningdek, zararli ishlab chiqarish va og'ir ishlarda band bo'lgan ishchilar (ayniqsa, ayollar) sonini qisqartirish, xavfsiz mehnat sharoitlarini yaratish choralari ko'zda tutilgan.

Mehnatni muhofaza qilish choralari:

- shamollatish moslamalarini, sanitariya-maishiy asboblarni joriy ta'mirlash;
- qurilayotgan binolar, inshootlar, yig'ish joylari, xandaklar, narvonlar va boshqalar yaqinidagi ish joyini panjara bilan o'rash;
- suv omborlarini tayyorlash, yig'ish va demontaj qilish, suv omborlarini o'rnatish, xandaklar va xandaqlarni mahkamlash;
- maxsus kiyimlar va maxsus poyabzallarni sotib olish, saqlash, ta'mirlash, yuvish, changdan tozalash, quritish, dezinfeksiya qilish;
- shaxsiy himoya vositalari va yukni ushlab turish moslamalarini sotib olish va sinovdan o'tkazish;
- ishchilarni davolash-profilaktika oziq-ovqatlari, sut, sovun bilan ta'minlash, sanitariya-maishiy va xizmat ko'rsatish xonalari sotib olish va ular tomonidan xizmatlar ko'rsatish;
- binolar, inshootlar va jihozlarga texnik xizmat ko'rsatish elementlaridan biri sifatida devorlar, shiftlar, inshootlar, jihozlarni bo'yash;
- tashkilot hududini obodonlashtirish, tarmoqli yo'llarni, piyodalar yo'laklarini asfaltlash, hududni obodonlashtirish;
- asosiy maqsadi korxonada yaqinida joylashgan turar-joy mavzolari uchun normal sanitariya sharoitlarini yaratish bo'lgan havo va suv ifloslanishini kamaytirish yoki ifloslanishni bartaraf etish bo'yicha chora-tadbirlar kiritilgan.

XULOSA.

Mehnatni muhofaza qilish chora-tadbirlari moliyalashtirish manbalari va moddiy resurslar bilan ta'minlanishi kerak.

Jamg'arma mablag'lari mehnatni muhofaza qilish xizmati ma'lumotlari asosida tashkilotning tegishli boshqaruv organi tomonidan tasdiqlangan byudjet doirasida sarflanadi.

Jamg'arma mablag'laridan foydalanishni nazorat qilish mehnatni muhofaza qilish xizmati xodimlari bilan bir qatorda bosh buxgalter va kasaba uyushma qo'mitasi yoki xodimlarning boshqa vakillik organi tomonidan amalga oshiriladi.

Jamg'armaning hisobot yilida foydalanilmagan mablag'lari olib qo'yilmaydi, ular keyingi yilga o'tkaziladi va ushbu Nizom va tashkilotning ichki me'yoriy hujjatlarida belgilangan maqsadlarda foydalaniladi.

Mehnatni muhofaza qilish tadbirlarini moliyalashtirish uchun ajratilgan mablag'lar boshqa maqsadlarda, shu jumladan soliqlar va majburiy to'lovlar bo'yicha qarzlarni, kreditorlarning boshqa qarzlarini qoplash uchun ishlatilishi mumkin emas.

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BOSHLANG'ICH SINFLARDA INTERAKTIV METODLARDAN TO'G'RI VA BOSQICHMA BOSQICH FOYDALANISH

Shodmonqulova Sevara Rahmonqul qizi

kafedrası o'qituvchisi

Umarxonova Dilbegim G'ulom qizi

Boshlang'ich ta'lim yo'nalishi talabasi

Toshkent amaliy fanlar universiteti

“Boshlang'ich ta'lim nazariyasi va metodikasi”

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***Annotatsiya.** Bu maqolani yozishdan maqsad boshlang'ich sinf o'quvchilarini darslarga qiziqtirish, turli interaktiv metodlardan samarali foydalangan holda o'quvchilarni darslarni yaxshi o'zlashtirishlariga va o'z mustaqil fikrini bayon qila olishlariga yordam berishdir. Muammoli vaziyatni hal etish uchun o'quvchilar o'rtasida munozara, erkin fikr almashinuvini tashkil etishdir.*

***Kalit so'zlar:** pedagog, interaktiv, metod, adaptatsiya, ta'lim, tarbiya, muammoli vaziyat.*

CORRECT AND STEP-BY-STEP USE OF INTERACTIVE METHODS IN PRIMARY CLASSES

***Abstract.** The purpose of writing this article is to make primary school students interested in lessons, to help them master lessons well and to express their independent opinion by effectively using various interactive methods. It is to organize a discussion and free exchange of ideas among students to solve a problem situation.*

***Key words:** pedagogue, interactive, method, adaptation, education, training, problem situation.*

ПРАВИЛЬНОЕ И ПОЭТАПНОЕ ИСПОЛЬЗОВАНИЕ ИНТЕРАКТИВНЫХ МЕТОДОВ В НАЧАЛЬНЫХ КЛАССАХ.

***Аннотация.** Цель написания данной статьи – заинтересовать младших школьников уроками, помочь им хорошо усвоить уроки и выразить свое независимое мнение путем эффективного использования различных интерактивных методов. Это организация дискуссии и свободного обмена идеями среди учащихся для решения проблемной ситуации.*

***Ключевые слова:** педагог, интерактив, метод, адаптация, воспитание, обучение, проблемная ситуация.*

Интерактив (inglizcha Interaction-o'zaro ta'sir) metodlar - bu jamoa bo'lib fikrlash deb yuritiladi, ya'ni pedagogik ta'sir etish usullari bo'lib ta'lim mazmunining tarkibiy qismi hisoblanadi. Bu metodlarning o'ziga xosligi shundaki, ular faqat pedagog va o'quvchilarning birgalikda faoliyat ko'rsatishi orqali amalga oshiriladi. O'qitishning interfaol (aktiv)ligi-o'quvchining bilish faoliyatini faollashtirish va o'zaro ta'sir asosida tayyorgarlik samaradorligini oshirishning asosiy usullaridan biridir.

Bugungi kunda pedagogik texnologiyalarning eng ommaviylashgan turlaridan biri-bu interaktiv metodlardir. Interaktiv metodlar o'quvchi va o'qituvchining birgalikdagi faoliyati bo'lib, asosan o'quvchilarni mustaqil fikrlashga undaydi. Birinchi Prezidentimiz I.A.Karimov ta'kidlaganidek “Agar bolalar erkin fikrlashga o'rganmasa ta'lim samarasi past bo'lishi muqarrar.

Albatta bu bilim ham kerak. Ammo bilim o'z yo'liga mustaqil fikrlash ham katta boylik."

Biz bu so'zlaridan ham shuni anglasak bo'ladiki, o'quvchini mustaqil fikri biz uchun juda muhim. Aynan interaktiv metodlar orqali biz o'quvchilarda kerakli xulosalarga kelishni, ular o'z fikrlarini tahlil qilishni va amaliyotda qo'llashni o'rgatishimiz zarur. O'qituvchining asosiy vazifasi bu yerda o'quvchilarga yo'l ko'rsatish, yo'nalish berish, eng to'g'ri xulosani aytishdan iborat. Interaktiv usullar yana shunisi bilan ham ahamiyatli, o'qituvchi o'quvchining fikrini hech qachon keskin rad etmaydi, faqatgina vaqti bilan to'g'ri xulosani aytib o'tib ketadi, natijada o'quvchi xatosini o'zi tushunib oladi. Bu esa ularni tushkunlikka tushish, fikrlashda tormozlanish kabi holatlarning oldini oladi. Interaktiv metodlar o'quvchi va o'qituvchi o'rtasidagi o'zaro hurmatga asoslanadi. O'qituvchi qanday bo'lmasin o'quvchining fikrini tinglaydi va hurmat bilan qarashini bildiradi, shu bilan birga o'quvchilarni bir-birlarini tinglashga o'rgatadi.

E'tirozlar, qo'shimchalar ham "hurmatli", "sizning fikringizga qo'shilgan holda", "bizning ham ayrim fikrlarimiz bor edi" "sizning bu haqida fikringizni bilmoqchi edim" kabi so'zlar orqali bildiriladi. Bunday tarzda tashkil etilgan darsda o'quvchi o'zini hurmat qilinayotganligini sezadi va bunday sharoitda hech qanday tayziqsiz erkin fikrlay boshlaydi va uni ochiq bayon eta oladi.

Ushbular bilan birgalikda u boshqalarni ham hurmat qilishga o'rganadi.

Bizga ma'lumki, bola maktabgacha ta'lim muassasida tarbiyalanib maktabga keladi va u xohlagan paytida o'tirib turib o'ynab uxlab turadigan davrdan endi muhim tizimlangan davrga keladi va bu jarayonda bu adaptatsiya bo'lishi uchun bu qiyin davr hisoblanadi. Pedagoglar bu jarayonda har bitta bolani individual o'ziga xos bo'lgan imkoniyatlarini o'rganib chiqishlari kerak bo'ladi. Boshlang'ich sinfga kelgan o'quvchilarni ko'proq kuzatish natijasida ba'zi o'quvchilarni matematika fanidan yaxshi o'zlashtirishlarini, yana qaysidir o'quvchilarni o'qishdan, yoki rasm chizishni juda ham sevib bajarishlarini aniqlanadi. Biz pedagoglar shunga qarab topshiriqlarni ularga mos holda tashkil qilishimiz kerak bo'ladi. Biz bu jarayonda ularning ota onalari bilan ham hamkorlik qilishimiz kerak bo'ladi. Albatta bu jarayonda har bitta bolaning ota onasi bilan qilgan hamkorlik bolaning bu jarayonga tezroq moslashtirib olishga yordam beradi. Yana eng muhimi o'yin ta'limini tashkil qilishdir. Bola maktabgacha ta'lim muassasasidan endigina maktabga chiqqanligi uchun hali juda o'yinqaroq va u o'yin orqali darslarga qiziqadi va o'yin orqali ta'lim olishi osonroq bo'ladi. Boshlang'ich sinflarda turli didaktik o'yin orqali darslarni tashkil qilganimizda mavzularni tezroq o'zlashtirishga yordam bo'ladi. Bu jarayonda albatta bolalarni rag'batlantirib turish kerak bo'ladi.

O'quvchilarni darslarga bo'lgan qiziqishini orttirish maqsadida interaktiv metodlardan to'g'ri va bosqichma-bosqich foydalanish zarur. Quyida interaktiv metodlardan namunalar keltiramiz hamda to'g'ri foydalanish haqida fikr yuritamiz.

Gugurt donalari metodi uning afzaliklari birinchidan o'quv materialini qay darajada o'rganilganligini aniqlashda turli muammolar va vaziyatlar yaratishda va asosiy tushunchalarni tahlil qilish va ta'riflashda shu bilan birga o'z ustida mustaqil ishlash imkonini beradigan metod turlaridan biridir. Gugurt donalari metodining darsni mustahkamlash jarayonida bu metodni o'tkazish uchun biz gugurt donalarini olamiz va o'quvchilarga biz gugurt donachalaridan kim nechta olishini tavsiya qilib chiqamiz va har biz o'quvchi olgan gugurt donalariga qarab mavzu yuzasidan o'zlarini o'rgangan bilimlarini bizga aytib beradi. Bu bilan darsda o'qituvchini o'zini baholash tizim ham aniqlanadi va berilgan ma'lumotni o'quvchilar qanday darajada o'zlashtirganliklarini aniqlanadi va mustahkamlanadi. Ba'zida gugurt donalari metodidan

o'quvchilar charchab qolgan holatda biz ranglar olamiga sayohat usulidan ham foydalanishimiz mumkin biz gugurt donalari metodini ranglar olamiga sayohat deb davom etirishimiz mumkin o'quvchilarda ranglar tavsiya qilinadi va siz qaysi ranglarni ko'proq yoqtirasiz u yerda ranglarni turlari ko'p ham qilsak bo'ladi va bolalar o'zlari tanlab olishadi va mavzu bo'yicha kim nechta rang tanlagan bo'lsa shuncha ma'lumot aytib berishadi albatta bu ranglar istagi bo'ladi.

O'quvchilar mavzu yuzasidan har bitta tanlagan rangga yana bittadab ma'lumot aytib beradi. Bu usul o'quvchilarda birinchi o'rinda mustaqil fikirlashga va mavzu bo'yicha olingan bilimlarni mustahkamlashga va albatta mavzu yuzasidan ma'lum bir kompetensiyaga ega bo'lishga yaqindan yordam beradi.

Bilimlar soyaboni metodi bu matodni har qanday fanda qo'llasak bo'ladi. O'tgan mavzuni mustahkamlash jarayonida qo'llashingiz mumkin. Bizga soyabon metodiga avvaldan tayyorlangan o'tgan mavzuga doir savollar yoki atamalar va kartochlalar kerak bo'ladi. Biz u kartochlarni barglarda yoki soyabondan tushgan yomg'ir tomchilariga yopishtirishimiz mumkin ularni tartib bilan joylashtirish kerak. Agar o'quvchilaringiz soni ko'p bo'lsa savollarni qog'ozlarga yozib soyabonni chekkalariga ilib chiqishingiz mumkin. O'quvchilar aylana shaklda bo'lib turib olishadi va biz soyaboni ochgan vaqtingizga o'quvchilar bittadan savolni yoki atamani tanlab olib uning javobini yoki mazmunini aytib berishlari kerak bo'ladi. Darsning yangi mavzu bayoni qismida esa avvaldan tayyorlangan A4 formatdagi qog'ozga mavzuga doir kerakli so'z va atamani chiqartirib olamiz va ularni soyabonga yopishtirib olamiz. Biz soyaboni aylantirgan vaqtimizda o'quvchilar ana shu so'zlarni ma'nosini aytishi kerak bo'ladi.

Kutuvlar daraxtlar metodi ushbu metodni ta'lim jarayoniga tadbiq etish uchun bizga kerak bo'ladi vatmin qog'ozni flamaster va maxsus tayyorlangan qog'oz bo'laklari. Bu metod 3 bosqichda amalga oshiriladi. 1-bosqichda qog'ozga daraxt rasmini chizib olamiz, 2-bosqichda o'quvchilarimiz qog'oz bo'laklariga bugungi mashg'ulotdan qanday yangiliklar kutayotganliklarini yozib daraxtga joylashtirib ketishadi. 3-bosqichda har bir ishtirokchi chiqib o'zi yozgan varaqalarini topib o'qishadi va bugungi mashg'ulotdan kutayotgani bilimlarni olishdini yo'qmi ishtirokchilar bilan o'rtoqlashadi. Agar ishtirokchi o'zi kutayotgan yangiligini ololmagan bo'lsa o'zaro fikr almashishlari yoki ustozdan so'rab o'zlashtirib olishi mumkin.

Kutuvlar daraxti metodining afzalliklari shundaki, har bir o'quvchi dars mashg'ulotlariga qanchalik darajada puxta tayyorgarlik ko'rganligi yoki bilimlari sayoz ekanligi ma'lum bo'ladi.

O'quvchilar bir-birlari bilan fikr almashishadi va o'tilgan mavzu hamda yangi mavzu yuzasidan bilimlarni mustahkamlaydi.

Xulosa o'rnida shuni aytish mumkinki, interaktiv o'qitish metodida muammoli vaziyatni hal etish uchun o'quvchilar o'rtasida munozara, erkin fikr almashinuvini tashkil etish "aqliy hujum texnologiyasidan" foydalanish mumkin. Bunday metodlar orqali o'quvchilar hozirjavoblikka o'rganadi, ularning lug'at boyligi ko'payadi, ilmiy-nazariy bilimi yanada mustahkamlanadi va darsga qiziqishi ortadi. Bu metodlar bolalarni xotirasini mustahkamlashga, darslarni yaxshi va oson o'zlashtirishiga va diqqatini jamlashiga yordam beradi.

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BOLAGA MEHR KERAK!

Nurova Laylo

Peshku tuman Sadir MFY otinoyisi.

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Annotatsiya. Murg‘ak go‘dakni suyub-erkalab ko‘kka otsangiz, u qo‘rqmaydi, aksincha, shodon qiyqirib, sizni ham quvonchiga sherik qiladi. U biladi: ishonchli qo‘llar yiqilishiga aslo yo‘l qo‘ymaydi. Bu – buyuk ishonch! Ana shu ishonchning hech qachon so‘nmasligi sizni bizga, butun insoniyatga ulkan mas‘uliyat yuklaydi.

Kalit so‘zlar: bola, tarbiyachi, munosabat, sharaf, mehr-muruvvat, ta‘lim, tarbiya.

A CHILD NEEDS LOVE!

Abstract. If you caress a baby bird, it will not be afraid, on the contrary, it will squeal happily and share its joy with you. He knows: reliable hands will never let him fall. This is a great confidence! The fact that this trust never fades is a great responsibility for you and us, all of humanity.

Key words: child, educator, relationship, honor, kindness, education, training.

РЕБЕНКУ НУЖНА ЛЮБОВЬ!

Аннотация. Если погладить птенца, он не испугается, а наоборот, радостно завизжит и поделится с вами своей радостью. Он знает: надежные руки никогда не дадут ему упасть. Это большое доверие! То, что это доверие никогда не угасает, – это большая ответственность для вас и нас, всего человечества.

Ключевые слова: ребенок, воспитатель, отношения, честь, доброта, воспитание, обучение.

Payg‘ambarimiz Rasululloh s.a.v "Bolalar jannatning rayhonlaridir"dedilar (Muslim rivoyati) Alloh toalo bolani beg‘ubor, beozor qilib yaratdi. Bolani sevmaydigan inson bo‘lmasa kerak. Bolani mehr degan tuyg‘u bilan sevmoq kerak. Ustoz, murabbiy kasbini tanladingizmi, qalbingiz mehrga to‘liq bo‘lmog‘i lozim.

Ijtimoiy tarmoqlarda ko‘rib qolamiz ayrim ta‘lim maskanlarida jajji bolachalarga qo‘pol muomalada bo‘lib, hattoki urib tarbiya bermoqchi bo‘lganlarni. Tarbiya mehr bilan beriladi. Ota-ona bolasini ilm dargohiga mehr va tarbiya bersin, ilm o‘rgatsin deb yetaklab keladi.

Bolaga shunchaki tarbiyachi emas haqiqiy onadek munosabat ko‘rsatish, muruvvatli qalb egasi bo‘lmoq tarbiyachi uchun sharafdir. Shu sharafli kasb orqasidan bolajonlardan mehrimizni ayamaylik. Bolalar bizning kelajagimiz deydi dono xalqimiz. Allohning ne‘mati bo‘lgan

bolalarimizni urib-soʻkib emas, shirin soʻz bilan, mehr bilan tarbiyalaylik. Sifatli talim-tarbiya koʻrgan avlod faqatgina komil ustoz va murabbiylarning yuksak asaridir.

Bolalarni himoya qilish, asrab-avaylash – kundalik vazifa. Butun insoniyat va insonparvar jamiyat uchun bundan muhimroq vazifaning oʻzi yoʻq, desak mubolagʻa boʻlmaydi. Shuningdek, mamlakatimizda sohaga doir oʻziga xos institutsional tizim yaratilgani ham eʻtiborga molik.

Bosh prokuror rahbarligida voyaga yetmaganlar bilan ishlash komissiyasi, Ichki ishlar vazirligi qoshida voyaga yetmaganlarni ijtimoiy himoya qilish markazi faoliyat olib bormoqda.

Bolalarning ijtimoiy himoyasini taʻminlovchi, isteʻdodini qoʻllab-quvvatlovchi jamgʻarmalar, jamoat tashkilotlari tashkil etilgan. Voyaga yetmaganlarning huquq va manfaatlariga rioya etilishi doimiy ravishda nazorat qilib kelinmoqda.

Yuqorida taʻkidlab oʻtganimizdek, sifatsiz va vasfsiz kimsalar tarbiyalaganlar-oʻzlariga oʻxshab nuqsonli va layoqatsiz kishilardan iborat jamiyat aʻzolarini kamol toptirishidan oldin, qonunga muvoffiq kasbiga noloyiq tarbiyachilarga safimizga joy yoʻqligini koʻrsatib qoʻyamiz!.

Talim-tarbiyada muvaffaqiyatning eng asosiy kaliti-sabr, sabot va fidoiylikdir.

O'ZBEKISTONDA DAVLAT VA DIN MUNOSABATLARI

Djabborov Shuhrat Baxtiyorovich

Aniq va Ijtimoiy Fanlar universiteti tarix yo'nalishi, 1-bosqich magistranti.

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Annotatsiya. Mazkur maqolada O'zbekiston Respublikasida davlatning din bilan munosabatlari mazmun-mohiyatini belgilovchi qator tamoyillar hamda O'zbekiston milliy mafkurasida din va siyosatning o'rni masalalariga alohida to'xtalib o'tilgan.

Kalit so'zlar: davlat va din munosabatlari, milliy mafkura, asosiy tamoyillar, fuqarolar e'tiqodi.

RELATIONS BETWEEN THE STATE AND RELIGION IN UZBEKISTAN

Abstract. In this article, a number of principles defining the essence of the relationship between the state and religion in the Republic of Uzbekistan and the role of religion and politics in the national ideology of Uzbekistan are discussed.

Key words: relations between the state and religion, national ideology, basic principles, faith of citizens.

ОТНОШЕНИЯ ГОСУДАРСТВА И РЕЛИГИИ В УЗБЕКИСТАНЕ

Аннотация. В данной статье рассмотрен ряд принципов, определяющих сущность взаимоотношений государства и религии в Республике Узбекистан, а также роль религии и политики в национальной идеологии Узбекистана.

Ключевые слова: отношения государства и религии, национальная идеология, основные принципы, вера граждан.

O'zbekiston respublikasida davlatning din bilan munosabatlari mazmun-mohiyatini belgilovchi qator tamoyillarga quyidagilar kiradi:

- dindorlarning diniy tuyg'ularini xurmat qilish;
- diniy e'tiqodni fuqarolarning yoki ular uyushmalarining xususiy ishi deb tan olish;
- diniy qarashlarga amal qiluvchi fuqarolarning ham, ularga amal qilmaydigan fuqarolarning ham xuquqlarini teng kafolatlash hamda ularni ta'qib qilishga yo'l qo'ymaslik;
- ma'naviy tiklanish, umuminsoniy axloqiy qadriyatlarni qaror toptirish ishida turli diniy uyushmalarning imkoniyatlaridan foydalanish uchun ular bilan muloqot qilish yo'llarini izlash zaruriyati;
- dindan buzg'unchilik maqsadlarida foydalanishga yo'l qo'yib bo'lmasligini e'tirof etish.

Huquqiy davlat va fuqarolik jamiyati qurishni ko'zlagan davlatimizning dinga munosabatini belgilovchi yuqoridagi mezon va tamoyillardan ikki asosiy xulosani chiqarish mumkin.

Birinchidan, O'zbekistonda din madaniy-mafkuraviy omillar umumiy silsilasiga kiruvchi barcha milliy qadriyatlar qatorida teng xuquqli qadriyat sifatida tan olinadi.

Ikkinchidan, sof diniy extiyojlarni qondirishdan tashqari xar qanday g'arazli maqsadga erishish yo'lida diniy omillardan foydalanish qat'iy man etiladi.

Ekstremizm va fundamentalizmga qarshi kurashning asosiy yo'nalishi islom diniga emas, balki islomning muqaddas aqidalarini niqob qilib olgan diniy ekstremizm va terrorizmga qarshi qaratilishi lozim. Biroq, ayrim xorijiy mamlakatlar matbuotidagi maqolalarda islom dini, siyosiy

islom, terrorizm va diniy ekstremizm bir biri bilan qorishtirib yuborilmoqda. Hatto ayrim davlat arboblari (masalan, AQSh Prezidenti J. Bush) terrorizm bilan bevosita botiq bo'lgan siyosiy islomga xam beixtiyor islom dinining tarkibiy qismi, deb qarashmoqda. Vaholanki, terrorizm va islom ekstremizmi islom dini bilan faqat konfessional jihatdan bog'liqdir.

Islom dinini agressivlikda, terrorchilikda ayblash jaxon miqyosida islom nufuzining, islom mavqeinint oshib borishidan talvasaga tushish, global iqtisodiy, siyosiy madaniy va demografik jarayonlarda gegemonligini tarixan yo'qotayotgan postindustrial jamiyatlarning siyosiy kuchlari uchun xosdir.

O'zbekiston milliy mafkurasida din va siyosatning o'rni.

O'zbek davlatchiligi tarixiga nazar solinsa, diniy bag'rikenglik, vijdon va e'tiqod erkinligi asosiy prinsip va davlat siyosati darajasiga ko'tarib kelinganiga ishonch xosil qilamiz. Masalan, Toshkent Islom universiteti islom xuquqi kafedراسи mudiri Abdulxakim Juz-joniyning yozishicha, kushonlar davrida zarb qilingan tangalarning bir tomonida budda dini — davlat rasmiy dinining ramzi bo'lsa, ikkinchi tomonida boshqa bir dinning ramzi aks etgan. Islom dini kirib kelganda Buxoroda turli din tarafdorlari bo'lgan: budda, zardush-tiylik, nasroniylik, moniy va shamanizm kabi. Barcha din tarafdorlari bir-birlari bilan axil, inoq yashaganlar.

Xorazmshoxlar davlatida bundan 1000 yil avval faoliyat ko'rsatgan Ma'mun akademiyasida yirik siymolar - Ibn Sino, Beruniy, Ibn Iroqlar qatorida ikkita mashxur xristian olimlari — Abu Saxl Masixiy, Abul Xayr Xammor ijod qilishgan. Masixiy — bu xristian degani.

U Beruniyning Ibn Iroqdan keyingi ikkinchi ustoz bo'ladi. Ular bir akademiyaning a'zosi sifatida ko'p yillar birga ishlashgan. Yoki Sultoniya cherkovi (Eron Ozarbayjoni) ruxoniysining Amir Temur elchisi sifatida Yevropaga yuborilganligi diniy bag'rikenglik o'zbek xalqi mentalitetida chuqur ildizga ega bo'lganligidan dalolat beradi.

Shuni alohida ta'kidlash joizki, Markaziy Osiyoning tub xalqlari, xususan, o'zbek xalqi mentaliteti negizida asosan, islom dini yotgani inkor etib bo'lmas xaqiqatdir. Lekin, o'rta asrlarda umuman Markaziy Osiyo, xususan, o'lkamiz musulmonlari uchun diniy firqachilik yot xodisa bo'lgan. Buning sababini mintaqamizda o'ziga xos Movarounnaxr musulmon qonunchiligi — fiqx maktabining (jumladan, xanafiylik mazxabining) yuksak rivojlangani, uning boshqa maktablar ta'sirida emas, aksincha, u musulmon qonunshunosligining boshqa maktablariga o'z ta'sirini ko'rsatib turgani bilan bog'liq edi deyish mumkin. Shuning uchun xam musulmon dunyosi Markaziy Osiyoga nisbatan ta'sir o'tkazish mintaqasi emas, aksincha, diniy masalalarda xam undan o'rganishga munosib sarchashma sifatida qaragan.

Biroq, Rossiya istilosidan so'ng, xususan, sovet davrida islom diniga nisbatan o'tkazilgan tazyiq natijasida eng saloxiyatli iloxiyotchi olimlar qirib tashlandi. Maxalliy xayot darajasida saqlangan maxalliy islomga, asosan, diniy bilimlari sayoz, uzluksiz ta'qib ta'sirida o'ta radikallashgan shaxslar „**rahnamolik**“ qila boshladilar.

Islomning Markaziy Osiyo ijtimoiy xayotidagi maqomining zaiflashib borishi bilan unga tashqi musulmon dunyosining munosabati xam o'zgarib bordi. Uzoq yillar davomida tashqi olam, xususan, musulmon dunyosi uchun „yopiq“ bo'lib qolgan Markaziy Osiyoga diniy taassubga va zo'raonlikka (ekstremizmga) moyil ajnabiy diniy tashkilotlarning qiziqishi ortib bordi.

O'zbekistan raxbariyati tomonidan mustaqillikning ilk bosqichida mazkur soxaga oid qator chora-tadbirlarning amalga oshirilishi diniy ekstremizm va fundamentalizm yoyilishi dinamikasini pasaytirishni ta'minladi. Ayni paytda xayotiy tajriba shuni ko'rsatmoqdaki, unga butunlay barxam

berishga qaratilgan sa'y-harakatlar natijasi, ko'rilayotgan ma'muriy jazo choralari bilan bir qatorda, din xaqida chuqur bilimlarga ega bo'lgan salohiyatli mutaxassislarining mafkuraviy xayotdagi faolligi bilan chambarchas bog'liq.

Mazkur omil bizning anchagina zaif nuqtalarimizdan ekanligi dunyoviy taraqqiyot yo'lini tanlagan O'zbekiston oldida qator qiyinchiliklarni keltirib chiqardi. Ushbu muammoni xal etishga diniy bilimlarni chuqur egallagan mutaxassislarni tayyorlash ishiga samarali xissa qo'shayotgan O'zbekistondagi mavjud madrasalar tizimiga Imom al-Buxoriy nomidagi Mir Arab madrasasi va shu nomdagi Toshkent Islom ma'hadi boshchilik qilmoqda. Ular Qohira shahridagi Al-Azhar dorilfununi va Iordaniya qirolligining Islom dorilfununi kabi yirik islomiy ilm markazlari bilan aloqa bog'laganlar.

O'zbekiston — dunyoviy davlat. Demak, dunyoviy davlatlarda amal qiladigan davlat va din munosabatlari prinsiplari O'zbekistonda xam amal qiladi. Bu prinsiplar mohiyatini yanada teranroq tushunish uchun BMTning „Inson xuquqlari umumjaxon Deklaratsiyasi“, mamlakatimiz Konstitutsiyasi va O'zbekiston Respublikasi Oliy Majlisi tomonidan 1998 yilning 1 mayida yangi taxrirda qabul qilingan 23 moddadan iborat „Vijdon erkinligi va diniy tashkilotlar to'g'risida“gi qonun bilan batafsil tanishib chiqmoq lozim.

Vijdon erkinligi demokratiyaning tarkibiy qismidir. Shuning uchun xam BMTning 1948 yilda qabul qilingan „Inson xuquqlari umumjaxon Deklaratsiyasi“ning 18-moddasida „**har bir inson... vijdon va din erkinligi xuquqiga egadir**“ deb yozilgan.

O'zbekiston Respublikasi Konstitutsiyasining 75-moddasida „Diniy tashkilotlar davlatdan ajratilgan hamda qonun oldida tengdirlar. Davlat diniy tashkilotlarning faoliyatiga aralashmaydi.

Davlat qonunda belgilangan tartibda faoliyat ko'rsatayotgan diniy tashkilotlar faoliyatining erkinligini kafolatlaydi“ deb belgilangan.

Dunyodagi dinlarning barchasi ezgulik g'oyalariga asoslanadi, yaxshilik, tinchlik, do'stlik kabi fazilatlarga tayanadi. Odamlarni xalollik va poklik, mehr-shafqat va bag'rikenglikka da'vat etadi. Xozirgi zamonda bu g'oya ezgulik yo'lida nafaqat dindorlar, balki butun jamiyat a'zolarining xamkorligini nazarda tutadi, tinchlik va barqarorlikni mustaxkamlashning muxim sharti xisoblanadi.

Dunyoviy davlatda siyosat va din munosabatining huquqiy me'yorlari.

Huquqiy davlat va fuqarolik jamiyati qurish yo'lidan borayotgan davlatimizning dinga bo'lgan munosabati nimalar bilan belgilanadi, degan savolga javob berishdan avval „dunyoviylik“ degan tushunchaning o'zi nimani anglatishini aniqlashtirish lozim.

Dunyoviylik diniy e'tiqodning ijtimoiy-madaniy xayot va qolaversa, umummilliy taraqqiyotdagi ahamiyatini inkor etadimi? Agar inkor etmasa, dinning xayotiy voqelikdagi rolini u qanday tushunadi? Ana shu savollarga oydinlik kiritsakkina mustaqil O'zbekistonda dunyoviy jamiyat qurish yo'lida amalga oshirilayotgan sa'y-xarakatlarning, shuningdek siyosat, din va mafkura o'rtasidagi aloqaning, munosabatlarning tub mohiyati ravshanlashadi. Fikrimizcha, taraqqiyotning dunyoviy yo'li sobiq kommunistik mafkura „qoliplari“ga tushmasligi, ya'ni uning daxriylik xamda diniylik emasligiga bog'liq. Bundan dunyoviylik mohiyatan, zikr etilgan ikki qarama-qarshi qutbning, ya'ni diniylik va daxriylikning oralig'ida joylashgan ma'naviy-madaniy xolat degan xulosaga kelish mumkin. Chunki, u diniylikni xam, daxriylikni xam inkor etmaydi, ularning xar ikkalasini ob'ektiv ijtimoiy xodisa deb e'tirof etadi.

Bundan kelib chiqadigan mantiqiy xulosa shuki, dunyoviylik tushunchasi plyuralizm, ya'ni xurfiqrlilikka asoslanadi. Dunyoviy taraqqiyot yo'lidan borayotgan mamlakatlardagi dinga bo'lgan munosabat demokratik plyuralizm, ya'ni xurfiqrlilik tamoyiliga asoslangani tufayli ularda din xayotdagi ijtimoiy-madaniy va ma'naviy-ruxiy muxit rang-barangligini ta'minlovchi xilma-xil tarixiy qadriyatlar silsilasidagi teng xuquqli bo'g'in sifatida qabul qilingan.

Endi O'zbekistonda din va davlat o'rtasidagi munosabatlar haqida to'xtalib o'tsak, XX asrdagi O'zbekiston tarixida 80 yillardagi diniy vaziyat nihoyatda keskin tus olganligi barchamizga ma'lum. 1991 yilga kelib, O'zbekiston mustaqillikka erishgandan so'ng, o'zga sohalar qatori diniy sohada ham ma'lum vaziyatni tartibga soluvchi instrumentlar yaratilishiga ehtiyoj yuzaga keldi.

Bunga asosiy sabab sifatida, XX asr 90 yillarida avj olgan diniy tarqoqlik va turli qarashdagi diniy oqimlarning ta'siri avj olishi deb aytish mumkin.

Shu maqsadlarni o'zida ifoda etgan huquqiy asoslar sifatida O'zR Konstitutsiyasining 61-moddasida: "Diniy tashkilotlar va birlashmalar davlatdan ajratilgan hamda qonun oldida tengdirlar. Davlat diniy birlashmalarning faoliyatiga aralashmaydi" deb belgilangan. Shu bilan birga, Konstitutsiyaning 18, 31, 48 va 57 moddalarida ham davlat va din munosabatlarida O'zbekiston siyosatining mazmunini ochib beradigan normalar aks etgan.

Dinning davlat ishlaridan ajratilganligi tamoyili davlat tomonidan diniy tashkilotlarning ichki faoliyatiga aralashmaslikni anglatadi. Biroq bu diniy tashkilotlarning faoliyatiga qonunning daxli yo'q degani emas. Diniy tashkilotlarning a'zolari ayni paytda o'z davlatining fuqarolari ham hisoblanadi va ular Konstitutsiyamizning 48-moddasiga ko'ra: "... Konstitutsiya va qonunlarga rioya etishga, boshqa kishilarning huquqlari, erkinliklari, sha'ni va qadr-qimmatini hurmat qilishga majburdirlar". Mazkur moddada belgilangan vazifalarni amalga oshirish maqsadida 1992 yilda Vazirlar Mahkamasi huzuridagi Din ishlari bo'yicha qo'mita tashkil etilgan. Tashkilot har bir shaxsning vijdon va diniy e'tiqod erkinligi huquqi, fuqarolarning dinga bo'lgan munosabatidan qat'iy nazar tengligini ta'minlash, shuningdek, diniy tashkilotlar faoliyati bilan bog'liq munosabatlarni tartibga solish sohasidagi vazifalarni hal etish vakolati berilgan davlat boshqaruvi organi hisoblanadi.

Sohani tartibga soluvchi asosiy Qonun vazifasini "Vijdon erkinligi va diniy tashkilotlar to'g'risida"gi qonun hisoblanib, u bugungi kunga qadar 3 bora qabul qilingan. Buning asosiy sabablaridan biri sifatida, unda ma'lum moddalar davlat-din o'rtasidagi munosabatlarni to'la ifoda etmaganligidadir. Xususan, 1998-yil 1-mayda qabul qilingan Qonun 23 moddadan iborat bo'lgan bo'lsa, 2021-yilda qabul qilingan yangi tahrirdagi qonun loyihasidagi moddalar soni 35 tani tashkil etadi.

So'nggi qabul qilingan Qonun bevosita Global jalb etish instituti prezidenti J.Chen (AQSh), BMT Inson huquqlari bo'yicha kengashining Din va e'tiqod erkinligi bo'yicha maxsus ma'ruzachisi Ahmad Shahid va boshqa bir qancha ekspertlar tavsiyalari asosida qayta ishlab chiqilgan. Buning natijasi sifatida O'zbekiston AQShning "Maxsus kuzatuv ostidagi davlatlar ro'yxatidan chiqarilishi bo'ldi".

Xulosa qilib aytadigan bo'lsak, O'zbekistonda davlat va din munosabatlari xorij tajribasini inobatga olgan holda o'rnatilgan. Bundan tashqari, davlat diniy tashkilotlar faoliyatini muvofiqlashtirib, turli dinlar va konfessiyalar o'rtasida vositachi rolini o'ynaydi va ularning

bag'rikenglik tamoyillariga rioya etishlarini nazorat qilib boradi. Bu borada davlatning roli naqadar muhimligi bugunimiz aytib turibdi.

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CHEMICAL ACTIVATION OF NATURAL PHOSPHORITES

Niyozov Sobir Ahror o'g'li

Teacher of Bukhara Institute of Engineering and Technology
sobirniyozov1991@gmail.com

Khojaqulova Dilbar Joraqulovna

Teacher of Bukhara Institute of Engineering and Technology

Baxronov Ja'far Akbar o'g'li

Bukhara Engineering and Technology Institute, Master student.

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Abstract. *Phosphorite activation (decomposition) is the process of converting the phosphorus nutrient contained in it into a state that can be absorbed by plants using various methods. This article provides brief information about the activation of natural phosphorus and how this process works.*

Key words: *Phosphorite, reactant, twisted planetary, differentiation, mechanical activation of phosphorites, activation of natural phosphates using acids.*

ХИМИЧЕСКАЯ АКТИВАЦИЯ ПРИРОДНЫХ ФОСФОРИТОВ

Аннотация. *Активация (разложение) фосфорита — это процесс перевода содержащегося в нем питательного фосфора в состояние, пригодное для усвоения растениями различными способами. В этой статье представлена краткая информация об активации природного фосфора и о том, как происходит этот процесс.*

Ключевые слова: *Фосфорит, реагент, скрученная планетарка, дифференциация, механоактивация фосфоритов, активация природных фосфатов кислотами.*

INTRODUCTION

Phosphorite activation (decomposition) is the process of converting the phosphorus nutrient element contained in it into a state that can be absorbed by plants using various methods.

Today, it is necessary to reduce the shortage of water-soluble phosphorus fertilizers produced in industry by rationally using local phosphate raw materials that are not of industrial importance. It is known that when phosphorite flour is used in gray and peaty soils, which are weakly acidic, the acid salts of phosphates formed as a result of the increase in the solubility of calciflorapatite contained in it have a positive effect on the growth and development of plants. Their use in neutral and alkaline soils is ineffective. Obtaining activated phosphorites is much easier and more effective than water-soluble fertilizers obtained by traditional methods.

Currently, in all countries, in order to effectively use low-quality phosphorites and reagents, mechanical, chemical, mechano-chemical, thermal, complexometric, and microbiological methods of activation have been developed to transfer phosphorus anhydride in the form of phosphorite from a form that is not absorbed by plants to a state that is absorbed by plants. Methods of activation of phosphate raw materials have been developed. Methods of activation of phosphate raw materials are presented in scientific and technical sources.

Mechanical activation of natural phosphates, i.e., their softening processes, is carried out in separate grinding shock devices with high tension energy: shredder, dismemberer, central escapement, flow, ring, circle, twist planetary, differential, etc. mills. After mechanical activation,

the granularity of the products $-+0.4$ mm 1.4%, -0.4 $-+0.2$ mm 6.8%, -0.2 $-+0.16$ mm 5.0%, -0.16 $-+0.1$ mm 10.4%, 0.1 $-+0.071$ mm 14.4%, -0.071 $-+0.05$ mm 14.6%, 0.05 mm 47.4 is %.

It is mechanically activated to increase the absorbable fraction of R₂O₅ in unenriched phosphorite and to effectively use it in agricultural production as a phosphorus fertilizer.

Phosphorus from the Bogdanis mine was softened until 0.16 mm grains were formed; R₂O₅ total 10%, SiO₂ 60.7%, CaO 12.7%, MgO 0.6%, K₂O 1.7%, Fe₂O₃ 3.4%, Al₂O₃ 4.1%, F 0.9% up to 50% water is mixed to obtain a suspension product. Then, the suspension is obtained by recycling it for five hours in a two-electrode 10kV shock electric pulse device with an amplitude of 10-4 seconds. The total R₂O₅ content of the solid phase of the product is 5.4%, and its decomposition rate is 54%.

In the process of mechanical activation of phosphorites, its plant-absorbable R₂O₅ form increases, but it is not without some drawbacks. According to European standards, the degree of fineness of phosphorite flour (0.063 mm) should not be less than 90%. Due to the small size of the grains in the activated phosphorites, during its use as a fertilizer, phosphorite can be lost by 50% due to its strong dusting.

When using Jer-Sardor phosphorite flour ground to 0.1 mm on sour soils, its agrochemical efficiency increases by 70-80%. However, phosphorite flour cannot be used in the soils of Uzbekistan, because phosphorite is in an inert state under these conditions.

One of the ways to overcome these problems in the activation of raw materials using a mechanical method is to mechano-chemically process softened phosphorites with the help of active reagents, to make them granulated or in the form of tablets. In this case, together with maintaining the necessary strength of the product, the size of the grains of which is not larger than 2.5 mm, it is also ensured that it is well compacted in moist conditions of the soil.

Mechanical-chemical activation is carried out with the participation of chemical reagents, high level softening of phosphate raw materials. In this method, its crystallinity decreases, its surface area increases, and it changes to an amorphous state due to the destruction of the structural rings of phosphates under the influence of strong impact and reagents. As a result of mechanical and chemical activation, a plant-absorbable form of R₂O₅ in phosphorites is formed.

Activation of low-grade and ordinary phosphorites by mechanochemical methods is shown in several scientific and technical sources. For example, a technology for the production of granular phosphorous and phosphorous-calcium fertilizers using an additional quality ammonium sulfate solution that activates and binds carbonated phosphorite flour (R₂O₅) softened to a grain size of <0.063 mm is recommended.

The ideas of using natural phosphorites as cheap phosphorus fertilizers in agricultural production were put forward by the great agrochemical scientist, academician D.N. Pryanishnikov and proved in his research. At that time, it was known that some soils transfer R₂O₅ from phosphorite flour into a plant-absorbable form, and some plants absorb R₂O₅ directly from phosphorite flour. Based on these results, several methods of chemical activation of natural phosphates were developed.

While many cultivated plants, i.e. alfalfa and grain, cannot use phosphorus directly, black wheat, peas, mustard, and lupine have been found to absorb phosphorus. Mainly lupine occupies an important place among these plants. Lupine's thick root system has the ability to dissolve apatite minerals.

1900 Pryanishnikov D.N. proved in his experiments that phosphorite dissolves under the influence of the activity of plant roots with the help of ammonium salts.

Olite sulfur also has the property of disintegrating phosphorite. American Waxman and Lipman showed in their research that a large amount of soluble R_2O_5 accumulated in composts made of soil, phosphorite and sulfur. In this case, sulfur is oxidized under the influence of bacteria and forms sulfuric acid. In Russia, in the experiments of A. A. Kalushki in the city of Saratov, it was found that when sulfur is mixed with phosphorite and placed in black soil, the effect of phosphorite is equal to the effect of superphosphate. Phosphorite flour can be treated with a small amount of acid and its agrochemical productivity can be increased by increasing the solubility of phosphate minerals in it.

In research, Egorev (Egorovsky) phosphorite was treated with 3.8%, 7.6% and 15.2% (relative to the raw material) phosphorus, nitrogen and hydrochloric acids. The obtained product was tested on corn and oats by breaking it down in incomplete acid. Good agrochemical indicators were obtained in the variants of phosphorite activated with phosphoric acid. It was observed that the efficiency indicators of fertilizers obtained by partial decomposition of phosphorite flour under the influence of hydrochloric and nitric acids are lower than those obtained by activation with phosphoric acid.

It has been determined that a convenient level of phosphoric acid for processing phosphorite flour is equal to 7-8%. It is observed that the coefficient of beneficial effect on the plant of the products obtained on the basis of decomposition of phosphorite with incomplete neutral acid is 5-8 times higher than that of phosphorite. On the basis of experiments, it was found that the result of the interaction of soluble phosphates with the soil is less, on the contrary, under these conditions, phosphates treated with a small amount of acid are more active. Also, the partial decomposition of this raw material at different concentrations of phosphoric acid was studied.

The process of decomposition of phosphorite with phosphoric acid was studied at the stoichiometric rate of acid required for the production of double superphosphate: 12.5%, 25%, 37.5%, 50%. By decomposing phosphorite under the influence of a 25% favorable standard of phosphoric acid, it was found that the beneficial effect of phosphates on plants in the obtained product is practically close to superphosphate.

Granulation of activated phosphorites did not decrease their effectiveness, on the contrary, their agrochemical productivity increased due to the improvement of their physical and mechanical properties. Experiments carried out in field conditions show that the agrochemical qualities of the product obtained on the basis of reducing the consumption of acid in the stoichiometry necessary for obtaining double superphosphate by 4 times are not inferior to double superphosphate.

Many scientists have been engaged in methods of obtaining new types of fertilizers by activating natural phosphates with the help of acids. For example, phosphate raw materials with a moisture content of 3-15% and particles smaller than 1 mm, or its mixture with inorganic or organic fertilizers, mineral acids (sulphate, nitrogen or their mixture) necessary to break down phosphate) is intensively mixed with a rate of 50%. The resulting hot product is cooled and dried or stored in a warehouse in a layer of up to 20 cm.

In another method, the prepared mixture is processed in a long mixer with the help of 30-40% of concentrated phosphorous or sulfuric or nitric acids, and at the end of the process, 10-20% of water is added to the product mass. In a plate granulator, the finished product is transferred to a

granular form with binding agents for small particles (silicate solution, clay, sulfite waste, alcohol industry waste) or urea alloy or ammonium nitrate potassium salt. The following 0-18-18 of cooled granular fertilizers; 10-10-10; 13-13-15 marks can be obtained.

Phosphorite was decomposed with a small amount of phosphoric acid, and superphosph fertilizer was obtained, with 50-60% of phosphorus content in water-soluble form, and testing it on various agricultural crops showed that it has high agrochemical efficiency.

Phosphate raw materials can be activated by adding sulfur, ammonium sulfate, sulfate urea.

For example, 5-7% of sulfur, microelements and bacteria (nutrient medium or nitrate solution) are added to low-quality phosphorites. It accelerates biochemical processes in the soil and helps increase plant productivity.

There are various microorganisms that dissolve phosphates. As a result of the separation of free organic acids during their life, they dissolve three calcium phosphates and form acidic phosphate salts necessary for plants.

Phosphate dissolving fungi include *Aspergillus niger*, *Penicillium digitatum*, *Penicillium* sp, *Asp avotoru*. Phosphorite-decomposing microorganisms include azobacteria, aluminosilicate bacteria, thion bacteria, bacilli, *Bac cerius*, *Bac polymyxa*, *Bac megeterium*, *Bac subtilis* sporeless bacteria *Pseudomonas fluorescens* *Ps. striata* can also be included.

Currently, great research is being conducted in this direction, and new types of phosphate-dissolving bacteria are being discovered.

CONCLUSION

Phosphorus (P) is one of the main elements of plant nutrition, it is included in the nucleus of cells, enzymes, vitamins and other important compounds. Phosphorus participates in the processes of conversion of carbohydrates and nitrogenous substances.

Phosphorus is present in plants in organic and mineral forms. Mineral compounds of phosphorus (orthophosphoric acid salts) are used in the synthesis of carbohydrates and other biochemical processes. These processes affect the accumulation of sugar in sugar beets and grapes, and the accumulation of starch in potato tubers.

In case of a strong phosphate deficiency of the plant, the growth of stems and leaves, the formation of seeds stops, and the tissues begin to dry up. Phosphorus accelerates the development of the plant, increases its winter resistance. Phosphorus is especially important for young plants.

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SHO‘RLANGAN KAM BOG‘LANGAN GRUNTLI KANALLARNING YUVILISH JARAYONINI FIZIK MODELASHTIRISH

Mamatov Nurbek Ziyodullayevich

Qarshi muhandislik-iqtisodiyot instituti

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Annotatsiya. Maqolada gruntlarning yuvilishida tadqiqotlanadigan sho‘rlangan kam bog‘langan gruntlarning fizik-mexanik xossalari laboratoriya tadqiqotlari natijalari keltirilgan. Yuvilishdagi sho‘rlangan kam bog‘langan gruntlarning o‘ziga xos bo‘lgan xususiyatlari ko‘rsatilgan bo‘lib, unda gruntlarning mexanik va tuz erish suffoziyalari jarayonlariga alohida e‘tibor berilgan.

Kalit so‘zlar: sho‘rlangan grunt, kam bog‘langan grunt, yuvilish, suffoziya, normal kuchlanish, birikish kuchi.

PHYSICAL MODELING OF THE WASHING PROCESS OF CHANNELS WITH LOW BINDING SOILS WITH SALINITY

Abstract. The article presents the results of laboratory studies of the physical and mechanical properties of saline, poorly bound soils, which are studied during soil washing. The specific characteristics of saline poorly bound soils in leaching are shown, in which special attention is paid to the processes of mechanical and salt dissolution suffusion of soils.

Key words: saline soil, poorly bound soil, leaching, suffosis, normal stress, cohesive strength.

ФИЗИЧЕСКОЕ МОДЕЛИРОВАНИЕ ПРОЦЕССА ПРОМЫВКИ КАНАЛОВ С НИЗКОСВЯЗЫВАЮЩИМИ ГРУНТАМИ С ЗАОЛЕНЕНИЕМ

Аннотация. В статье представлены результаты лабораторных исследований физико-механических свойств засоленных, слабосвязанных почв, изученных при промывке почв. Показана специфика засоленных слабосвязанных почв при выщелачивании, при этом особое внимание уделено процессам механического растворения и солевого растворения почв.

Ключевые слова: засоленная почва, плохосвязанная почва, выщелачивание, суффоз, нормальное напряжение, когезионная прочность.

Kirish. Respublikamizda melioratsiya kanallarini qurish, ularning samaradorligini va normal ishlash muddatlarini uzaytirish hamda ularning ishonchli ekspluatatsiyasini ta‘minlash bo‘yicha chora-tadbirlar amalga oshirilmoqda. Kanallarning suv o‘tkazish qobiliyatini kamaytiruvchi, turli xil deformatsiyalarga olib keluvchi omillarning ta‘sirini o‘rganish va ularni inobatga olgan holda takomillashtirish imkoniyatlarini beruvchi mavjud gidravlik hisoblarning yangi usullarini yaratishga doir chora-tadbirlar amalga oshirilmoqda. 2022-2026-yillarga mo‘ljallangan Yangi O‘zbekistonning taraqqiyot strategiyasida, jumladan “Suv resurslarini boshqarish tizimini tubdan isloh qilish va suvni iqtisod qilish bo‘yicha alohida davlat dasturini amalga oshirish” vazifalari belgilangan va sohaga oid bir qancha qaror hamda nizomlar qabul qilingan.

Mazkur maqola ham yuqoridagi vazifalarni bajarishga muayyan darajada xizmat qiladi.

Sho'rlangan kam bog'langan gruntlarning suv oqimining ta'sirida strukturasi buzilishini quyidagicha ifodalash mumkin: hodisalarning to'liq mexanik o'xshash bo'lishi uchun ular geometrik, kinematik va dinamik o'xshash bo'lishlari kerak.

Geometrik o'xshashlik kinematik va dinamik o'xshashliklarning asosi bo'lib xizmat qiladi.

Geometrik o'xshashlik shundan iboratki, ikki o'xshash oqimlarning hamma mos chiziqli elementlarining nisbatlari bir xil bo'lishi kerak.

Kinematik o'xshashlik shundan iboratki, o'xshash bo'lgan nuqtalarda hamma parametrlar bir xil nisbatda bo'ladilar. Bunda vektor kattaliklar mos ravishda bir xil yo'nalishga ega bo'ladilar.

Dinamik o'xshashlik o'xshash bo'lgan massalarga ta'sir etayotgan kuchlar nisbatining o'zgarishligi bilan xarakterlanadi.

Tabiatdagi kuchlar o'ziga xos bo'lgan turli fizik tabiatiga ega. Bu holat natura va modeldagi oqimlarning to'liq dinamik o'xshashliklarini ta'minlay olmaydi va amaliyotda ularni birgalikda qo'llab bo'lmaydi. Shu sababli, tadqiqotlarda ma'lum bir ustuvor bo'lgan kuchning ta'sir natijasida ro'y beradigan hodisani o'rganish uchun qisman dinamik o'xshashlik kriteriyalaridan foydalaniladi.

Bizning tadqiqot doiramizda asosan suyuqlikning qovushoqligini va inersiya kuchining ishqalanish kuchiga proporsionallik nisbatini ko'rsatuvchi Reynolds kriteriyasidan foydalanamiz:

$$Re = \frac{v\ell}{\nu} = idem, \quad (1)$$

bu yerda ℓ - chiziqli o'lcham; v - oqimning o'rtacha tezligi; ν - kinematik qovushoqlik koeffitsiyenti.

Laboratoriya tajribalari asosan kanal modelining tub osti nishabligi $i=0,003$ bo'lgan holatda o'tkazildi. Bu nishablik uchun Frud va Reynolds sonlari o'zgarishining maksimal diapazoni shartlari o'rnatildi. Bunda Frud sonlari 0,00058 dan 0,0027 gacha, Reynolds sonlari esa 43007,2 dan 199117,5 gacha bo'lgan diapazonlarda o'zgardi.

1-jadval

Tajribalarda o'lchangan kattaliklarning minimum va maksimum qiymatlari

Tartib №	Yon tomon qiyalik koeffitsiyenti m	v_0 , o'rtacha tezlik		h oqim chuqurligi		$\lambda = \frac{8gRi}{v^2}$		$Re = \frac{4vR}{\nu}$		$Fr = \frac{v^2}{gh}$	
		v_{min} m/s	v_{max} m/s	h_{min} m	h_{max} m	λ_{min}	λ_{max}	Re_{min}	Re_{max}	Fr_{min}	Fr_{max}
1	1,5	0,22 5	0,56	0,112	0,164	0,297	0,066	57551,17	199117,46	0,0005	0,005
2	1,5	0,15	0,55	0,128	0,164	0,749	0,069	43007,21	195561,80	0,0003	0,005
3	2,0	0,18	0,58	0,111	0,14	0,453	0,054	44919,39	177787,60	0,0004	0,005
4	2,0	0,19	0,25	0,127	0,15	0,458	0,307	53398,97	81520,66	0,0005	0,001
5	2,5	0,3	0,56	0,05	0,08	0,116	0,05	53333,33	149333,33	0,0005	0,002
6	2,5	0,3	0,57	0,05	0,08	0,116	0,0483	53333,33	152000	0,0004	0,002

Dala va laboratoriya sharoitlarida bog‘langan gruntning yuvilish tezligi bo‘yicha olingan ma‘lumotlarning solishtirilishi shuni ko‘rsatadiki, laboratoriya qurilmasida buzilmagan strukturali namunalarning yuvilishi tezligi qiymatlari shu gruntning dala sharoitidagi yuvilish tezliklari qiymatlaridan ancha farq qiladi. Shuning uchun laboratoriya sharoitida olingan nisbatan kichik o‘lchamlardagi grunt namunasining yuvilishini amaliyotda qo‘llash juda xavfli, chunki laboratoriya sharoitidagi tadqiqotlarda dala sharoitida sodir bo‘ladigan ba‘zi omillar inobatga olinmaydi. Masalan, oqim pulsatsion tezliklarining o‘zgarishi va ishlatiladigan gruntning kichik o‘lchamlaridagi gruntning mustahkamlik xarakteristikalarini.

Oqimning yuvish imkoniyatini ifodalaydigan o‘rtalashgan maksimal va oniy tezliklarning $v_{\Delta_{\max}} / v_{\Delta}$ nisbati laboratoriya va dala sharoitlaridagi oqimlarda ancha farqlanadi [1; 12-21-b., 2; 266-271-b.].

Agar modelning va naturadagi mos bo‘lgan nuqtalaridagi chuqurliklarda yuvilishlar bir xil bo‘lsa yoki ma‘lum bir doimiy qismni tashkil qilsa, unda natura va modelda gruntning yuvilish jarayonini o‘xshash deb hisoblash mumkinki, Bog‘langan gruntni modellashtirishning ma‘lum qiyinchiliklarini inobatga olgan holda yuvilish jarayonini modellashtirishda naturada olingan buzilmagan strukturali bog‘langan gruntdan foydalaniladi. O‘xshashlik sharti bajarilishi uchun o‘zan tubi osti tezliklarini shunday tanlash kerakki, bunda ularning tezliklarini ta‘siri natijasida natura va laboratoriya sharoitlaridagi yuvilish chuqurliklari teng bo‘lishi lozim [1; 12-21-b., 2; 119-125-b., 4; 216-221-b. 10; 25-29-b.].

Bu holatda o‘zan yuvilishini o‘xshash deb sanash mumkin, agarda natura va modeldagi oqimlarning tub tezliklarining yuvmaslik tezliklariga nisbati o‘zgarmas bo‘lsa, ya‘ni

$$v_{\Delta} / v_{\Delta H} = idem . \quad (2)$$

Bunda v_{Δ} - naturadagi oqim tub tezligi; $v_{\Delta H}$ - naturadagi tub osti yuvmaslik tezligi.

O‘xshash oqimlardagi tub osti yuvmaslik tezliklari miqyosi tub osti tezliklarining miqyosiga teng bo‘ladi, ya‘ni

$$v_{\Delta H} / v_{\Delta H_M} = v_{\Delta} / v_{\Delta M} \quad (3)$$

Bunda $v_{\Delta M}$ - modeldagi oqim tub tezligi; $v_{\Delta H_M}$ - modeldagi tub osti yuvmaslik tezligi.

Agar tub osti va yuvmaslik tezliklari orasidagi nisbat naturada va modelda bir xil bo‘lsa, ular o‘xshash bo‘ladi va bunga ko‘ra yuvilish jarayonlari ham o‘xshash bo‘ladi.

Oqimning va bog‘langan gruntning asosiy parametrlarini o‘z ichiga qamrab olgan tub osti yuvmaslik tezligini aniqlash analitik bog‘lanishi Ц.Е.Мирцхулава va boshqa olimlar [5; 131-b., 6; 56-63-b., 8; 132-136-b., 11; 128-b.] tomonidan taklif etilgan bo‘lib, u quyidagi ko‘rinishga ega:

$$v_{\Delta H} = 1,25 \sqrt{\frac{2m}{1,3\rho_0 n} [g(\rho - \rho_0)d + 1,25KC_y^H]} \quad (4)$$

yoki

$$\frac{v_{\Delta}^2}{\frac{2m}{1,3\rho_0 n} [g(\rho - \rho_0)d + 1,25KC_y^H]} = \frac{v_{\Delta M}^2}{\frac{2m_M}{1,3\rho_{0M}} [g_M(\rho_M - \rho_{0M})d_M + 1,25K_M C_{y_M}^H]} , \quad (5)$$

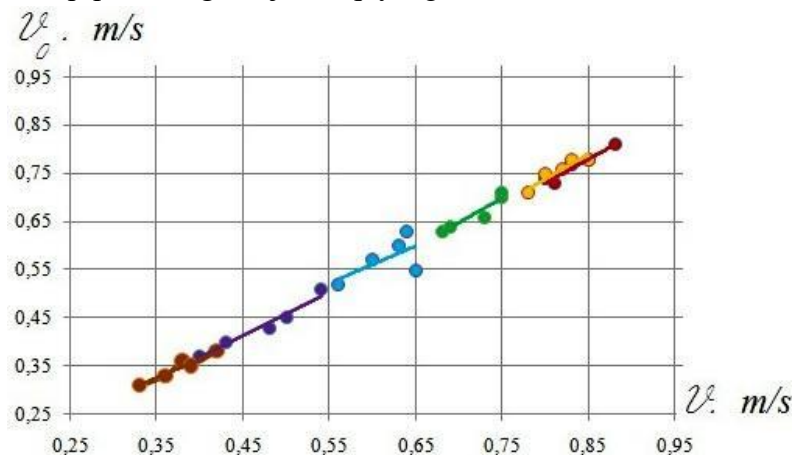
bu yerda $v_{\Delta H}$ - o'zan g'adir-budirligining Δ balandligidagi oqimning tubi oldidagi ruxsat etiladigan yuvmaslik tezligi, m/s; ρ va ρ_0 - mos ravishda grunt zarrachasi materialining va suvning zichligi, kg/m^3 ; d - grunt zarrachasining o'rtacha diametri, m ; C_y^H - bog'lanmagan gruntning uzilishidagi kuchsizlangan mustahkamlik, ya'ni bu parametr bilan mayda donador ($d < 0,25 \text{ mm}$ bo'lganda) gruntlarda birikish kuchlarining hosil bo'lishini inobatga oluvchi parametr, Pa; m - oqim tarkibida bo'lgan kolloid holatdagi oqiziqslarning oqim yuvish qobiliyatiga ta'sirini hisobga oluvchi koeffitsiyent. Suv tarkibida loy zarrachalari $0,1 \text{ kg/m}^3$ бўлса, $m = 1$. Suv tarkibida bu zarrachalar $0,1 \text{ kg/m}^3$ va undan ko'p bo'lsa, $m > 1$; n - oqim tub oldi zonasidagi tezlik pulsatsiyasini hisobga oluvchi koeffitsiyent; k - o'rtacha ($k = 0,5$) qiymatga teng bo'lgan birikish kuchidan ehtimoliy og'ishni xarakterlovchi koeffitsiyent.

2.-jadval

Sho'rlangan kam bog'langan gruntli trapetsiya shaklidagi kanallarning yuvilish tezligini aniqlash bo'yicha tajriba ma'lumotlari

№	b m	m	h _k	Q m ³ /s	V ₀	S%	V _{yu} m/s		B sm	h mm	V m/s	V _{o'r} m/s
							m=0	m=1,5				
1	0,1 5	1,5	0,05 5	0,0082	0,81	0	0,8 8	0,97		0,8h	0,90	0,78
										0,6h	0,96	
										0,4h	0,76	
										0,2h	0,51	
2	0,1 5	1,5	0,05 0	0,0080	0,71	0,3%	0,7 8	0,81	49	0,8h	0,79	0,69
										0,6h	0,83	
										0,4h	0,72	
										0,2h	0,41	
3	0,1 5	1,5	0,04 2	0,0056	0,63	0,6%	0,6 8	0,72	50,1	0,8	0,68	0,61
										0,6	0,71	
										0,4	0,64	
										0,2	0,41	
4	0,1 5	1,5	0,04 3	0,0048	0,52	0,9%	0,5 6	0,59	62	0,8	0,60	0,49
										0,6	0,45	
										0,4	0,58	
										0,2	0,35	
5	0,1 5	1,5	0,04 8	0,0040	0,37	1,2%	0,4 0	0,42	46	0,8	0,41	0,35
										0,6	0,49	
										0,4	0,32	
										0,2	0,18	
6	0,1 5	1,5	0,05 1	0,0036	0,31	1,5%	0,3 3	0,33	64	0,8	0,34	0,30
										0,6	0,40	
										0,4	0,29	
										0,2	0,15	

Bu o'tkazilgan tadqiqotlarning natijalari quydagicha ko'rinish oladi.



1-rasm. Sho'rlangan qumoq grunt o'rtacha tezligining yuvilish intensivligiga bog'liqligi

Bu holat o'zanga dastlabki suv kelish natijasida grunt yuvilishining oshishiga va keyinchalik esa yuvilishning kamayishiga olib keldi. Haqiqatan ham, 2-jadval va 1-rasmdagi grafikdan namlikning ortishi bilan oqim yuvish tezligining ortishi va bunga mos ravishda yuvilish intensivligining kamayishini ko'rish mumkin.

Xulosalar. Demak, sho'rlangan kam bog'langan gruntni yuvilish tezliklarini aniqlash bo'yicha gidravlik hisoblarda yuqorida ko'rsatilgan gruntni fizik-mexanik xossalardan foydalanish mumkin. Bunda sho'rlangan gruntni asosiy ko'rsatkichlaridan hisoblanadigan sho'rlanish darajasini va birikish kuchini aniqligiga e'tibor berish kerak.

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BO'LAJAK SHIFOKORNI SHAKLLANTIRISHDA PEDAGOGIK FAOLIYATNING MAQSADI

Akramova Ziyoda Shukurullayevna

Alfraganus Universiteti farmasevtika va
kimyo kafedrası o'qituvchisi

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Annotatsiya. Ushbu maqolada bo'lajak shifokorning kasbiy kompetentligi xususida mulohazalar bayon qilingan. Tibbiyot hodimlari bemorga ham tibbiy ham ijtimoiy-psixologik jihatdan zarur tibbiy yordamni ko'rsatishi zarur. Respublikamizda hukumat tomonidan bu soha bo'yicha rivojlanish istiqbollari yaratilganligi ham maqolada ilgari surilgan.

Kalit so'zlar: ruh va ong, shifokorlik pozitsiyasi, ijtimoiy faollik, emotsionallik, moslashuvchanlik.

THE PURPOSE OF PEDAGOGICAL ACTIVITY IN FORMING THE FUTURE PHYSICIAN

Abstract. In this article, comments on the professional competence of the future doctor are presented. It is necessary for the medical staff to provide the necessary medical and social-psychological assistance to the patient. The article also states that the government has created development prospects in this field in our republic.

Key words: spirit and mind, medical position, social activity, emotionality, adaptability.

ЦЕЛЬ ПЕДАГОГИЧЕСКОЙ ДЕЯТЕЛЬНОСТИ В ФОРМИРОВАНИИ БУДУЩЕГО ВРАЧА

Аннотация. В данной статье содержатся комментарии о профессиональной компетентности будущего врача. Необходимо, чтобы медицинский персонал оказал пациенту необходимую медицинскую и социально-психологическую помощь. В статье также говорится, что правительство создало перспективы развития этой сферы в нашей республике.

Ключевые слова: дух и разум, врачебная позиция, социальная активность, эмоциональность, адаптивность.

Bo'lajak shifokorni huquqiy tarbiyalash, demokratik qonunchilikka rioya qilish davlatimiz siyosatidagi ustuvor yo'nalishlardan biri bo'lib, davlat va jamiyat hayotida qonunchilik hamda huquqiy tartibni mustahkamlash masalalari mamlakatimizda qonunchilik asoslarini belgilovchi omillardan biri hisoblanadi. Yosh kadrlar ijtimoiy faolligining shakllanishida eng muhim vositalardan biri demokratik huquq sanaladi. Demokratik jamiyatni takomillashtirish, ijtimoiy-iqtisodiy rivojlanish va yangi avlodni shakllantirish masalasida respublikamiz hukumati davlat va jamiyat hayotining huquqiy asoslarini mustahkamlashga alohida ahamiyat berib kelmoqda. O'zbekiston Respublikasi Konstitutsiyasida barcha fuqarolar singari yoshlarga ham keng huquq berilganligi uqtilgan. Shulardan biri O'zbekiston Respublikasining har bir fuqarosiga qobiliyati va yo'nalishiga qarab bilim olishi ta'minlanganligi ko'rsatilgan. Bu huquq o'quvchilarga har xil shakllarda davlatimiz tomonidan kafolatlangan. Bugungi kunda mamlakatimizda yoshlar tarbiyasi davlat siyosati darajasiga ko'tarilgan ekan, buning negizida kelajagimiz bunyodkorlari bo'lgan yoshlarni inson qalbi va ongini egallash uchun, turli mafkuralar o'rtasidagi kurash asrida turli xil yot g'oyalar va tajovuzlardan asrab qolish maqsadi ham

mujassam. Zotan, O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev ta’kidlayotganidek, “Yosh avlod tarbiyasi hamma zamonlarda ham muhim va dolzarb ahamiyatga ega bo‘lib kelgan. Ammo biz yashayotgan XXI asrda bu masalaga haqiqatdan ham hayot-mamot masalasi sifatida qarab kelingan. O‘zib kelayotgan yosh avlod bugun jamiyatimizning shunchaki bir a‘zosi bo‘lsa, ertaga uning bunyodkori bo‘ladi.”¹⁷² Prezidentimiz Shavkat Mirziyoyevning BMT Bosh Assambleyasi 72-sessiyasidagi nutqida ta’kidlanganidek, “Bugungi dunyo yoshlari son jihatidan butun insoniyat tarixidagi eng yirik avloddir, chunki ular 2 milliard kishini tashkil etmoqda. Sayyoramizning ertangi kuni, farovonligi farzandlarimiz qanday inson bo‘lib kamolga yetishi bilan bog‘liq”.¹⁷³ Demak, yoshlar tarbiyasiga yetarli darajada e‘tibor berish orqali biz kelajagimiz uchun mustahkam tamal toshini qo‘ygan bo‘lamiz.

Hozirgi kunda Prezidentimizning tashabbuslari bilan mamlakatimizda yosh avlodni barkamol qilib tarbiyalash, yosh avlodning har jihatdan yetuk, jismonan sog‘lom, intellektual salohiyatli, ma‘nan barkamol ulg‘ayishi uchun, shuningdek yoshlarni qilgan mehnati, erishgan yutuqlariga yarasha rag‘batlantirishga qaratilgan tizimli ishlar amalga oshirilmoqda. Bu islohatlar natijasini tibbiyot sohasida ham kuzatishimiz mumkin.

O‘zbekiston Respublikasi Prezidentining 2017-yil 7-fevraldagi “O‘zbekiston Respublikasini yana-da rivojlantirish bo‘yicha harakatlar strategiyasi to‘g‘risida”gi PF4947 sonli Farmoni, 2017-yil 20-apreldagi “Oliy ta‘lim tizimini yana-da rivojlantirish chora-tadbirlari to‘g‘risida”gi PQ-2909 qarorlari¹⁷⁴ tadqiqot ishimizga dasturul amal bo‘lib xizmat qiladi.

Mamlakatimizda kasb-hunar ta‘limini tashkil etish va rivojlantirish borasida tizimli islohotlar amalga oshirilmoqda. Bu borada oliy ta‘lim muassasalarining eng muhim vazifalaridan biri – bu bo‘lajak mutaxassislarning, bo‘lajak shifokorlarning kasbiy tayyorgarligini shakllantirishdir.

Kasbiy tayyorgarlik – zaruriy kasbiy bilim, ko‘nikma va malakalarni o‘zlashtirish asosida yuzaga keluvchi shaxs ijtimoiy kompetentligining o‘ziga xos ko‘rinishi sifatida izohlanadi. Kasbiy tayyorgarlik o‘z-o‘zidan yuzaga kelmay balki aniq maqsadlar asosida rejalashtirilgan muayyan bosqichlarni qamrab oladi. O‘zbekiston Respublikasi davlat rahbari va Vazirlar mahkamasi tomonidan oxirgi yillarda chiqarilayotgan bir qator qaror va farmonlarida tibbiyot shifokorlarining kasbiy kompetentligi, salohiyati, kasbiy mahorati juda yuqori darajada bo‘lishi ko‘rsatib o‘tilgan.

“Kompetentlik” tushunchasi shifokorning ma‘lumoti, ko‘nikmasi, qobiliyati va tajribasini o‘z ichiga oladi. Boshqacha qilib aytganda, shifokorning kasbiy faoliyatiga doir zarur bo‘lgan bilim, ko‘nikma, malakalarning egallanishi va ularni amalda yuqori darajada qo‘llay olishi tushuniladi. Shu jumladan, sog‘liqni saqlash sohasining rivojlanishi, eng avval ushbu jarayonni tashkil etuvchi, boshqaruvchi, nazorat qiluvchi tibbiyot hodimlarining dunyoqarashi va tafakkuridagi o‘zgarishlarga ya‘ni ularning kasbiy kompetentligiga bevosita bog‘liqdir. Tibbiyot shifokorlarining kasbiy mahorati va kompetentligining o‘zaro aloqadorlik masalasi bir qator

¹⁷² O‘zbekiston Respublikasining yoshlarga oid davlat siyosati to‘g‘risidagi qonuni 2016-yil 14-sentyabr, O‘RQ-406-son Toshkent sh.

¹⁷³ Нурали Нишоналиевич Сиддиков (2022). СОФЛИКНИ САҚЛАШ ТИЗИМИДА “ИЖТИМОЙ ШЕРИКЧИЛИК ТЎҒРИСИДА”ГИ ҚОНУНИНИНГ ЎРНИ. Academic research in educational sciences, TSDI and TMA Conference (2), 91-94.

¹⁷⁴ O‘zbekiston Respublikasi Prezidentining 2017 yil 7 fevraldagi “O‘zbekiston Respublikasini yanada rivojlantirish bo‘yicha Harakatlar strategiyasi to‘g‘risida”gi PF- 4947- sonli Farmoni // O‘zbekiston Respublikasi qonun hujjatlari to‘plami - № (766) – 70- modda, -T.:Adolat, 2017. -B.38.

pedagogik-psixologik adabiyotlarda ochib berilgan. Unda kasbiy mahoratni tug‘ma xususiyatlar va fazilatlar bilan shartli belgilanmasligi ta’kidlangan.¹⁷⁵

Zamonaviy sog‘liqni saqlash tizimida shifokorning tibbiyotga oid bilim, ko‘nikmalarini psixologiya sohasi bilan birlashtirish tobora muhim ahamiyat kasb etmoqda. Tibbiy faoliyatda tibbiyot xodimlari va bemorlar o‘rtasida nafaqat bemorning psixologik, balki jismoniy holatini yaxshilashda hal qiluvchi ahamiyatga ega bo‘lgan alohida munosabatlar shakllanadi. Shuning uchun tibbiyot hodimi va bemor o‘rtasidagi muloqot psixologiyasini o‘rganish hech qachon o‘z ahamiyatini yo‘qotmaydi. Shifokor kasbi ma’lum psixologik xususiyatlarga ega. Uning oldida har doim tibbiyot hodimi va bemor o‘rtasidagi muloqot psixologiyasi bilan bog‘liq bo‘lgan turli xil vazifalar mavjud. Bemor muammolarni hal qilish uchun asosiy muloqot qobiliyatlari va ko‘nikmalariga ega bo‘lish muhimdir. Ular, birinchi navbatda, bemor bilan suhbatlashish, uning ichki dunyosiga kirib borish, bemorning individual psixologik xususiyatlarini yetarli darajada tushunish va boshqalarni o‘z ichiga oladi. Har bir tibbiyot hodimi har daqiqada duch keladigan ushbu va boshqa ko‘plab qiyinchiliklarni yengib o‘tish qobiliyati shifokor va bemor o‘rtasidagi muloqot psixologiyasining asosiy xususiyatidir. Ular o‘rtasidagi muloqotlarning maqsadi muloqot ishtirokchilaridan biri tomonidan boshqasiga nisbatan ko‘rsatiladigan tibbiy yordamdir. Shifokor bilan yaxshi muloqotda bo‘lgan holda, qo‘llaniladigan davolash yaxshi ta’sirga ega, yon ta’siri va asoratlari ancha kam. Bemor bilan muomalaga kirishishning o‘ziga yarasha shartlari bor, albatta. Shifokor bemor xastaligining taxminiy diagnozini, shaxsini, kasbini, ijtimoiy sharoitini, saviyasini, dunyoqarashini, bilim darajasini, tashqi psixik belgilarini o‘rganganidan so‘ng, o‘zini ham bu muloqotga ruhan tayyorlaganidan keyingina u bilan muloqot qilish uchun ma’naviy haqqi paydo bo‘ladi. Bemor va shifokor muloqoti (shartli ravishda) ikki doirada kechadi: Birinchi, tashqi doira zanjirida yuqorida aytilgandek, shifokorning bemor bilan muloqotga tayyorlanish bosqichidagi amallar kiradi. Ikkinchi, ichki doirani esa bemor shaxsini, uning kasallik sabablarini begilovchi dalillar zanjiri tashkil etadi. Birinchi doira sohibining mahorat darajasi qay darajada yuksakligi uning ikkinchi doiraga “ko‘prik” sola olish san’ati bilan belgilanadi. Aynan shu “ko‘prik” solinganidan so‘ng bemor shifokorga ishonch va umid ko‘zi bilan qaray boshlaydi.

Bo‘lajak shifokor kasbiy faoliyatidagi eng muhim vazifalar quyidagilardan iboradir:

- Iroda, jasorat, chidamlilik;
- Bemorlarga har tomonlama yordam ko‘rsatish va ularning azoblarini o‘zining emotsionalligi bilan yengillashtirish;
- O‘z bemoriga nisbatan insoniylik;
- Yuksak psixologik mahorat;
- Kasallik yuzasidan yetuk bilim.¹⁷⁶

Bo‘lajak hamshira bemorning axloqiy va qonuniy huquqlari bo‘yicha malakali bo‘lishi kerak. Bemorning yoshi yoki jinsidan, kasallikning tabiati, irqiy yoki milliy kelib chiqishi, diniy yoki siyosiy e‘tiqodi, ijtimoiy yoki moddiy ahvoli yoki, boshqa farqlaridan qat’iy nazar ularga

¹⁷⁵ D.A.Sobirova. Tibbiyot xodimlari social intellekti ko‘rsatkichlari namoyon etilishining gender xususiyatlari. Tashkent Medical Academy Volume 4 | TMA Conference | 2023 Integration of Science, Education and Practice in Modern Psychology and Pedagogy: Problems and Solutions Zamonaviy psixologiya, pedagogikada fan, ta’lim va amaliyot integratsiyasi: muammo va yechimlar 234 May 6 <https://tma.uz/> International Scientific and Practical Conference “Zamonaviy ta’lim”, ilmiy-amaliy ommabop jurnali. Toshkent. 2019. №4. - B. 30- 35.

¹⁷⁶ D.A.Sobirova. Social intellekt konsepsiyasining yaratilishi va nazariy asoslari. “Zamonaviy ta’lim”, ilmiy-amaliy ommabop jurnali. Toshkent. 2019. №2. - B. 9-18 betlar.

malakali tibbiy yordam ko'rsatishga doimo tayyor bo'lishi kerak. Demak, rivojlanayotgan jamiyatimizda bo'lajak hamshira shaxsiga yuqori talablar qo'yilar ekan, unda psixologik yetuklik, kasbiy samaradorlik va ijtimoiy talabchanlikka erishishini ta'minlovchi sotsial komponentlikni taqozo etadi. Har bir bo'lajak shifokor o'z ish vazifalarini bajarishda kasbiy mahoratida ba'zi qiyinchiliklarga duch kelishiga oldindan tayyorgarlik ko'rishi kerak. Mavjud majburiyatlarni muvaffaqiyatli bajarish uchun beriladigan topshirig'iga oldindan tayyorgarlik ko'rish kerak. Shifokorlar har doim tibbiy retseptlarga alohida hurmat bilan munosabatda bo'lishlari va bemorlarni davolash jarayonini diqqat bilan kuzatishlari kerak.

Xulosa o'rnida aytishimiz mumkinki, har qanday mojaroli vaziyatlarni oldindan oldini olish uchun kasbiy kompetentligidan foydalana olishi kerak, chunki hamshiralalar bemorlar uchun psixolog va davolash jarayonining tashkilotchilaridir. Shifokorlar eng muhimi, ta'lim muassasalarida ham, ish joyida ham olingan bilim va ko'nikmalari, ijtimoiy salohiyati, kasbiy mahorati, kasbiy holati, emotsionalligi, ijtimoiy moslashuvchanligi, tibbiy etika kabi kasbiy kompetentlik bilimlariga ega ekan, o'z yaqinlarining salomatlik holatidagi arzimagan o'zgarishlarga tezda javob qaytarishi va shu orqali turli kasalliklar rivojlanishining oldini olishga xizmat qilishlari kerak.

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O'QUVCHILAR TARIXIY TAFAKKURINI SHAKLLANTIRISH

Berdiqulova Munira Muhiddin qizi

Osiyo Xalqaro Universiteti magistranti

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Annotatsiya. Mazkur ilmiy maqolada o'quvchilarning tarixiy tafakkurini rivojlantirishga qaratilgan fikr va mulohazalar, xususan milliy o'zlikni anglash, umuminsoniy va milliy qadriyatlar, nazariy asoslar va tahlillar keltirib o'tilgan. Shuningdek o'quvchi yoshlarning tarixiy bilimlari tahlil qilinib, ta'lim va tarbiya jarayonida yoshlarda tarixiy tafakkurni shakllantirish bo'yicha taklif va tavsiyalar berib o'tilgan.

Kalit so'zlar: Tarixiy tafakkur, tarixiy ong, milliy qadriyatlar, rivojlanish bosqichlari, ta'lim islohatlari, ilg'or texnologiyalar.

FORMATION OF STUDENTS' HISTORICAL THINKING

Abstract. In this scientific article, the thoughts and opinions aimed at developing the student's historical thinking, in particular, the understanding of national identity, universal and national values, theoretical bases and analyzes, suggestion and recommendations were given on the formation of historical thinking in the process of education and upbringing.

Key words: Historical thinking, historical consciousness, stages of development of national values, educational forms, advanced technologies.

ФОРМИРОВАНИЕ ИСТОРИЧЕСКОГО МЫШЛЕНИЯ СТУДЕНТОВ

Аннотация. В данной научной статье представлены мысли и мнения, направленные на развитие исторического мышления студентов, в частности, понимания национальной идентичности, общечеловеческих и национальных ценностей, теоретических основ и анализов. Также были проанализированы исторические знания студентов, даны предложения и рекомендации по формированию исторического мышления в процессе обучения и воспитания.

Ключевые слова: Историческое мышление, историческое сознание, этапы развития национальных ценностей, образовательные реформы, передовые технологии.

Insoniyat yaralibdiki ma'lum bir tarixga asoslanadi. Tarixsiz kelajak ham mavjud emas. Zaminimiz azaldan buyuk allomalar, mutafakkirlar yurti bo'lib kelgan. Avvalambor yurtimizda tarixiy tafakkurni shakllantirish uchun qilinayotgan ishlar, olib borilayotgan islohatlar beqiyos. Shu o'rinda tarixga nazar soladigan bo'lsak Abu Rayhon Beruniy, Al Xorazmiy, Imom Buxoriy, Imom Termiziy, Ahmad Farg'oniy, Hakim Termiziy kabi allomalarimiz ilm-fan rivoji uchun o'zining misli ko'rinmas asarlarini yozib qoldirgan. Shu o'rinda ta'kidlash lozimki ilm-fan rivoji uchun harakat qilgan buyuk shaxslar jadidchilik harakati a'zolari bo'lgan. Abdulla Qodiriy, Abdurauf Fitrat, Cho'lpon, Mahmudxo'ja Behbudiy, Abdulla Avloniy kabi bir qator jadidlarimiz istiqbolli kelajagimiz uchun kurash olib borganlar. O'sha davrda mustamlakachilik zulmining asosiy sabablari bu zamonaviy ilm-fan yutuqlaridan bexabarlik deb qaradilar. Shu bois ham ular barcha muammolar yechimi ta'lim islohati deb hisobladilar va yosh avlodga ta'lim tarbiya berishga asosiy e'tiborlarini berdilar. Ayni vaqtda ular yangi maktablar, kutubxonalar ochdilar, darsliklar, o'quv qo'llanmalari nashr etdilar va ommaga tadbiiq qildilar. Yoshlarni ilm-fanga bo'lgan qiziqishini

yanada oshirish maqsadida turli xil ilm-fan kengashlarini ham olib bordilar. Shu asnoda ular ilm-fanga o'zlarining beqiyos hissalarini qo'shdilar.

Dunyodagi o'rganilishi lozim bo'lgan, kashf qilinishi kerak bo'lgan barcha narsalarning ildizi tarix bilan chambarchas bog'liq. Misol tariqasida matematika fanini oladigan bo'lsak undagi ilk bilimlarni o'zlashtirmasdan turib, murakkab masalalarni bajarishni uddasidan chiqib bo'lmaydi. Huddi shuning uchun ham tarix fanining o'ziga tegishli bo'lgan bilimlarini har bir yosh avlod ongiga va albatta boshlang'ich egallanayotgan bilimlari qatoriga qo'shish lozim. Nafaqat insoniyat tarixi balki, har qanday yaratilayotgan yangi kashfiyotlar tarixi ham juda muhim. Biz yoshlar tarix fanini o'rganar ekanmiz, ushbu fanni oddiy bir fan sifatida emas balki o'z o'tmishimizga bo'lgan qiziqish sifatida o'rganmog'imiz lozim.

Hozirgi kunda yetishib chiqayotgan yosh pedagoglarimiz ham tarix fanini chuqurroq o'rganishi muhimdir. Ushbu sohaning o'z bilim beruvchilari uchun ham individual ta'lim berish usullarini yaratish muhim ahamiyatga ega. Zamonaviy yondashuvga ega malakali pedagoglarimiz tomonidan dars olayotgan yosh o'quvchilarimiz aniq fanlar qatorida tarix fanidan ham o'z bilimlarini oshirib borishlari kerak. O'z fikrini erkin namoyon qila oladigan, o'quvchilarning tarixga bo'lgan qiziqishlarini oshira oladigan malakali o'qituvchilar har qanday o'quvichining tarixiy tafakkurining oshishiga o'z hissasini qo'shish bilan bir qatorda, uning yanada rivojlanishiga o'z hissasini qo'sha oladi albatta. Ta'lim tizimida olib borilayotgan islohatlardan kelib chiqib, dars jarayonida o'quvchilar tafakkurini yanada rivojlantirish maqsadida ilg'or innavatsion texnologiyalardan foydalanish maqsadga muvofiq bo'lar edi. Inteketual ta'lim resurslari ham bundan mustasno emas. Matnli materiallar, video materiallar, audio materiallar va shu kabilar o'quvchilarning fanga bo'lgan qiziqishini yanada oshiradi.

Shu o'rinda ta'kidlash joizki, O'zbekiston inson sha'ni, qadri ulug'lanadigan adolatli, erkin va farovon, tinchlik hukum surgan ilg'or texnologiyalar davrida o'zining misli ko'rinmas ta'lim islohatlarini ilgari surib rivojlanayotgan davlatdir. Ayni kunda o'quvchilar tarixiy tafakkurini yanada rivojlantirish uchun ta'limda izchil o'zgarishlar bo'lmoqda, yangiliklar kiritilmoqda.

Milliy manaviyatimizni rivojlantirish, uni xalqimiz, ayniqsa, yoshlarimiz hayotiga singdirishda ijtimoiy-gumanitar fanlarning ham ahamiyati katta. Afsuski, hozirgi paytda bu fanlar rivoji zamondan ortda qolmoqda. Xususan, biz uchun nihoyatda dolzarb bo'lgan tarix fani ham bundan mustasno emas.

Tarixga oid ilmiy-tadqiqot ishlari, asosan, bayonchilik publisistik usulda olib borilmoqda. Natijada olis va yaqin o'tmishdagi ko'pgina voqealarning mazmun-mohiyati, ularni yuzaga keltirgan omillar va tarixiy qonuniyatlar ochilmasdan qolmoqda.

Bir haqiqatni barchamiz chuqur anglab olishimiz kerak: milliy tarixni xalqimiz, ayniqsa, yoshlarimizga milliy ruhda yetkazish, ularning qalbiga, shururiga singdirish kerak. Aks holda uning tarbiyaviy ta'siri bo'lmaydi.

Ma'lumki el-yurtimiz o'zining qadimiy o'tmishi davomida qancha-qancha unitilmas voqealarni, turli sinov va qiyinchiliklarni, zafarli davrlar bilan birga, fojiali kunlarni ham boshidan kechirgan. Lekin bir haqiqatni ta'kidlash kerakki, Vatanimiz hududida mavjud bo'lgan har bir davlatchilik tuzumi, har qanday ijtimoiy jarayon -u g'alaba yoki mag'lubiyat bo'ladimi, yuksalish yoki tanazzul bo'ladimi – barcha-barchasi xalqimiz bosib o'tgan murakkab tarixiy yo'lning uzviy va ajralmas qismidir. Shuning uchun ham biz tariximizning barcha bosqichlarini yaxlit holda qabul qilib, har tomonlama chuqur o'rganishimiz zarur.

O'tmishdagi yutuq va g'alabalardan kuch-quvvat olib, xato va mag'lubiyatlaridan xulosa va saboq chiqarib yashaydigan xalq o'zining taraqqiyot yo'li va kelajagini to'g'ri belgilay oladi.

Biz yoshlarimizni tarixdan saboq olish, xulosa chiqarishga o'rgatishimiz, ularni tarix ilmi, tarixiy tafakkur bilan qurollantirishimiz zarur. Buning uchun, avvalo, O'zbekiston tarix fanini 2030-yilgacha rivojlantirish konsepsiyasini samarali amalga oshirishimiz lozim.

O'zbek tilining davlat tili maqomini amalda kuchaytirish, xorijda va yurtimizda uni o'rganish bo'yicha zamonaviy texnologiyalarni ishlab chiqarish dolzarb vazifadir.

Xalqimiz, ayniqsa, yoshlar o'rtasida kitobxonlik darajasini oshirish borasidagi ishlarni yanada kuchaytirish zarur.

Albatta keying yillarda "Besh muhim tashabbus" doirasida bu yo'nalishda ko'p ishlarni amalga oshirdik. Lekin bugun ularni yangi bosqichga ko'tarishni vaziyatning o'zi talab etmoqda.

O'quvchilarda tarixiy tafakkurni shakllantirish uchun tarixiy ong, tarixiy xotira tushunchalarini ham o'rgatib borishimiz lozim. Tarixiy ong, tarixiy xotira tushunchalarining ayrim nazariy jihatlariga fikrimizni qaratishimiz kerak bo'ladi. Tarix insoniyat egallagan bilimlardan biri sifatida ijtimoiy-hayotning turli jabhalarini qamrab oladi. Tarix insoniyat hayotining umumiy tafsilotidir. Agar tarixni keng ma'noda tushunadigan bo'lsak, tarix tadqiqot va izlanishlar doirasi cheksizdir. Ammo tarixda alohida shaxs tarixiy vaziyatga ko'rinadi va sezilarli ta'sir eta olmaydi.

Diniy nuqtai nazardan qaraganda, tarixiy tarqiyot, aynan tarixdan tashqarida yotadigan, ammo unga hal qiladigan darajada ta'sir etkazadigan kuchlarga bog'liq. Ammo ko'pgina hollarda ijtimoiy o'zgarishlarning ibtido sababchisi sifatida, ba'zida buyuk shaxs, ba'zida amorf massa, "braun harakati" ko'rinishlarida inson tarixiy harakatning dalili bo'lib keldi. Tarix fan sifatida alohida shaxsning ham, umuman jamiyatning ham ma'naviy rivojlanishining ajralmas unsuri hisoblanadi.

Tarix nafaqat insoniyat faoliyati va merosi, balki bu insoniyatning muayyan vaqt oraliq'idagi harakatlari va voqealar majmuidir. Tarix shu bilan birga vaqt uyg'unligidir, u faqat vaqtda mavjuddir. Tarixiy ongda aks etgan tarixiy taraqqiyot, uning ziddiyatlari ala-quroq ko'rinishi insoniyat tafakkurini doimo band qilib kelgan.

Tarixiy ong tushunchasi tarix falsafasining bosh mavzusidir. Insoniyatning tarixiy ongi uzoq yo'lni bosib o'tgan o'z genezisiga ega. Tarixiy ong "Afrotida" dengiz ko'pigidan paydo bo'lganidek" birdaniga paydo bo'lgan emas. Uning shakllanishi insoniyat iqtisodiy va siyosiy taraqqiyoti bilan birgalikda boradi. Ijtimoiy ong, siyosiy mafkura, huquqiy ong ahloq, din, fan, san'at falsafa shakllarida mavjud bo'ladi. Lekin tarixiy ong ijtimoiy ongning turli xil shakllarida uning bir unsuri, bir parchasi sifatida chiqadi va bularning evolutsiyasi va xilma-xilligi bilan belgilanadi.

Tarixiy ongning rivojlanishi qadimgi, o'rta asrlar bosqichlarida uni nazariy tahlili uchun ilmiy asos unsurlari paydo bo'ldi, bu davrda ilmiy nazariy jihatdan tarixiy ongni tahlil qilish tarixni fan sifatida teologik mafkura ta'siridan xalos bo'lishi bilan dastlabki qadamlar qo'yildi.

Shuningdek biz o'quvchi yoshlarning tarixiy bilimlarini yanada oshirish uchun milliy qadriyatlarimiz, an'ana va urf odatlarimiz haqida ularga tushuncha berishimiz, ularning ongida tariximizga bo'lgan muhabbatni oshirishimiz lozim. Milliy qadriyatlar millatning tarixi, yashash tarzi, ma'naviyati hamda madaniyati bilan chambarchas bog'liq holda namoyon bo'ladi.

O'zbek xalqining asrlardan asrlarga o'tib kelayotgan milliy qadriyatlari ham uzoq tarixiy jarayonda shakllangan. Jumladan, o'zi tug'ilib o'sgan ona yurtiga ehtirom, o'z taqdirini mana shu

yurtsiz tasavvur qila olmaslik, o'tgan ajdodlar xotirasiga sadoqat, kattalarga doimiy hurmat ko'rsatish, har qanday sharoitda ham hayo va andishani saqlash, turmushda poklikka alohida e'tibor berish singari ko'plab fazilatlar bizning milliy qadriyatlarimiz asosini tashkil etadi. Xalqimiz o'zi tug'ilib o'sgan yer-zaminga qattiq bog'langan, uni e'zozlashni bolaligidan o'rganib, his qilib o'sadigan millat sanaladi. Demak, xalqimizning o'z yurtiga cheksiz sadoqati, ehtiromi bilan bog'liq milliy an'ana va qadriyatlari uning boy tarixi bilan izohlanadi. Xuddi shuningdek, xalqimizning kattalarga hurmat, kichiklarga izzat ko'rsatish, mehmondo'stlik, yordamga muhtojlarga shafqatli bo'lish, hayo, ibo va mehr-oqibat, ahli ayolini — oilasini asrash, maishiy turmushda poklikni yuksak qadrlash singari an'ana va qadriyatlari ham hayotning uzoq sinovlaridan o'tgan o'lmas ma'naviy merosimiz sanaladi.

Xulosa qilib aytganda, hozirgi kunda yoshlarga berilayotgan imkoniyatlar, ta'lim islohotlari kundan-kunga yangilanib rivoj topib bormoqda. Yoshlarga berilayotgan keng imkoniyatlardan unumli foydalangan holda, biz yoshlar ham o'z tarixiy tafakkurimizni, tarixiy madaniyatimizni yanada oshirib borishimiz lozim. Yangi O'zbekistonning yoshlar uchun berilayotgan imkoniyatlardan keng foydalanib, o'z vatanimizning butun dunyo oldidagi obro'-e'tiborini yanada yuksaltirishga, uning mavqeini ko'tarishga intilmog'imiz lozim.

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10-12 ЁШЛИ ФУТБОЛЧИЛАРНИ ТАНЛАШ ВА МАШҒУЛОТЛАРНИ ТАШКИЛ ЭТИШ МЕТОДИКАСИ

Якубов Ф.М.
Бурлиев У.К.
Казоқов Р.Т.
Жабборова С.Р.
Джўрабаев А.М.
ЎзДЖТСУ., Чирчиқ.
Мухаммадиев Д.Ф.

Тошкент шаҳар, Уч-тепа тумани 74-мактаб жисмоний тарбия ўқитувчиси

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Аннотация. Мазкур мақолада футбол машғулотлари вақтида 10-12 ёшли футболчиларни танлаш ва шу машғулотларга асосланиб ўйин машғулотларини ташкил этиш ҳақида фикр ва мулоҳазалар бериб ўтилган.

Калим сўзлар: Эксперт методикалар, техник-тактик кўникма ва малака, боланинг жисмоний ривожланиши, қизиқишлари, табиий танлаш ўринбосарлар тайёрлаш.

METHODOLOGY OF SELECTION OF 10-12-YEAR-OLD PLAYERS AND ORGANIZATION OF TRAINING

Abstract. In this article, thoughts and opinions are given about the selection of 10-12-year-old players during football training and the organization of game training based on these trainings.

Key words: Expert methods, technical-tactical skills and competence, child's physical development, interests, natural selection, training of substitutes.

МЕТОДИКА ОТБОРА ИГРОКОВ 10-12 ЛЕТ И ОРГАНИЗАЦИЯ ТРЕНИРОВОК

Аннотация. В данной статье приводятся мнения и комментарии по поводу отбора игроков 10-12 лет во время тренировок по футболу и организации игровой подготовки на основе этих тренировок.

Ключевые слова: Экспертные методы, технико-тактические навыки и компетентность, физическое развитие ребенка, интересы, естественный отбор, подготовка дублеров.

Эксперт методикалар мутахассисларнинг (мураббийнинг ўзи ҳам мутахассис бўлиши мумкин) бўлажак ўйинчининг истеъдод даражаси ҳақидаги фикрларига асосланган бўлади. Агар кўпчилик мутахассисларда бу фикр бир хил бўлса, унинг ишончлилиги анча юқори бўлади. Аппаратурали методикалар баҳоларнинг аниқлиги билан афзалликка эга. Бироқ бу баҳоларга қараб истеъдодлилиқ даражаси ҳақида умумий таассурот ҳосил қилиб бўлмайди. Айрим сифатлар ҳали истеъдодни таърифламайди. Улар бирлашиши ва ўзига хос бирикишда намоён бўлиши керак. Турли сифатларнинг бирикиб келишини ҳисобга олиб тузиладиган тестлар танлашнинг энг самарали методларидир. Кўрсаткичларнинг билвоситалигига қарамай, тестлар бир қатор муҳим афзалликларга эга. Бу афзалликлардан асосийси футбол ўйинига истеъдодлилиқнинг тест моделини яратиш мумкинлигидир.

Методикалардан мақсадга мувофиқроқ фойдаланишга қаратилган тадбирлар комплекси танлашнинг ташкил этилиши деб аталади

Шундай қилиб, номзодлар гуруҳидан бўлажак ўйин фаолиятида юқори ва барқарор натижаларга эришиши мумкин бўлганларни (шуларга эришиш эҳтимоли кўпроқ бўлган болаларни) танлаб олишга қаратилган ташкилий методик тадбирлар мажмуасини ёш футболчиларни танлаш деб аташ мумкин. Танлашда уни самарадорлигини ошириш ва юқори натижаларига эришиш учун қуйидаги ишларни амалга оширса бўлади:

Болалар ўртасида футбол ўйини кенг тарқалган. Жумладан, болалар ва ўсмирлар спорт мактабларининг футбол бўлимлари барча хоҳловчиларни қабул қилишга қодир эмаслиги ҳам шу билан изоҳланади. Чунки бу мактабларнинг асосий вазифаси—танлаб олинган болалар контингенти билан ишлаб, юқори маҳоратли ўйинчилар тайёрлашдан иборатдир.

Табийий танлаш ўринбосарлар тайёрлаш муаммосини ҳал қилмайди. Бу ҳолда қобилиятсиз болалар билан бир қаторда қобилиятли, яъни одатда махсус сифатлар бўйича етарлича тайёрланмаган, лекин юқори потенциал имкониятларга эга бўлган болалар ҳам футбол мактабини ташлаб кетади.

Кўпгина мураббийлар энг қобилиятли болаларни танлаб олиш учун турли мезонлардан фойдаланадилар, бироқ бу мезонлар кўпгина ҳолларда бир томонлама ёки субъектив бўлади. Шу билан бирга танлаш иши умуман аста-секин равишда олиб борилади ёки жуда деганда, мураббийлар болаларнинг назорат ўйинларда кўрсатадиган ва аввалда қарор топган техник-тактик кўникма ва малакага қараб иш юритадилар. Болаларнинг тезкорлик куч сифатлари ва ҳаракатлар уйғунлиги, тез фикрлашига, иродавий сифатларининг юқори даражадалигига, шунингдек, янги материални тез ўзлаштириб олишига асосланган потенциал имкониятлари ҳисобга олинмайди.

Ёш футболчиларни танлаш иши бошидан охиригача яхши ташкил этилган бўлиши керак. Дастлаб болаларни жалб қилиш ва уларнинг спорт мактабларига оммавий равишда келишини таъминлаш чораларини кўриш лозим. Энг аввало номзодларни яқин орада жойлашган турар-жойлар, маҳаллалар ва мактаблардан танлаш мақсадга мувофиқдир. Шундай қилинганда кўп йиллик тайёрлаш жараёнини ташкил этиш ва текшириб туриш осон бўлади. Хоҳловчиларни қабул қилиш ҳақида қабул бошланишидан анча олдин хабардор қилиш керак. Бироқ фақат газетада эълон қилиш ёки радио орқали ахборот бериш зарур самарани келтирмайди. Мураббийларнинг мактабларга келиши ва танлаш иши бошланишидан 4—5 кун олдин болаларни хабардор қилиши энг яхши воситадир. Болалар кириш имтиҳонларига мактаб врачидан ўз саломатликлари ҳақида маълумотнома олиб келишлари керак.

Танлаш иши бошланишига қадар қабул ҳайъятини ташкил этиш ва инвентарларни, машғулот жойларини, назорат синов жойларини пухта тайёрлаб қўйиш, шунингдек, натижаларни қайд қилиш учун баёнлар тузиш зарур. Танлаш жараёнида иккита асосий вазифани ҳал этиш зарур:

а) боланинг футбол бўлимига киришининг мақсадга мувофиқлиги ҳақида хулоса чиқариш ва унинг футбол мактабида ўқиши муваффақиятли бўлиши тўғрисидаги маълумотни олдиндан англаб амалда рўёбга чиқариш;

б) футбол мактабига қабул қилинган болалардан энг қобилиятлиларини ажратиб олиш ва қобилиятсиз болаларни тарқатиб юбориш.

Шунинг учун дастлабки танлаш умуман узоқ давом этадиган жараёндин, чунки болалар қобилиятларининг ривожланиши машғулот воситаларининг таъсирида ўзгариши мумкин. Шундан келиб чиқиб, дастлабки танлаш жараёнини икки босқичга бўлиш мақсадга мувофиқдир:

I босқич. Бу босқичда танлашнинг дастлабки вазифаси ҳал қилинади. Бунинг учун боланинг дастлабки қобилиятларини аниқлашга ва унинг ўқиши муваффақиятли бўлишини олдиндан айтиб беришга имкон берувчи кўрсаткичлар мажмуаси бўйича натижаларнинг бошланғич даражаси баҳоланади. Бу босқич — бир неча кундан бир неча ҳафтагача давом этади. Биринчи босқичда мактабнинг имкониятлари ва гуруҳларда қанча бола шуғуллана олишини ҳисобга олиб, маълум миқдордаги болалар танлаб олинади. Бироқ мактабга биринчи босқичда қабул қилинган болаларнинг сони пировардида қабул қилинадиган болалар сонидан ортиқ бўлиши керак.

II босқич. Бу босқич (синов муддати) бир йилдан икки йилгача давом этиши мумкин. Бу даврда танлашнинг иккинчи вазифаси ҳал этилади, унинг мақсади шуғулланаётган ҳар бир боланинг қобилият даражасини аниқлашдир.

Иккинчи босқичнинг бошида ва охирида қуйидагиларни бажариш зарур: а) махсус дастур бўйича тестлар ўтказиш; б) назорат синов маълумотларини таққослаб, шуғулланувчиларнинг кучли ва заиф томонларини аниқлаш; в) ўрганишга бўлган қобилиятни ҳарактерловчи натижаларнинг ўсиш суръатини баҳолаш; г) шуғулланувчиларнинг машғулотларга бўлган қизиқиши, меҳнатсеварлиги, қатъийлиги, интизомлиги каби сифатларини ҳисобга олиш керак. Ёш футболчиларни танлашда яна бир асосий вазифалардан бири танлаш методикаси бўлиб уни қуйидагича тарзда амалга ошириш мумкин:

I босқичда қуйидаги кўрсаткичлар мажмуаси аниқланадики, буларга: боланинг жисмоний ривожланиши, қизиқишлари, асаб тизимининг асосий ҳоссалари, жисмоний Болалар ва ўсмирларни футболга танлашда уларнинг жисмоний ривожланишини аниқлаш методикаси бўйича қуйидагича ишлар амалга оширилади. Болалар ва ўсмирлар спорт мактабларига лозим кўрилган номзодларнинг оғирлиги бўйи кўрсаткичлари, кўкрак қафаси, болдири, сони, елкасининг айланаси ва ўпканинг тириклик сигими ўлчанади. 13 ёш ва ундан катта болаларнинг жисмоний ривожланиш тавсифи биологик ёш баҳолари билан тўлдирилади. Ёш футболчиларни жисмоний ривожланиши билан бир қаторда уларни футболга бўлган қизиқиши ҳам катта аҳамиятга эга бўлиб, уларнинг қизиқишларини аниқлаш қуйидагича методикада амалга оширилади. Қизиқишларнинг теранлиги ҳақидаги маълумотларни олиш учун анкетадан фойдаланилади. Анкета футболни танлаш сабаблари ҳақидаги, унга бўлган муносабат, тайёргарликнинг қийинчиликларини англаб етиши ҳақидаги, юқори натижаларга эришишга интилиши тўғрисидаги саволларни ўз ичига олади. Бу кўрсаткичлар бўйича берилган умумий баҳо футбол машғулотларига қизиқишнинг зўрлиги тўғрисида фикр юритишга имкон беради.

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CULTURE-BOND AND EQUIVALENT-LACKING WORDS

Tillayeva Iroda To'lqin qizi

a student of UzSWLU

Muhammadjonova Gullola Elmurod qizi

a student of UzSWLU

Jo'rayeva Shaxzoda Otabek qizi

a student of UzSWLU

<https://doi.org/10.5281/zenodo.10613225>

Abstract. This article deals about culture-bond words and non-equivalent words and the ways of translate them, also, peculiarities that facing in translating. Approaches of teaching culture-bond words different types of them are the essence of this article.

Key words: culture-bond words, non-equivalent words, problems in translation process, untranslatable expressions, appropriate equivalent terms.

КУЛЬТУРНАЯ СВЯЗЬ И ЭКВИВАЛЕНТНЫЕ СЛОВА, КОТОРЫМ НЕ ХВАТАЕТ СЛОВ

Аннотация. В данной статье речь идет о культурно-связывающих словах и безэквивалентных словах и способах их перевода, а также об особенностях, с которыми приходится сталкиваться при переводе. Подходы к обучению культурно-связывающим словам различных их видов составляют суть данной статьи.

Ключевые слова: слова, связанные с культурой, безэквивалентные слова, проблемы в процессе перевода, непередаваемые выражения, соответствующие эквивалентные термины.

The untranslatable expression is one of the problems in translation process. Because of the untranslatable expressions, the translator cannot find the appropriate equivalent terms. fully transferred and target reader cannot accept it. As the consequence, the author's message is not completely. One of the untranslatable expressions is culturally bound-expression.

Newmark divides cultural language into two i.e. universal and personal languages. The words die, live, star, swim, mirror and table are universal language. Meanwhile, the words monsoon, steppe, dacha, and tagliatelle are cultural words. There will be a problem in translating cultural words due to the cultural gap or distance between the source and target languages. Further, Newmark (1998: 95) says that most cultural words are easy to detect, since they are associated with a particular language and cannot be literally translated where literal translation would distort the meaning. From Newmark's explanation it is clear that cultural word is a word in particular language that brings cultural value which does not exist or differ from other languages. When a cultural word is translated, it is possible that the cultural value will change.

Culturally bound concepts are those words, concepts, or phrases that cannot be understood by persons outside of a culture without the addition of contextual information. For example, non-deaf people who are unfamiliar with Deaf people and their language use will not understand the importance of a deaf identity, the role of ASL in the Deaf Community, the value for schools for the deaf and other related concepts. Likewise, Deaf people may find it difficult to understand the value of sound. Some examples are the radio, Top 40 Countdowns, the differences in Jazz, Rock and Roll, the Blues, and other types of music, as well as other cultural identifiers such as Baby

Boomers, The Flower Children, The X Generation, and other cultural identifiers. These activities are designed to increase your awareness of these concepts and to practice more effective ways of interpreting them so they will be understood to “outsiders.”

Culture-bound words are generally rendered in the borrowing language through transcription, transliteration and calque translation:

авеню, sputnik, Статуя Свободы.

As compared with transcription and transliteration, calques are more convenient. But at the same time, calques can be misinterpreted by a receptor. For example an English calque from the Chinese Red Guard, meaning ‘a member of an activist pro-Maoist youth movement in China, is far more convenient than its transcription counterpart Hongwei Bing. However, a Russian receptor can easily confuse this calque with another one, referring to the Russian revolution: красногвардеец, whereas this word is known in Russian as a transcription borrowing: хунвэйбин.

There are cases when a translator resorts to calque translation without thinking thoroughly of the meaning of a culture-bound word or, worse, without understanding it.

An explicatory translation reveals a culture-bound word meaning in full:

Bride price — payment made by a man to the family from whom he takes a daughter in marriage, *Expatriate* — someone who has left his home country to live and work in another country, *xenophobia* — belief that people and things from other countries are dangerous. *зарплата* = annual bonus payment; *breadline* = очередь безработных за бесплатным питанием. Explication of culture-bound words can be made in commentaries (both in-text and after-text), and in footnotes. The disadvantage of in-text notes is that they distract a receptor’s attention from the main text. However, after-text commentaries are not for a “lazy” reader. So the most convenient, probably, are footnotes which save a reader’s time and effort.

Culturally-bound expressions are difficult to be translated. It occurs because the cultural ideology between one region and another is different. The author of a novel is shaped by a particular ideology in his/her environment. This ideology is reflected on the story of the novel.\

Another problem is translating the culturally-bound expressions by ignoring their cultural value. In translation process, sometimes, the cultural ideology of the author and the translator are different because they live in different social culture settings. The effect of this difference is that the result of the translator’s interpretation potentially becomes different from author’s intention.

A translator interprets the source text by using his/her ideology that is different from author’s ideology. Social culture variation is the key of this different interpretation. The author includes his/her social culture belief and the translator interprets the text based on his/her social culture belief. Because of this case, it is difficult to interpret a culturally-bound expression.

Culture-bound words are culturally loaded words borrowed from another language due to language contacts. Comparison of languages and cultures reveals the following types of culture-bound words:

- unique culture-bound words: вырезвитель,
- analogues: drug-store – аптека, дедовщина – hazing;
- similar words with different functions: cuckoo’s call (asked for by an American girl to find out how soon she will get married¹⁴⁹) – крик кукушки (counted by a Russian to find out how long s/he will live)

• language lacunae of similar notions: clover-leaf = автодорожная развязка в виде клеверного листа.

According to the semantic fields, culture-bound words are classified into:

- toponyms, or geographical terms (Beijing, Awaza, Akdaşayak, Garadaşayak, Akdepe);
- anthroponyms, or people's names (Alexander Hamilton, Bezirgen, Baýly, Çary);
- zoonyms, or animal names (kangaroo, dingo, emu);
- social terms (Государственная Дума, House of Commons, Halk Maslahaty, Mejlis);
- military terms (есаул, подполковник, lance corporal);
- education terms (junior high school, eleven-plus, child/day care; пионерский лагерь);
- tradition and customs terms (Halloween, масленица, nowruz, gurbanlyk, küştepdî);
- ergonyms, or names of institutions and organizations (Heinemann, крайисполком, санэпидстанция)
- history terms (civil war, War of Independence, Великая Отечественная война)
- words for everyday life (cuisine, clothing, housing, etc.) (sushi, kilt, trailer, валенки, лапти)
- titles and headlines (Война и мир, Vanity Fair).

• Culture-bound words are characterized by a location and time. Based on the local coloring, their classification includes:

- exoticisms: chinook, bonsai, kabuki
- barbarisms, i.e. words partially incorporated into a borrowing language: авеню, миссис, хобби.

• Based on the time coloring, culture-bound words classification falls into the following groups:

- neologisms: junk food, internet
- historisms, or outdated words denoting realia that no longer exist: Beat Generation, WASP; уезд, бурлак. Historisms have no synonyms in a modern language.
- archaisms, or out-of-use words having synonyms in the modern language: Sire = father, clime = climate and country; злато = золото, град = город.

In translating culture-bound terms, it is worth-discussing the strategies proposed by Venutti: domestication and foreignization.

Domestication involves making the TT read as fluently as possible, and this involves careful text selection.

Foreignization involves choosing a text that is obviously not of the target culture and rendering the linguistic and cultural differences in the translation. It highlights the foreign culture and prevents it from being absorbed by the target culture.

In the examples given to illustrate the method of domestication, it can be easily seen that the text uses a neutral, typical term for Albanian. Whereas in the second method of foreignization, the explanation for “tatami mat” is given by translating the word “mat” and preserving tatami, but no explanation is given about this term. (tatami - a type of mat used as a flooring material in traditional Japanese-style rooms)

In the second example from “Romeo and Juliet”, the word “law” is translated as “kanun” that is kind of oral law that existed in Albanian since the XV-th century, and “Romeo and Juliet”

was written by Shakespeare in the XVI-the century. The translation wanted to place the reader back in time, when there was no written law and “kanun” was the only form of law used.

A considerable number of SL units have no regular equivalents in TL. Equivalent-lacking words are often found among SL names of specific national phenomena, such as the English words “beefeater”, “touch-down”, “qualifier”. Some of such words are rendered with the help of descriptive translation; the other cause the appearance in Ukrainian the new words which express the idea (impeachment, exit-poll, baby-sitter). The absence of regular equivalents does not imply that the meaning of an equivalent-lacking SL unit cannot be rendered in translation or that its translation must be less accurate. We have seen that the words which have regular equivalents are sometimes translated with the help of contextual substitutes. When the translator comes across an equivalent-lacking word, he can use an occasional equivalent which can be created in one of the following ways:

1. Using loan-words imitating in TL the form of the SL word or word combination, e.g. impeachment, brain-drain. Such occasional formations are often adopted by the members of the TL community and get the status of the regular equivalents.

2. Using approximate equivalents that are TL words with similar meaning which is extended to convey additional information, e.g. “drugstore”, “afternoon”, “tree-hugger”.

3. Using all kinds of lexical transformations modifying their meaning of the SL word, e.g. “He died of exposure” may be rendered into Ukrainian as.....

4. Using an explanation to convey the meaning of the SL unit, e.g. land-slide, brinkmanship.

Equivalent-lacking grammatical forms give less trouble to the translator. Here occasional substitutes can be classified under three main groups:

1. Zero translations when the meaning of the grammatical unit is not rendered in the translation since it is practically identical to the meaning of some other unit and can be safely left out.

In the sentence “By that time he had already left Britain” the idea of priority expressed by the Past Perfect does not need to be separately reproduced in TT as it is already made by using “by that time” and “already”.

2. Approximate translation when the translator makes use of a TL form partially equivalent to the equivalent-lacking SL unit, e.g. “I saw him enter the room”. The Ukrainian language does not have complex objects but the meaning of the object clause is a sufficient approximation.

3. Transformational translation when the translator uses one of the grammatical transformations. “Your presence at the meeting is not obligatory. Nor it is desirable.” It is better to use the syntactical transformation in the translation of this sentence.

Equivalent-lacking words signify notions lacking in the target language and culture. They are sometimes called untranslatable words or ‘unfindable’ words.

Sometimes equivalent-lacking words are associated with culture-bound words, the Russian equivalent being реалии (derived from Latin *realis*, pl. *realia*), or culturally loaded words.

However, the term of culture-bound word is of narrower meaning than the term of equivalent-lacking word. A culture-bound word names an object peculiar to this or that ethnic culture (хохлома, гжель, матрешка; babyshower, Christmas yule log; kimono).

Equivalent-lacking words include, along with culture-bound words, neologisms, i.e. newly coined forms, dialect words, slang, taboo-words, foreign (third language) terms, proper names, misspellings, archaisms, etc.

Reasons for using equivalent-lacking words can be various:

extralinguistic: lack of a similar thing in the target culture;

lexical: lack of a corresponding one-word name for a thing in the target language: exposure – оказание внешнего физического воздействия.

stylistic: difference in connotations, like in buck – доллар (colloquial vs. neutral), beauty sleep – ранний сон до полуночи; бабушка, бабулечка, бабулька – Granny, old woman.

In conclusion, let us recall that any word may become equivalent-lacking if the particular context makes it impossible to use its regular equivalent and forces the translator to resort to some semantic transformation.

Translating equivalent-lacking words calls for a good deal of ingenuity and imagination on the part of the translator who should be well trained to use the appropriate semantic transformations, whenever necessary. At the same time he must be prepared to look for new ways of solving his problems whenever the standard methods cannot be applied to the particular context.

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THE ROLE OF PSYCHOLOGY IN ENCOURAGING PRESCHOOL CHILDREN TO READ BOOKS

Hakimova Gulhayo

Tosh DO'TAU academic lyceum 201 – student of group.

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Abstract. *This article is devoted to the discussion of tasks to stimulate the interest of preschool children in reading books, on the basis of a number of experiments and data, the role of psychology in solving this problem is proved.*

Keywords: *preschool child, psychology, methodology, observation, conversation, reading.*

РОЛЬ ПСИХОЛОГИИ В ПООЩРЕНИИ ДОШКОЛЬНИКОВ К ЧИТАНИЮ КНИГ

Аннотация. *Данная статья посвящена обсуждению задач по стимулированию интереса дошкольников к чтению книг, на основе ряда экспериментов и данных доказана роль психологии в решении этой проблемы.*

Ключевые слова: *дошкольник, психология, методика, наблюдение, беседа, чтение.*

The pleasure of reading is not lost on many people. How many books do we actually read? How many books do you think we read today? If we look at history, according to others, our ancestors were cattle farmers and farmers. So Alisher Navoi, Abu Ali ibn Sino, Mirza Ulugbek and other ancestors What about our grandfathers?

If it wasn't for their research and love for science at that time, today our descendants would be proud of them and not known to the world because of them. But even in the 21st century, there are no shortage of great and popular writers. For example: Said Ahmad, Otkir Hashimov, Khudoyberdi Tokhtaboyev and others.

But Among them, the writer who impressed me with his works and novels is Said Ahmad. The novel "Silence" belongs to the work of the national writer of Uzbekistan Said Ahmad. The novel is dedicated to the eternal struggle between evil and goodness. It was published for the first time in 1986-1987 in the magazine "Eastern Star".

Gafur Ghulam Publishing House of Literature and Art published 150,000 copies of the work in 1989. However, censorship serving the dictatorship ideology of that time removed a third of the work without notifying the author. As a result, the "disabled" work reached the hands of the students.

For fourteen years, the author tried many times to restore the novel, to fill in the lost places. He revised the novel in accordance with today's requirements and brought it to the attention of readers.

The updated version of the novel was republished in 2008 by the creative publishing house of Uzbekistan in 5,000 copies of 280 pages and in 2016 by the Sano-standard publishing house in a soft cover of 336 pages.

The fate of people such as Talibanzhan, who lived in Africa under the pressure of the leaders and returned home after losing his wife and child, Mirvali, a womanizer who is ready to do anything disgusting for wealth and position, Azizbek, whose father was killed and his mother was taken away by Mirvali, is told. The work perfectly reveals the evils of the stagnation period.

In the novel, the internal dramas of the Shura era, which seemed calm and peaceful on the surface, and the crisis of the regime are shown in all their tension and intensity. Almost all the leading characters in the play have a tragic fate.

The novel is attractive with its simple, “uninhibited” style of expression. Talibjon is the main character. Scientist. A person who lived far from his homeland for many years under the pressure of officials, returned to his home where he was born and grew up after the death of his wife and child, and “buried his happiness in the soil”, according to his mother.

Mirvali is a friend of Taliban. Chairman of the collective farm.

Zainab is Talibjan’s sister.

The old woman is a 90-year-old blind woman, Talibjan’s stepmother.

Azizbek is a young man whose father was killed by Mirvali, and whose mother Mirvali took as his mistress.

The thing that impressed me the most is that Talibjan can never cry. No matter how much pain he has in his heart, he will never tell anyone about it or cry. It is better to read this book once than to describe it many times.

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EMOTIONAL EATING: REASONS, CONSEQUENCES AND SOLUTIONS TO THE PROBLEM

Mayusupova Bivifotima Mukhamatsobirzoda

Toshtemirova Zuxra Maruf qizi

Toshtemirova Fotima Maruf qizi

5th year student of the Faculty of Treatment, Samarkand State Medical University.

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Abstract. This article explores the influence of emotions on eating habits and health. The causes of emotional hunger and its consequences are considered. The author offers effective coping strategies, including developing emotional literacy and mindful eating. The article is intended to help readers on the path to harmony, overcoming the connection between emotions, overeating and maintaining a healthy lifestyle.

Keywords: Emotional overeating, psychology of nutrition, healthy lifestyle, eating habits, emotional hunger, health and emotions, psychological aspects of nutrition.

ЭМОЦИОНАЛЬНОЕ ПИТАНИЕ: ПРИЧИНЫ, ПОСЛЕДСТВИЯ И РЕШЕНИЯ ПРОБЛЕМЫ

Аннотация. В данной статье исследуется влияние эмоций на пищевые привычки и здоровье. Рассмотрены причины эмоционального голода и его последствия. Автор предлагает эффективные стратегии преодоления трудностей, в том числе развитие эмоциональной грамотности и осознанного питания. Статья призвана помочь читателям на пути к гармонии, преодолению связи между эмоциями, перееданием и ведению здорового образа жизни.

Ключевые слова: Эмоциональное переедание, психология питания, здоровый образ жизни, пищевые привычки, эмоциональный голод, здоровье и эмоции, психологические аспекты питания.

Emotional hunger is a condition in which a person uses food in response to emotional needs, instead of satisfying physiological hunger. It is an imbalanced way of regulating emotions, where food becomes a means of comfort or filling an emotional emptiness.

Emotional eating is the practice of eating food not because of physical hunger, but in response to emotionally stressful situations, negative feelings, or unmet emotional needs. People suffering from emotional eating turn to food for comfort or to solve emotional problems, which often leads to excess food consumption and obesity.

Emotional eating is often associated with various factors, the main ones being stress and emotions. That's why:

- **Stress:** Under stress, the body can release the hormone cortisol, which increases cravings for foods containing large amounts of carbohydrates. This can lead to overeating, as many people turn to food to relieve stress and create a feeling of comfort.

- **Emotions:** Feelings such as sadness, loneliness, joy or fatigue can also be triggers for emotional eating. People sometimes use food as a way to manage their emotional state.

The impact of emotional eating on health.

- **Overweight and Obesity:** Frequent overeating, especially when consuming high-calorie foods, can lead to excess weight gain and obesity, which is associated with the risk of developing cardiovascular disease, diabetes and other problems.

- **Psychological problems:** Emotional eating can cause feelings of guilt, shame and anxiety, which in turn worsens emotional problems and creates a vicious cycle.

- **Physical ailments:** Overeating can overload the digestive system, which can lead to indigestion, heartburn and other gastrointestinal problems.

Understanding these influences can serve as an incentive to develop healthy strategies for managing emotional eating.

Effective steps to overcome emotional eating:

1. **Developing Emotional Literacy:** Learning to recognize and effectively manage emotions helps avoid turning to food as a way to regulate emotions. Therapy and meditation practices can be helpful tools.

2. **Mindful Eating:** Focusing on each meal, paying close attention to taste and texture, and being aware of satiety cues promotes a healthier relationship with food.

3. **Developing Healthy Eating Habits:** Gradually introducing dietary changes that include a variety of nutritious foods creates the foundation for sustainable, healthy habits.

4. **Physical activity:** Regular physical activity not only helps maintain physical health, but also improves emotional well-being by reducing stress and anxiety.

When considering emotional eating, developing healthy habits, and mindful eating, it becomes clear how important it is to pay attention to the relationship between emotions and our relationship with food. Emotional eating can have a significant impact on your physical and mental health, creating negative cycles and causing long-term problems.

However, implementing coping strategies, including developing emotional literacy, gradual dietary changes, supportive environments, and physical activity, can help find balance and

create healthy eating habits. Mindful eating becomes a key component of this process, strengthening the connection between what we eat and how we feel.

The process of developing healthy habits takes time, patience and support, but they provide significant benefits to physical health, emotional well-being and overall quality of life. Investing in your health through understanding and managing your diet is an important step towards living a harmonious and balanced life.

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IQTISODIYOT SOHASIDAGI JINOYATLARDA DALILLARNING HUQUQIY AHAMIYATI

Boltayev Uktam Utkir o'g'li

E-mail: uktamboltayev1994@gmail.com

Phone: +998 93 766-99-35

O'zbekiston Respublikasi Huquqni muhofaza qilish akademiyasi "Tergov faoliyati"
mutaxassisligi bo'yicha magistratura tinglovchisi

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Annotasiya. Maqolada bugungi rivojlanib borayotgan davrda butun dunyoda yaqol qonli urushlarning o'rniga, tobora kuchayib xavfsizlikka, barqarorlikka, qolaversa har bir jamiyatning siyosiy, madaniy hamda ma'naviy sohalariga katta xavf solayotgan iqtisodiy jinoyatlar va ushbu jinoyatlarni ochish, aybdorlarni hamda etkazilgan mulkiy, ma'naviy zararni aniqlashda muhim ahamiyat kasb etuvch dalillar to'g'risida amaliy tavsiyalar bildirilgan.

Tayanch so'zlar: iqtisodiyot, iqtisodiy jinoyatlar, yashirin iqtisodiyot, iqtisodiy jinoyatlarning sodir etish usullari, dalillar, dalillarni to'plash usullari, javobgarlik, jazo, jamoat xavfsizligi, jamoat tatibi.

LEGAL SIGNIFICANCE OF EVIDENCE IN ECONOMIC CRIMES

Abstract. In the article, in today's developing period, instead of obvious bloody wars all over the world, there are economic crimes that increasingly threaten security, stability and the political, cultural and spiritual spheres of every society, the discovery of these crimes, the perpetrators, property and moral property practical recommendations are given on the evidence that is important in determining the damage.

Base words: economy, economic crimes, hidden economy, methods of committing economic crimes, evidence, methods of evidence collection, responsibility, punishment, public safety, public order.

ЮРИДИЧЕСКОЕ ЗНАЧЕНИЕ ДОКАЗАТЕЛЬСТВ В ЭКОНОМИЧЕСКИХ ПРЕСТУПЛЕНИЯХ

Аннотация. В статье вместо очевидных кровавых войн сегодняшнюю развивающуюся эпоху происходят экономические преступления, которые все больше угрожают безопасности, стабильности, политической, культурной духовной сферам каждого общества, а также раскрытие этих преступлений, виновников и причиненный имущественный ущерб, даны практические рекомендации по доказательствам, имеющим значение для определения ущерба.

Базовые слова: экономика, экономические преступления, скрытая экономика, способы совершения экономических преступлений, доказательства, сбора доказательства, ответственность, наказание, общественная безопасность, общественный порядок.

Kirish.

O'zbekiston Respublikasi Bosh qomusida inson qadr-qimmatini oliy qadriyat sifatida e'tirof etilgan bo'lib, Konstitusiyaning 28-moddasida «Jinoyat sodir etganlikda ayblanayotgan shaxs uning aybi qonunda nazarda tutilgan tartibda oshkora sud muhokamasi yo'li bilan isbotlanmaguncha va sudning qonuniy kuchga kirgan hukmi bilan aniqlanmaguncha aybsiz deb

hisoblanashi» takidlab o'tilgan. Ayblanuvchiga o'zini himoya qilish uchun barcha imkoniyatlar ta'minlanadi. Fuqarolarni huquq va erkinliklarini ta'minlash maqsadida Jinoyat protsessual kodeksida ham gumon qilinuvchi, ayblanuvchi yoki sudlanuvchi uning jinoyat sodir etishda aybdorligi qonunda nazarda tutilgan tartibda isbotlangunga va qonuniy kuchga kirgan sud hukmi bilan aniqlangunga qadar aybsiz hisoblanadi.

O'zbekiston Respublikasi Prezidenti SH.Mirziyoyevning ta'biri bilan aytganda, "Xalqimiz tinchligi va xavfsizligini ta'minlash, jinoyatchilikni barvaqt oldini olish ishlarini yangi bosqichga ko'tarish talab etiladi."¹⁷⁷

2017-2021 yillarda O'zbekiston Respublikasini rivojlantirishning beshta ustuvor yo'nalishi bo'yicha Harakatlar strategiyasining ikkinchi yo'nalishi qonun ustuvorligini ta'minlash va sud-huquq tizimini yanada isloh qilishga qaratilgan bo'lib, unda jinoyat va jinoyat protsessual qonunchiligini takomillashtirish va liberallashtirish, alohida jinoiy qilmishlarni dekriminallashtirish, jinoiy jazolar va ularni ijro etish tartibini insonparvarlashtirish belgilangan.

Bugungi kunda O'zbekiston Respublikasining huquqni muxofaza qiluvchi organlari oldida boshqa jinoyatchiliklar bilan bir qatorda bojxona haqidagi qonun hujjatlarining buzilishi bilan bog'liq jinoyalarga qarshi kurashish eng muhim vazifalardan biri bo'lib turibdi.¹⁷⁸

O'zbekiston Respublikasi Prezidentining 2018 yil 14 maydagi "Jinoyat va jinoyat-protsessual qonunchiligi tizimini tubdan takomillashtirish chora-tadbirlari to'g'risida"gi PQ 3723-sonli qaroridan kelib chiqib, jinoyat va jinoyatprotsessual qonunchiligi tizimida fuqarolarning huquqlari, erkinliklari va qonuniy manfaatlarini samarali himoya qilish asosiy bosh maqsadlardan biri sifatida e'tirof etildi.

O'zbekiston Respublikasining Konstitusiyasiga muvofiq jinoyat ishlari bo'yicha odil sudlovni faqat sud amalga oshiradi (O'zbekiston Respublikasi Jinoyat-protsessual kodeksining 12-moddasi). Faqatgina sud shaxsni jinoyat sodir etganlikda aybdor deb hisoblashi mumkin. Protsessning boshqa ishtirokchilari esa dalillar taqdim qilish yo'li bilan odil sudlovni amalga oshirishga yordamlashadilar, chunki ishni muhokama qilish va hukm chiqarish yoki boshqa qaror qabul qilish vakolatlari sudga tegishlidir. Fuqarolarning jinoyat-sudlov ish yuritish sohasida faol ishtirok etishining bir ko'rinishi – bu ular tomonidan tegishli organlarga dalillar taqdim qilinishidir.

Jinoyat protsessida dalillarni to'plash, taqdim qilish, baholash va foydalanishga oid murakkab faoliyatni tadqiq qilishga, bu borada qonun normalari va ularning amaliyotini tahlil qilish va takomillashtirishga bag'ishlangan isbot qilish jarayoni xatolardan holi bo'lmas ekan, haqiqatni aniqlash va binobarin adolatga erishish amri mahol. Bu jarayonning takomil bo'lishiga erishish hozirgi kundagi dolzarb masalalardan biridir.

So'nggi yillarda mamlakatimizda amalga oshirilayotgan islohotlar natijasida bugun yurtimiz yangilangan mamlakat sifatida bo'y cho'zmoqda deb aytishimiz mumkin. Amalga oshirilayotgan keng ko'lamli yangilanishlar zamirida esa olib borilayotgan oqilona siyosat va

¹⁷⁷ SH.M. Mirziyoyevning 29.12.2018 dagi Parlamentga Murojaatnomasi nutqididan.

2. 2017-2021 yillarda O'zbekiston Respublikasini rivojlantirishning beshta ustuvor yo'nalishi bo'yicha Xarakteristikalar strategiyasining 2.3-bandi.

milliy qonunchilik tizimining yangilanishi va buning amaliy hayotda bo'y ko'rsatayotgani bilan izohlashimiz mumkin.

Shu bilan birgalikda bugungi kunda iqtisodiy jinoyatlarga qarshi kurashish va ularning oldini olish masalalari jahon miqyosda tobora dolzarb ahamiyat kasb etmoqda. Bunga asosiy sabab iqtisodiy jinoyatlar natijasida shaxs, jamiyat va davlat manfaatlariga jiddiy zarar yetkazilmoqda. Bunday zarar byudjet mablag'larini talon-taroj qilish, soliqlarni to'lamaslik, davlat manfaatlariga zid ravishda bitim tuzish kabi turli ko'rinishlarda sodir etilmoqda. Bunday jinoyatlarni fosh etish, qilmishning jinoyat ekanini isbotlash va sodir etilgan jinoyat uchun O'zbekiston Respublikasi Jinoyat kodeksining "javobgarlikning muqarrarligi" prinsipidan kelib chiqqan holda unga jazo berish maqsadida dalillardan foydalanish maqsadga muvofiq.²

Iqtisodiyot sohasidagi jinoyatlar o'z navbatida iqtisodiy munosabatlar va iqtisodiy jarayonlar shuningdek xususiy mulk va mulkchilikka qarshi qaratilgan g'ayriqonuniy xavfli qilmish sifatida baholasak bo'ladi.

Umuman olganda, iqtisodiyot sohasidagi jinoyatlar biror hudud yoki mintaqada sodir etiladigan ijtimoiy-huquqiy o'zgaruvchan va salbiy ommaviy hodisa sifatida qaralishi mumkin.

Iqtisodiy jinoyatchilik tushunchasi kriminologiya va huquqni muhofaza qilish organlarining tushunchalari apparatidan mustahkam o'rin olgan. Iqtisodiy jinoyatchilik o'z tabiatiga ko'ra o'zgaruvchan va murakkab bo'lganligi uchun uni doimiy ravishda o'rganishning talab etilishi va shu jihatlari tufayli unga qat'iy ta'rif berish imkonini mavjud emasligi bilan izohlanadi. Bu esa, iqtisodiy jinoyatchilikka qarshi kurash qonunchiligini mukammallashtirishda bir qator qiyinchiliklarni vujudga keltirmoqda.

Iqtisodiy jinoyatchilik muammolari bu fenomen paydo bo'lgan ilk davrlardanoq tadqiqotchilarni qiziqtirib kelgan. Bu sohadagi dastlabki tadqiqotlar uning mulkka tajovuz bilan bog'liq turlarini o'rganishdan boshlangan.

Masalan, bu sohaning ko'zga ko'ringan Fransiyalik tadqiqotchilaridan biri M.Paten 1861 yildayoq o'zining «Biznes sohasidagi jinoyat huquqi va jinoyat qonunlarining umumiy qismi» deb nomlangan ishida, qisman quyidagi masalalarni tezkorlik bilan yechish zarurati paydo bo'lganligini sanab o'tadi:

- iqtisodiy jinoyatlar, xususan, tadbirkorlik sohasidagi jinoyatlar tushunchasini belgilash;
- iqtisodiy, shu jumladan, soliq sohasini jinoiy-huquqiy jihatdan tartibga keltirish va jinoiy-huquqiy jihatdan himoyasini ta'minlash;
- tadbirkorlik, shu jumladan soliq to'lovchilarning jinoiy javobgarligini belgilash.¹⁷⁹

Iqtisodiy jinoyatchilik tushunchasining har xil ta'riflari mavjud, biroq, u jamoatchilikka ilk bor "oq yoqalilar jinoyatchiligi nomi bilan tanilgan. Bu iboraning muallifi amerikalik kriminolog E.Saderlend bo'lib, u o'zining 1940 yilda yozilgan ilmiy ishida yuksak martabali shaxslar o'z kasbiy vazifasi doirasida o'zlariga ko'rsatilgan ishonchni buzib, sodir etuvchi huquqbuzarliklar majmuini "oq yoqalilar jinoyatchiligi" deb nomlaydi. Shvetsiyalik taniqli olim B.Svenson iqtisodiy jinoyatlarga xo'jalik faoliyati doirasida sodir etiladigan ta'magirlik xususiyatiga ega jinoiy qilmish deb ta'rif bergan.¹⁸⁰

³ Sobirova M. Yangi ijtimoiy-iqtisodiy munosabatlarning shakillanish jarayonida iqtisodiy jinoyatchilik - Toshkent: "Yangi asr avlodi" nashriyoti, 2002.-B. 17-18.

⁴ Abdurasulova Q.R. Kriminalologiya: TDYUI, 2007. – B.205-206.

Ko'pchilik rus olimlari, shu jumladan, N.F.Kuznetsova iqtisodiy jinoyatlar mulkka tajovuz va tadbirkorlik sohasidagi jinoyatlardan tashkil topadi, deb hisoblaydi.¹⁸¹

V.V. Luneyevning fikriga ko'ra, bozor iqtisodiyoti hukm surayotgan mamlakatlarda iqtisodiyot sohasidagi jinoyatlarning asosini korporatsiyalar tomonidan davlat iqtisodiga, boshqa korporatsiyalarga, iste'molchilarga, shuningdek, korporatsiyalarning xizmatchilari tomonidan esa, shu korporatsiyalarga qarshi amalga oshiriladigan jinoyat harakatlar tashkil etadi.¹⁸²

YE.YE.Dementyeva esa, AQSH va Germaniya kriminologlari fikrlarini umumlashtirib, *iqtisodiy jinoyatchilik bu-* umumiy tarzda olganda davlat iqtisodiyoti, shuningdek xususiy tadbirkorlik va fuqarolarning ayrim guruhlari manfaatlariga tajovuz qilishga qaratilgan, ham jismoniy, ham yuridik shaxslar tomonidan qonuniy iqtisodiy faoliyat niqobi ostida doimiy ravishda amalga oshiriladigan noqonuniy faoliyat ekanligini ta'kidlaydi.¹⁸³ U chet el kriminologik adabiyotlarni chuqur tahlil etish natijasida iqtisodiy jinoyatchilikning quyidagi belgilarini ajratadi:

1. Iqtisodiy jinoyatchilikning g'arazli maqsadda amalga oshirilishi. Bunda, jinoyatchi o'z manfaatlarini ko'zlab ekvivalentlik prinsiplarini buzgan holda, iqtisodiy resurslarni o'zlashtirib oladi. Iqtisodiy jinoyatchilikka ta'rif berishda bu narsa asosiy belgi hisoblanadi. Ushbu holatda jinoyat harakat o'z manfaatlarini ko'zlash bilan bir qatorda ikkinchi bir shaxs yoki tashkilot manfaatlarini ko'zlab sodir etilgan bo'lishi ham mumkin.

2) Iqtisodiy jinoyatchilikning kasbiy faoliyat doirasida sodir etilishi.

3) Subyektlarning o'zaro va davlat bilan moddiy boyliklarni ishlab chiqarish, qayta ishlash, sotib olish, taqsimlash va almashish bo'yicha tuziladigan shartnoma va majburiyatlari bilan bog'liqligi.

4) Jabrlanishning jamoa shaklidagi, jinoyat tabiati (xarakteri)ning jamiyatdan yashirinligi, jabrlanuvchi bilan jinoyatchi orasidagi masofaning uzoqligi. Bunda, tajovuz obyekti sifatida butun iqtisodiyot, uning alohida tarmoqlari, xususiy tadbirkorlik va fuqarolar guruhi tushuniladi.

5) Iqtisodiy jinoyatchilikda ikkita subyektning – tashkilot nomidan ish yurituvchi va uning manfaatlarini ifoda etuvchi yuridik (korporatsiyalar jinoyatchiligi) va jismoniy (kasbiy faoliyat doirasidagi jinoyat sodir etuvchi) shaxsning mavjud bo'lishi.

6) Davlat, xususiy tadbirkor va fuqarolarga yetkazilgan zarar miqdorining yuqori darajadali.

7) Ko'plik shaklida ekanligi.

8) Iqtisodiy jinoyatchilik oqibati sifatida moddiy boyliklar qayta taqsimlanishining sodir bo'lishi.

9) Uzoq davom etuvchi, doimiy shaklda ekanligi.

Shundan kelib chiqib, iqtisodiy jinoyatlar - milliy iqtisod, uning tarmoqlari yoki sohalariga ziyon yetkazishi mumkin bo'lgan va jinoyat qonunchiligida nazarda tutilgan ijtimoiy xavfli qilmish (harakat yoki harakatsizlik)dir. Bunda jinoyatlar sodir etish bilan, jamoatga, jamoat

5 Kuznesova N.S Кодификация норм о хозяйственных преступлениях// Вестник Московского университета. - Сер.11. Право, 1993. №4. – С.12

⁶ Luneev V.V Преступность XX века. –М.: 1997. – С.257

⁷ Dementova E.E Экономическая преступность и борьба с ней в странах с развитой рыночной экономикой (на материалах США и Германии). – М.: 1992. – С.12-13.

birlashmalariga yoki ayrim fuqarolarga moddiy ziyon yetkaziladi, jamiyatning iqtisodiy negizlariga tajovuz qilinadi.¹⁸⁴

Iqtisodiy jinoyatchilik– bu jinoyat qonunida nazarda tutilgan bir necha o‘n jinoyat tarkiblari (o‘zganing mulkini talon-toroj qilish)ning murakkab majmuidir. Ayrim tadqiqotchilar iqtisodiy jinoyatlar jumlasiga tamagirlik niyatidagi mansabdorlik jinoyatlari, ayniqsa, alohida holat sifatida poraxo‘rlikni kiritishadi. Shunday qilib, iqtisodiy jinoyatchilik ijtimoiy xavflilik darajasining yuqoriligi, uning jamiyat institutlariga salbiy ta‘sir ko‘rsatishi, davlatning moddiy negizi hisoblangan iqtisodiyot faoliyatining belgilangan tartibini buzilishida ifodalanadi. U ayrim o‘ziga xos xususiyatlar bilan tavsiflanadi:

1. Iqtisodiyot sohasidagi jinoyatlarning latentlik darajasi ancha yuqori. Ularning aksariyat qismi fuqarolar va mansabdor shaxslarning arizalariga ko‘ra aniqlanmaydi. Ularni mulkni boshqarish va ularning butunligini ta‘minlash vakolati berilgan shaxslar sodir etadi. Iqtisodiy jinoyatlar ayrim yangi turlarining

latentlik darajasi nisbatan past (masalan, bank kreditlarini olishda firibgarlik) hisoblanadi. Qalbaki pul yasashdek xavfli jinoyatning latentlik darajasi haqida ham shunday deyish mumkin.

2. Iqtisodiyot sohasidagi jinoyatlar natijasida jamiyatga ancha katta zarar yetkaziladi.

3. Iqtisodiy jinoyatchilik aholi aksariyat qismining turmush tarziga aylanishi, yarim jinoiy mentalitetni shakllantirishi mumkin.

4. Iqtisodiy jinoyatchilik o‘z tabiatiga ko‘ra, deyarli to‘la uyushgan xususiyatga ega. Aksariyat chet mamalakatlarda uyushgan jinoyatchilik asosan jinoiy daromad manbalari – sanaladigan qimorxonalar, narkotijorat, reket hamda qurol savdosini nazarot qilsa, ba‘zi mamlakatlarda esa, u butun iqtisodiyotni boshqaradi.

Iqtisodiyot sohasidagi jinoyatlarni o‘rganishdagi ilmiy yondashuvlarga to‘xtalib o‘tar ekanmiz, “Iqtisodiy jinoyatchilik” (yoki iqtisodiyot sohasidagi jinoyatlar) tushunchasi “uyushgan jinoyatchilik” va “jinoiy faoliyatdan olingan daromadlarni qonunlashtirish” tushunchalari bilan bir qatorda, kriminologlar hamda huquqni muhofaza qilish organlarining tushunchalar apparatidan mustahkam o‘rin olgan.¹⁸⁵

Ikkinchi jahon urushi yillarida M.Klaynard, ko‘rsatib o‘tilgan jinoyatlar natijasida iste‘molchilar va soliq to‘lovchilar juda katta zarar ko‘rganligini aniqladi (1952 y). Keyinchalik, korxonalarining rahbarlari o‘z ishchilarining ijtimoiy huquqlariga qarshi sodir etgan jinoiy harakatlarni Skott o‘rgandi (1974 y). M.Klaynard va P.Yiger 582 ta yirik korxonada xo‘jalik sohasida sodir etilgan jinoyatlarni tahlil qilib, ular orasida 1975-1976 yillarda yuqoridagi korxonalarining egalari tomonidan sodir etilgan jinoiy harakatlar natijasida ayrim jinoyatchilarning hayotga qarshi sodir etgan jinoyatlari qurbonlaridan ham ko‘proq odam halok bo‘lganligini aniqlashdi. Amerikalik taniqli kriminologlar R.Klark va E.Shchur ham o‘z tadqiqotlarida iqtisodiy jinoyatchilik masalalariga to‘xtalgan. Kriminologlar G.Kayzer va G.Matsir-Brepsher korxonalar va korporatsiyalardagi jinoyatchilikni o‘rganib, ularda jinoiy jazoga loyiq barcha jinoyatlarning 84% ni mulkka qarshi jinoyatlar tashkil etishini ta‘kidlab o‘tishadi (1976 y). Shvetsiyalik taniqli

¹⁸⁴ Sobirov M. Yangi ijtimoiy-iqtisodiy munosabatlarning shakllanish jarayonida iqtisodiy jinoyatchilik -Toshkent: “Yangi asr avlodi” nashriyoti, 2002.-B.21

¹⁸⁵ Abdurasulova Q.R. Kriminalogiya. – Toshkent: TDYUI, 1997. – B.205.

kriminolog B.Svensson iqtisodiy jinoyatlarga xo‘jalik faoliyati doirasida sodir etiladigan tamagirlik xususiyatiga ega jinoiy qilmish deb ta’rif bergan.¹⁸⁶

Iqtisodiyot sohasidagi jinoyatlarga keladigan bo‘lsak, O‘zbekiston Respublikasi Jinoyat Kodeksining XII bobi. Iqtisodiyot asoslariga qarshi jinoyatlar deb nomlanadi lekin mazkur tushuncha ta’rifi ushbu kodeksda keltirilmagan Rossiya Federatsiyasi manbaalariga asosan¹⁸⁷Iqtisodiy jinoyatlar bu noqonuniy deb topilgan fuqarolarga korxonaga yoki davlatga moddiy zarar yetkazadigan harakatdir. Bunday hatti harakatlar kam emas va ular milliy iqtisodiyotning turli sohalarida sodir etiladi. Eng keng tarqalgan turlari sifatida esa mijozlar firibgarligi va soxta tadbirkorlikni ko‘rsatishimiz mumkin. Shuningdek Fransiya Respublikasining “Umumiy jinoiy huquqni muhofaza qilish” qonunlar to‘plamida “Biznes jinoiy qonunlari va tartibi bobi”da aynan iqtisodiy jinoyatlarga kiradigan jinoyatlar turi sifatida biznesga oid jinoyatlar keltirilgan.¹⁸⁸

Amalda iqtisodiy jinoyatchilik bu - jinoyat qonunida nazarda tutilgan bir necha o‘n jinoyat tarkiblari (o‘zganing mulkini talon-toroj qilish, valyuta boyliklari bilan g‘ayriqonuniy bitimlar tuzish, qalbaki pul yoki qimmatli qog‘ozlar yasash yoki ularni o‘tkazish, daromadlarni soliq organlaridan yashirish, g‘ayriqonuniy tadbirkorlik, kontrabanda va boshqalar)ning murakkab majmuidir.

Ayrim mualliflar iqtisodiy jinoyatlar jumlasiga tamagirlik niyatidagi mansabdorlik jinoyatlari, ayniqsa poraxo‘rlikni kiritadi. Shunday qilib, iqtisodiy jinoyatchilik ijtimoiy xavflilik darajasining yuqoriligi u jamiyat institutlariga salbiy ta’sir ko‘rsatishi, davlatning moddiy negizi – iqtisodiyot faoliyatining belgilangan tartibi buzilishida ifodalanadi. U ayrim o‘ziga xos xususiyatlar bilan tavsiflanadi:

1. Iqtisodiy jinoyatlarning latentlik darajasi ancha yuqori. Ularning aksariyat qismi fuqarolar va mansabdor shaxslarning arizalariga ko‘ra aniqlanmaydi. Ularni mulkni boshqarish va ularning butligini ta’minlash vakolati berilgan shaxslar sodir etadi. Iqtisodiy jinoyatlar ayrim yangi turlarining latentlik darajasi nisbatan past (masalan, bank kreditlari olishda firibgarlik). Qalbaki pul yasashdek xavfli jinoyatning latentlik darajasi haqida ham shunday deyish mumkin.

2. Iqtisodiy jinoyatlar natijasida jamiyatga ancha katta zarar yetkaziladi.

3. Iqtisodiy jinoyatchilik aholi aksariyat qismining turmush tarziga aylanishi, yarim jinoiy mentalitetni shakllantirish mumkin.

4. Iqtisodiy jinoyat o‘z tabiatiga ko‘ra deyarli to‘la uyushgan xususiyatga ega. Aksariyat chet mamlakatlarda uyushgan jinoyatchilik asosan jinoiy daromad manbalari – qimorxonalar, narkotijorat, reket, qurol savdosini nazorat qilsa, ayrim mamlakatlarda (masalan, Rossiyada) u butun iqtisodiyotni boshqaradi.

Iqtisodiyotning normativ negizini har xil huquqiy normalar, chunonchi: konstitusiyaviy, fuqarolik-huquqiy normalar, ma’muriy huquq va xo‘jalik huquqi normalari tashkil etadi. Shu bois iqtisodiy jinoyatlarni o‘rganish va ularning oldini olish muammosi jinoyat huquqi normalarini iqtisodiyotda yuz berayotgan ijtimoiy jarayonlarga va iqtisodiyotning normativ negiziga bog‘lab tahlil qilishni nazarda tutadi.¹⁸⁹

¹⁸⁶ Abdurasulova Q.R. Kriminalogiya. – Toshkent: TDYUI, 1997. – B.205-206

¹⁸⁷ <https://saldovka.com/nalogi-yur-lits/proverki/ekonomicheskoe-prestupleniya-vidyi-i-nakazanie.html>

¹⁸⁸ <https://iclg.com/practice-areas/business-crime-laws-and-regulations/france>

¹⁸⁹ Kriminalogiya. – M., 1997. – 482-6.

Shu o‘rinda iqtisodiyot sohasidagi huquqbuzarliklarning o‘ziga xos jihatlari to‘xtalib o‘tish joiz. Jumladan Bosh prokuratura Akademiyasi katta o‘qituvchisi Bobir Turdiyev “Iqtisodiy jinoyatlar uchun javobgarlik: Milliy va xorijiy tajriba” nomli maqolasida iqtisodiy jinoyatlarning quyidagi o‘ziga xos jihatlarni sanab o‘tgan.

Jumladan, *Birinchidan*, iqtisodiy huquqbuzarliklar yetkazilgan zarar miqdoriga qarab kvalifikatsiya qilinadi.

Ikkinchidan, iqtisodiyot sohasidagi jinoyatlar asosan blanket, ya’ni havolaki normalardan iborat bo‘lib, sodir etilgan qilmishni baholash uchun boshqa qonun hujjatlari normalarini ko‘rib chiqish talab etiladi. Masalan, byudjet intizomini ko‘p miqdorda buzganlik uchun jinoiy javobgarlik belgilangan. Bunda byudjet intizomini buzish nimada ifodalanishi yoki qanday sodir etilishi va uning mazmunini aniqlash uchun Byudjet kodeksiga murojaat qilish hamda aynan qaysi norma talabi buzilganligini aniq ko‘rsatib o‘tish lozim¹⁹⁰. Bizningcha, esa masalan Bojxona to‘g‘risidagi qonun hujjatlarini buzish uchun ham jinoiy javobgarlik belgilangan bo‘lib, buni bilish uchun esa Bojxona kodeksiga murojaat qilish talab etiladi¹⁹¹. Chunki bojxona oid normalar va ularning tartibi aynan shu kodeks bilan tartibga solinadi.

Uchinchidan, iqtisodiyot sohasidagi huquqbuzarliklar asosan latent, ya’ni yashirin xususiyatga ega jinoyatlar toifasiga kiradi. Iqtisodiyot sohasidagi huquqbuzarliklarni sodir etish usullari doimiy o‘zgaruvchanlik xususiyatiga ega bo‘lib, ular murakkablashib borish, qonunchilikdagi bo‘shliqlardan foydalanish, turli jinoiy sxemalar orqali sodir etilishi hollari kuzatiladi¹⁹². Bu esa ularni aniqlash va fosh etish murakkab ekanligini anglatadi, ya’ni ularni fosh etish va jinoiy harakatlarga chek qo‘yish uchun protsessual harakatlarni qonuniy amalga oshirish va maqbul dalillarni to‘plash ularni tekshirish va adolatli baholashni amalga oshirish lozim bo‘ladi.

Iqtisodiyot sohasidagi jinoyatlar uchun javobgarlikka tortishning ham bir qator o‘ziga xos xususiyatlari mavjud. Bularidan biri preyuditsiya, ya’ni ayrim turdagi qilmishlar uchun shaxs muqaddam ma’muriy javobgarlikka tortilgan bo‘lsagina jinoiy javobgarlik kelib chiqadi¹⁹³. Masalan, fuqarolarning qonunga xilof ravishda valyuta qimmatliklarini ancha miqdorgacha olishi yoki o‘tkazishi holati bo‘yicha jinoiy javobgarlik kelib chiqishi uchun shaxs oldin mazkur harakatlarni sodir etganligi uchun ma’muriy javobgarlikka tortilgan bo‘lishi lozim hisoblanadi. Shaxs mazkur harakatlari uchun muqaddam ma’muriy javobgarlikka tortilmagan bo‘lsa jinoiy javobgarlik kelib chiqmaydi.

Ikkinchidan, iqtisodiyot sohasidagi jinoyatlar uchun javobgarlik yetkazilgan zarar miqdoriga qarab farq qiladi. Zarar miqdori huquqbuzarlik tugallangan vaqtda amalda bo‘lgan miqdorlardan kelib chiqib hisoblanadi. Amaldagi qonunchilikka binoan zarar miqdori ekspertiza asosida aniqlanib, bazaviy hisoblash miqdori bazaviy hisoblash miqdori (245 000 so‘m 01.02.2021 dan)ga¹⁹⁴ bog‘lab qo‘yilganini ko‘rishimiz mumkin.

Uchinchidan, iqtisodiyot sohasidagi jinoyatlar uchun javobgarlikka tortishda zararining bartaraf etilganligi yoki etilmaganligi muhim ahamiyat kasb etadi. Jinoyat kodeksiga muvofiq

¹⁹⁰ O‘zbekiston Respublikasi Byudjet kodeksi 187-modda. <http://lex.uz/docs/2304138>

¹⁹¹ O‘zbekiston Respublikasi Bojxona kodeksi <https://lex.uz/docs/2876354>

¹⁹² Mamlakat iqtisodiy xavfsizligini ta’minlash asosiy yo‘nalishlari Respublika ilmiy-amaliy konferensiyasi ilmiy maqola va tezislari to‘plami T-2019y 8 noyabr 7-b

¹⁹³ O‘zbekiston Respublikasining Jinoyat kodeksi 177, 182, 183, 184, 185, 185, 185-moddalar.

¹⁹⁴ O‘zbekiston Respublikasi Prezidentining 2020 йил 30 dekabrda PQ-4938-son Qarori

shaxs bir qator hollarda iqtisodiyot sohasidagi jinoyatlar uchun javobgarlikdan ozod etilishi mumkin. Masalan O‘zbekiston Respublikasi Jinoyat kodeksi 184-moddasi “Soliqlar yoki boshqa majburiy to‘lovlarni to‘lashdan bo‘yin tovlash” moddasida *Birinchi marta jinoyat sodir etgan shaxs, agar u soliq tekshiruvchi materiallarini ko‘rib chiqish natijalari bo‘yicha davlat soliq xizmati organining qarorini yoki O‘zbekiston Respublikasi Bosh prokuraturasi huzuridagi Iqtisodiy jinoyatlarga qarshi kurashish departamentining sodir etilgan jinoyat haqidagi xabarini olgan kundan e‘tiboran o‘ttiz kun ichida soliqlar va boshqa majburiy to‘lovlar, shu jumladan penyalar va boshqa moliyaviy sanksiyalar tarzida davlatga yetkazilgan zararining o‘rnini to‘liq qoplasa, javobgarlikdan ozod qilinadi* deb keltirib o‘tilgan.

Birinchi marta jinoyat sodir etgan shaxs, agar u jinoyat aniqlangan kundan e‘tiboran o‘ttiz kunlik muddatda yetkazilgan moddiy zararining, shu jumladan penyalar va boshqa moliyaviy sanksiyalar tarzida davlatga yetkazilgan zararining o‘rnini qoplasa jinoiy javobgarlikdan ozod etiladi.¹⁹⁵ Ayrim jinoyatlar uchun esa yetkazilgan moddiy zarar uch karra miqdorida qoplangan taqdirdagina shaxs jazodan ozod etilishi belgilab qo‘yilgan.¹⁹⁶

Boshqa bir holatda, shaxs tomonidan yetkazilgan moddiy zararining o‘rni qoplangan taqdirda shaxs javobgarlikka tortilsada, shaxsni javobgarlikka tortishda ozodlikni cheklash va ozodlikdan mahrum qilish tariqasidagi jazo choralari qo‘llanilmaydi.¹⁹⁷

Xususan, olib borilgan tadqiqotlar iqtisodiy jinoyatlarga qarshi kurashish va oldini olishda nazoratni kuchaytirish va tekshiruvlar sonini ko‘paytirish moliyaviy xarajatlar va resurslarni (inson, vaqt) safarbar etishni talab etishi, barcha resurslarni iqtisodiy huquqbuzarliklarni aniqlashga safarbar etishning imkoni yo‘qligi va nazoratni kuchaytirishning samaradorligi pastligini e‘tirof etadi.¹⁹⁸

Mazkur muammolarni kam xarajat talab etadigan boshqa chora-tadbirlar, xususan, soliq to‘lovchilar o‘z soliq majburiyatlarini ixtiyoriy bajarish, sodir etilgan huquqbuzarliklar to‘g‘risida ixtiyoriy arz qilishiga erishish orqali hal etishni ustuvor yo‘nalish sifatida qaraydilar.

Ushbu yo‘nalishda ishlab chiqilgan dastlabki nazariyalardan biriga ko‘ra iqtisodiy huquqbuzarliklar uchun javobgarlikning mavjudligi shaxslarga profilaktik ta‘sir etib, ularni iqtisodiy huquqbuzarlik sodir etilishining oldini olishi ilgari surilgan.¹⁹⁹

Boshqa tadqiqotda iqtisodiy jinoyatlar uchun jinoiy javobgarlik sanksiyalarining ta‘siri o‘rganilib, shaxs huquqbuzarlikning aniqlanishi ehtimoliga qarab huquqbuzarlik sodir etishi, bunda jarima miqdorining ahamiyatsizligi, shu sababli sanksiyalarni kuchaytirish emas, balki shaxsning huquqbuzarlik uchun albatta javobgarlikka tortilishi muqarrarligini tushunib yetishi muhimligi ta‘kidlangan.²⁰⁰

Shu kabi, boshqa bir tadqiqotda nazorat qiluvchi organlarning audit (tekshirish, taftish) vakolati va bu uchun “kuchli” resurslarga (tekshiruvchi mutaxassis-auditor, axborot almashinuvi

¹⁹⁵ O‘zbekiston Respublikasining Jinoyat kodeksi 180, 181, 181₁, 184, 185²-moddalar

¹⁹⁶ O‘zbekiston Respublikasining Jinoyat kodeksi 175-modda

¹⁹⁷ O‘zbekiston Respublikasining Jinoyat kodeksi 167, 168, 180, 181, 181₁, 184, 185₂-moddalar.

¹⁹⁸ Bobir Turdiev “Iqtisodiy jinoyatlar uchun javobgarlik: Milliy va xorijiy tajriba” T-2019 6-bet

¹⁹⁹ Michael G. Allingham & Agnar Sandmo, Income Tax Evasion: A Theoretical Analysis. 1 Journal of Public Economics. 323 (1972).

²⁰⁰ Kimberly N. Varma and Anthony N. Doob, Deterring economic crimes: The case of tax. Centre of Criminology University of Toronto. Toronto, Ontario Canadian Journal of Criminology, pp. 165-184 (April/1998).

va h.k.) egaligi orqali har qanday iqtisodiy huquqbuzarlik hollarini aniqlash ehtimolidan cho'chigan shaxslarning huquqbuzarlik sodir etmasligiga ijobiy ta'sir qilishi ilgari surilgan.²⁰¹

Irlandiyada xufiyona iqtisodiyotga qarshi kurashishda nazorat qiluvchi organlar jamoatchilik nazorati mexanizmlari va insofli soliq to'lovchilar yordamiga tayanishi e'tirofga loyiq. Bunda soliqdan qochish va nosog'lom raqobat hollari haqida fuqarolar, tadbirkorlar, jamoat birlashmalari, kasaba uyushmalariga turli vositalar orqali elektron, og'zaki yoki yozma shaklda, shu jumladan anonim tarzda xabar berish imkoniyati berilgan va murojaatchilarning shaxsi oshkor qilinmaydi.²⁰² Shu nuqtai nazardan olib qaraganda iqtisodiy jinoyatlar va yashirin iqtisodiyotni jilovlashning muhim omillaridan biri bu jamoatchilik nazorati demakdir.

Manbaalarda keltirilishicha, iqtisodiy jinoyatlarni quyidagi guruhlariga bo'lish mumkin: 1) moliyaviy jinoyatlar; 2) raqobat qoidalariga zid jinoyatlar; 3) iste'molchilar huquqlarini poymol qiluvchi jinoyatlar; 4) iqtisodiyotni davlat tomonidan tartibga solish tartibiga putur yetkazuvchi jinoyatlar; 5) tabiiy muhitni noqonuniy yekspluatatsiya qilish bilan bog'liq jinoyatlar; 6) mehnatni muhofaza qilish sohasidagi jinoyatlar; 7) kompyuter jinoyatlari²⁰³ singari jinoyatlarga bo'lish mumkin. O'zbekiston Respublikasi Jinoyat kodeksi bo'yicha esa iqtisodiyot sohasidagi jinoyatlar JKning III bo'limi ya'ni iqtisodiyot sohasidagi jinoyatlar o'z navbatida bir necha boblardan tashkil topadi. X bob bu o'zgarar mulkini talon taroj qilish bilan bog'liq jinoyatlar 164-169 moddalarni o'z ichiga olsa XI bob. O'zgarar mulkini talon-toraj qilish bilan bog'liq bo'lmagan jinoyatlar bobida esa 170-174 moddalar berilgan. Shuningdek XII bob. Iqtisodiyot asoslariga qarshi jinoyatlar bobi 175-185²-moddalarni o'z ichiga oladi. JKda XIII bob. Xo'jalik faoliyati sohasidagi jinoyatlar deb nomlanib, 186-192 moddalardan tashkil topgan. Kodeksdagi XIII¹ bob. Tadbirkorlik faoliyatiga to'sqinlik qilish, qonunga xilof ravishda aralashish bilan bog'liq jinoyatlar hamda xo'jalik yurituvchi subyektlarning huquqlari va qonuniy manfaatlariga tajovuz qiladigan boshqa jinoyatlar bobi sanaladi va bu bob o'z ichiga 192- moddadan 192¹¹-moddagacha bo'lgan normalarni qamrab oladi²⁰⁴.

O'zbekiston Respublikasi Davlat statistika qo'mitasin ma'lumotlari (*ilova qilinadi*).

Iqtisodiy jinoyatchilik muammosi tashqi va ichki kriminologiya doirasida turli pozitsiyalardan o'rganiladi. Bizningcha, yangi jinoyat kodeksini yaratishda iqtisodiy deb belgilangan jinoyatlarni belgilashga keng yondashuv amalga oshirilishi lozim.

Mohiyatan, iqtisodiy jinoyat bu - davlat iqtisodiyotining manfaatlariga, shuningdek, xususiy tadbirkorlik faoliyatiga va fuqarolarning alohida guruhlari manfaatlariga tajovuz qiladigan noqonuniy faoliyat bo'lib, jismoniy va yuridik shaxslar tomonidan qonuniy iqtisodiy faoliyat doirasida va qonuniy iqtisodiy faoliyat niqobi ostida foyda olish maqsadida doimiy va muntazam ravishda amalga oshiriladi.

Iqtisodiy jinoyatchilik quyidagi xususiyatlar bilan tavsiflanadi²⁰⁵:

1. O'z-o'ziga xizmat qiluvchi xarakter. Ularning maqsadi iqtisodiy resurslarni yekvivalentlik prinsipiga zid ravishda o'zlashtirish natijasida foyda olishdir. Bu xususiyat

²⁰¹ Maciej H. Kotowski, David A. Weisbach & Richard J. Zeckhauser, Audits as Signals, 81 The University of Chicago Law Review. 179, 190 (2014).

²⁰² Irlandiya Soliq va bojxona daromadlari idorasining rasmiy sayti: www.revenue.ie ma'lumotlaridan

²⁰³ https://studopedia.ru/23_61483_vopros--ekonomicheskaya-prestupnost.html

²⁰⁴ Ўзбекистон Республикаси Жиноят кодекси <http://lex.uz/docs/2304138>

²⁰⁵ https://studwood.ru/882811/pravo/osobennosti_ekonomicheskix_prestupleniy

majburiy hisoblanadi. Bunday holatda jinoyat shaxsiy daromad uchun, uchinchi shaxslar yoki tashkilotlar manfaatlarini uchun sodir etilishi mumkin;

2. Kasbiy faoliyat jarayonida sodir yetilgan. 2009 yilgi xalqaro seminarda bu xususiyat iqtisodiy jinoyatchilik konsepsiyasini ishlab chiqishda muhim ahamiyatga yega yekanligi alohida ta'kidlandi;

3. Moddiy tovar va xizmatlarni ishlab chiqarish, qayta ishlash, sotib olish, tarqatish va ayirboshlash uchun zarur bo'lgan subyektlar o'rtasida va davlat bilan yuzaga keladigan shartnoma va majburiyatlar bilan bog'liq.

4. Jabrlanuvchilarning kollektivligi, jamiyat uchun jinoyatlarning yashirin xususiyati, jabrlanuvchi va jinoyatchi o'rtasidagi katta masofa. Tajovuz obyekti esa butun iqtisodiyot, alohida tarmoqlar, xususiy tadbirkorlik faoliyati, fuqarolar guruhlari.

5. Jabrlanganlarning anonimligi. Bu xususiyat jinoyat jarayonining asosan jabrlanuvchidan yashiringanligini ko'rsatadi.

6. Ikki shaxsning mavjudligi-korxonada nomidan va manfaatlarini ko'zlab harakat qiluvchi yuridik shaxs (korporativ jinoyat) va jismoniy shaxs (bandlik jinoyati). Yuridik shaxs qonunda yuridik shaxslarning jinoiy javobgarligi nazarda tutilgan mamlakatlardagina jinoyat obyekti hisoblanadi (Aqsh, Fransiya Germaniya Gruziya va boshq).

7. Davlat, xususiy korxonada va fuqarolarning iqtisodiy manfaatlariga yetkazilgan sezilarli zarar.

8. Moddiy ashyolarni iqtisodiy jinoyatlar natijasida qayta taqsimlanishi.

9. Uzluksiz, sistematik tabiat.

Iqtisodiy jinoyatchilikka qarshi kurashuvchi davlat organlari tomonidan qo'llaniladigan ana shu xususiyatlarga muvofiq, avvalo, bevosita motiv sifatida iqtisodiy manfaatga yega bo'lgan jinoyatchilikka munosabat qilinishi lozim. Iqtisodiyotdagi mavjud jinoiy vaziyatning sabablaridan biri iqtisodiy jinoyatchilik muammosini ilmiy jihatdan o'rganmaslik, unga qarshi kurash strategiyasi va mafkurasi haqida aniq g'oyalarning mavjud yemasligidir. Bu turdagi jinoyatchilikka qarshi kurashning zamonaviy tashkil yetilishi hamon markazlashgan iqtisodiyot sharoitida samarali bo'lgan, ammo zamonaviy sharoitlarda amalga oshirish mumkin bo'lmagan eski usullar bilan amalga oshirilmoqda.

Nemis kriminologi G. Keyzer iqtisodiy jinoyatlarni to'rt guruhini aniqlab, bu guruhlarni o'ziga xos jihatlarni sanaydi.

- Anti-raqobat shartnomalar, raqobat va narx qonunlar buzilishi, shu jumladan, g'azab, mualliflik huquqi va savdo belgisi buzilishi; va qurilish firibgarlik, kompaniyalar tomonidan soxta bankrotlik, ishonch va noto'g'ri bankrotlik deklaratsiyalarning suiiste'moli;

- Soliqlar, yig'imlar va bojlar, bojxona jinoyatlaridan bo'yin tovlash, shuningdek, firibgarlik va poraxo'rlik yo'li bilan kredit olish;

- Yoshlar muhofazasi va mehnat muhofazasi to'g'risidagi, shuningdek, ijtimoiy sug'urta to'g'risidagi qonun hujjatlarining buzilishi; atrof-muhitdan foydalanish va muhofaza qilish to'g'risidagi qonun hujjatlarining buzilishi; oziq-ovqat va sanoat mollarni soxtalashtirish;

- Katta miqdordagi turli tovarlarning tovlamachilik yo'li orqali sotilishi fibgarlik yo'li orqali shaxslarning uy-joylariga egalik qilish.

Chet yel kriminologlari tomonidan olib borilgan iqtisodiy jinoyatchilik tadqiqotlari natijalari tahlil qilinganda shuni ta'kidlash lozimki, ular ko'pincha sotsiologlardan iborat bo'lishgan. Shuning uchun ta'riflardagi noaniqlik va ko'pincha o'rganilayotgan hodisani tushunish uchun asos bo'lgan huquqiy kategoriyalarga aniq ta'rif berilmagan deyishimiz mumkin.

Ko'pgina mutaxassislar iqtisodiy jinoyatchilik hodisasini uning belgilari orqali aniqlashga harakat qiladilar:²⁰⁶

* Tadbirkorlik sohasida, biznes sohasida qonuniy iqtisodiy faoliyat niqobi ostida amalga oshirish;

* Bevosita xo'jalik faoliyati davomida, uning chegaralari doirasida va vakolati doirasida amalga oshirish;

* Tadbirkorlik subyektlari (biznes) tomonidan amalga oshirilishi;

* Rasmiy bozor iqtisodiy muhiti tomonidan takror ishlab chiqarilgan iqtisodiy va huquqiy shartlarda parazitlik qilish, qonuniy iqtisodiy faoliyatni amalga oshirish jarayonida iqtisodiy imtiyozlarni o'zlashtirishning jinoiy usullaridan foydalanish;

* Anonimlik, jabrlanuvchi identifikatsiya yo'qligi;

* Tajovuz obektlarining o'ziga xosligi va ko'pligi;

* Jabrlanuvchi bilan to'g'ridan-to'g'ri aloqa yo'qligi;

* Iqtisodiy jinoyat subyektlarining o'ziga xosligi;

* Jinoyatlarning ommaviy xarakteri va tipikligi;

* Jamiyatning iqtisodiy jinoyatchilikka befarq, befarq munosabati hodisasining mavjudligi;

Iqtisodiy jinoyatchilik oddiy o'z-o'ziga xizmat qiluvchi jinoyatchilikka qaraganda ancha katta darajada aholining muhim qismining turmush tarziga ta'sir qilishi mumkin. Moliyaviy inqiroz, millatlararo munosabatlar muammolari odamlarning xulq-atvoriga, ularning psixologiyasiga, axloqiga va tamoyillariga ta'sir qila olmaydigan obyektiv shartlardir.

Ushbu jinoyatning o'ziga xos xususiyati ham iqtisodiy sohadagi jinoiy tajovuzlarning turlarini doimiy ravishda kengaytirish hisoblanadi. Shunday qilib, an'anaviy jinoyatlar bilan bir qatorda, noqonuniy tadbirkorlik, pul yuvish, valyuta qadriyatlar bilan noqonuniy bitimlar va hokazolar keng tarqaldi.

Iqtisodiy jinoyatlarning shakllari va turlarining har xilligi bilan ularning quyidagi sohalardagi yo'nalishlarini ta'kidlash zarur: moliya-kredit, tashqi iqtisodiy faoliyat, iste'mol bozori, ko'chmas mulk operatsiyalari sohasida, shuningdek, soliq va boshqa to'lovlarni to'lash borasida kuzatilishi mumkin.

Keyingi kriminologik xususiyati iqtisodiy jinoyat maxsus ijtimoiy xavf u oqibatida to'g'ridan-to'g'ri zarar ham bo'ladi, va iqtisodiy jinoyatlar mamlakat iqtisodiyotiga putur yetkazadi. Aslida davlat rezervlarini o'ziniki qilib olishga urinish noqonuniy boyishga zamin yaratadi. Bu esa jamiyatda umumiy boylik (YAIM) o'sishiga yemas, balki shaxsiy boyishdan manfaatdorlik hisini shakllantirishga olib keladi. Bu esa qolgan aholi ongida davlat tashkilotida ishlash uning boyliklarin o'marish degan g'oyani shakllanishiga zamin yaratadi.

Shu tariqa iqtisodiyot sohasidagi jinoyatlar, jinoiy harakatlarning o'ziga xos tipik tuzilishini namoyish etib, o'ziga xos usullarda namoyon bo'ladi va o'ziga xos shakllarda sodir etiladi. Bu mulkka, iqtisodiyot negizlariga va davlat mulkiga qaratilishi mumkin.

²⁰⁶“ Специфика объекта преступлений в сфере экономической деятельности” Т.Екатиринова М-2017

Jinoyat protsessining maqsadlariga, ya'ni jinoyat sodir etgan har bir shaxsga adolatli jazo berilishi hamda aybi bo'lmagan hech bir shaxs javobgarlikka tortilmasligi va hukm qilinmasligi, aybdorlarni fosh etishga erishish uchun zaruriy bir shartga amal qilinishi lozim.

Dalillar haqida gap ketganda bevosita dalillar tushunchasi va ta'rifiga e'tibor qaratish lozim bo'ladi. Jumladan, **Dalil deb** – Jinoyat protsessual kodeksning 81-moddasiga ko'ra, ijtimoiy xavfli qilmishning yuz bergan bermaganligini, shu qilmishni sodir etgan shaxsning aybli-aybsizligini va ishni to'g'ri hal qilish uchun ahamiyatga molik boshqa holatlarni surishtiruvchining, tergovchining va sudning qonunda belgilangan tartibda aniqlashiga asos bo'ladigan har qanday haqiqiy ma'lumotlar jinoyat ishi bo'yicha dalil hisoblanadi.

Bu ma'lumotlar guvohning, jabrlanuvchining, gumon qilinuvchining, ayblanuvchining, sudlanuvchining ko'rsatuvlari, ekspertning xulosasi, ashyoviy dalillar, ovozli yozuvlar, videoyozuvlar, kinosasvir va fotosuratlardan iborat materiallar, tergov va sud harakatlarining bayonnomalari va boshqa hujjatlar bilan aniqlanadi.

Qonunda belgilangan talablarga rioya etilgan holda o'tkazilgan tezkor-qidiruv tadbirlarining natijalari JPK normalariga muvofiq tekshirilganidan va baholanganidan so'ng jinoyat ishi bo'yicha dalillar deb e'tirof etilishi mumkin.²⁰⁷

Shuningdek yuridik adabiyotlarda ashyoviy dalil tushunchasi ham mavjud bo'lib, **ashyoviy dalil bu-** kelib chiqishini, kimga tegishligini, ma'lum maqsadlarda foydalanilganligini yoki foydalanishga yaroqliligini, qo'ldan-qo'lga o'tganligi yoki turgan joyi o'zgarganligini, u yoki bu moddalar, narsa, jarayon va hodisalar ta'sir etganligini aniqlash mumkin bo'lgan fizikaviy alomatlar yoki belgilarga, shuningdek ish holatlarini aniqlashga xizmat qiladigan har qanday boshqa alomatlar va belgilarga ega bo'lgan narsa ashyoviy dalil hisoblanadi.²⁰⁸

Bizga ma'lumki, daliliy ashyolar bojxona sohasidagi jinoyatlarni ochishda aybdorni qidirib topishda, tergovga qadar tekshiruv organi va surishtiruvchining faoliyatida muhim ahamiyat kasb etadi.

Dalillarni tasniflash bir necha asoslarga ko'ra amalga oshirilib, u ko'p tarmoqli tizim hisoblanadi. Tasniflashning amaliy ahamiyati shundan iboratki, u dalillarni to'plash, tekshirish va baholashda ularning hisobga olinishi lozim bo'lgan turli jihatlarini ochib beradi.

Ma'lumki, dalillar quyidagi tasniflovchi guruhlarga ajratiladi²⁰⁹:

-shaxsiy va ashyoviy dalillar. Dalillarning bunday bo'linishi haqiqiy ma'lumot turlari, ularni shakllantirish va ulardan foydalanish mexanizmi farqlanishiga asoslanadi.

Huquqbuzarlik hodisasi unda ishtirok etgan yoki uni kuzatgan odamlar ongida hamda moddiy vaziyatda – uning turli o'zgarishlari ko'rinishida aks etiladi. Bunday aks etishlarning mexanizmi jiddiy farqlanadi: birinchi holda ongda tasavvur va tushunchalar tarzida ruhiy aks etadi, ikkinchi holda – ashyolar, ularning xususiyatlari va munosabatlarining jismoniy, mexanik va shu kabi o'zgarishlari haqida fikr yuritiladi. Ikkala holda ham ruhiy hamda moddiy aks etishlar yuz bergan hodisa haqida muayyan ma'lumot beradi.

-shaxsiy dalillar – xabarlardir. Xabar deganda odam qabul qilgan va ruhan qayta ishlov bergan axborotning uzatilishi tushuniladi. Ekspertning xulosasi ham shaxsiy dalil hisoblanadi. Axborot ekspertdan yozma xulosa shaklida olinadi, shaxsiy dalillar og'zaki (yozma) xabar

²⁰⁷ O'zbekiston Respublikasining Jinoyat protsessual kodeksi 22. 09.1994 81-modda

²⁰⁸ O'zbekiston Respublikasining Jinoyat protsessual kodeksi 22. 09.1994 203-modda

²⁰⁹ Kaz S.M Доказательства в уголовном процессе. Саратов. 1960. Б. 23-25

shaklida (huquqbuzarning, gumon qilinuvchi, guvohning ko'rsatuvlari va hokazo) hosil bo'ladi hamda bayonnomalarda aks ettiriladi. Ular sirasiga ish yuritishda tuziladigan bayonnomalari kiradi.

-ashyoviy dalil – “Kelib chiqishi, kimga tegishliligini, ma'lum maqsadlarda foydalanilganligini yoki foydalanishga yaroqliligini, qo'ldan-qo'lga o'tganligi yoki turgan joyi o'zgarganligi, u yoki bu moddalar, narsa, jarayon va hodisalar ta'sir etganligini aniqlash mumkin bo'lgan fizikaviy alomatlar yoki belgilarga, shuningdek ish holatlarini aniqlashga xizmat qiladigan har qanday boshqa alomatlar va belgilarga ega bo'lgan narsa ashyoviy dalil hisoblanadi”.

Undan tashqari, hujjatlar va boshqa xatlar ham ashyoviy dalil bo'lib xizmat qilishi mumkin.

Ashyoviy dalilning murakkab tuzilishini ham ta'kidlash zarur. Ushbu tushunchaning to'liq va qat'iy ma'nosi haqida quyidagi 3 ta tarkibiy qism mavjud bo'lgan taqdirda gapirish mumkin²¹⁰:

a) huquqbuzarlik hodisasi natijasida vujudga kelgan iz, barmoq izlari, narsaning joylashuvi, holat va boshqa xususiyatlarining o'zgarishi;

b) hodisa joyidan olingan, bu o'zgarishlar, xususiyatlar, izlar va hokazolarni o'zida aks ettiruvchi narsalar;

v) hodisa joyidan olingan va ishga qo'shilgan narsaning xususiyatlarini ifoda etuvchi ma'lumotlar (voqea sodir bo'lgan joyi ko'zdan kechirish bayonnomasida).

O'zbekiston Respublikasi Jinoyat protsessual kodeksining 25-bobi Narsa va hujjatlarni ashyoviy va yozma dalil sifatida ishga qo'shib qo'yish bobida keltirilganidek, shuningdek, O'zbekiston Respublikasi Oliy Sudi plenumining 17-son qarori “Jinoyat ishlari bo'yicha ashyoviy dalillarga oid qonunchilikni qo'llashning ayrim masalalari to'g'risida”gi tushuntirishiga muvofiq, Ashyoviy dalil sifatida, jumladan, quyidagilar e'tirof etiladi:

a) jinoyat quoli — ashyoviy dalil deb e'tirof etilgan, jinoyatga tayyorgarlik ko'rish yoki jinoyat sodir etish uchun maxsus mo'ljallangan, tayyorlangan yoki moslashtirilgan narsalar (masalan, odam o'ldirish quollari, qimmatliklarni talon-toroj qilish yoki egallashda vosita bo'lgan narsalar, o'qotar qurol, brakonyerlik quollari — qopqonlar, to'rlar, soxta hujjat va h.k.), shuningdek jinoiy maqsadga erishish uchun jinoyat sodir etish jarayonida bevosita foydalanilgan mol-mulk (masalan, transport vositalari);

b) o'zida jinoyat izlarini saqlab qolgan narsalar (masalan, qon izlari mavjud yoki jinoyat sodir etilishi jarayonida shikastlangan kiyim, narsalar, shu jumladan, o'q otilishi yoki portlash natijasida shikastlangan narsalar, barmoq, qo'l, oyoq, poyafzal, transport, buzish quollarining izlari va h.k.);

v) jinoiy harakatlar obyekti bo'lgan narsalar (masalan, olib qochilgan avtomobil, talon-toroj qilingan pullar, qimmatli qog'ozlar, qurol, giyohvandlik vositalari, boshqa moddiy qimmatliklar, buyumlar va h. k.);

g) jinoiy harakatlar sodir etilgandan keyin jinoiy yo'l bilan topilgan mablag'lar evaziga topilgan mol-mulk, pullar va boshqa qimmatliklar (masalan, o'g'irlangan pullarga sotib olingan qimmatbaho buyumlar, jinoiy faoliyat natijasida, jumladan, qonunga xilof ravishda tadbirkorlik bilan shug'ullanishdan topilgan naqd pullar, nodir metallar va toshlardan iborat xom ashyo va buyumlar, boshqa qimmatliklar, deb keltirib o'tilgan.

210 Jinoyat prosessi. Umumiy qism: Yuridik instituti va fakultetlari talabalari uchun darslik. / Dosent Z.F. Ino'mjonovanning umumiy tahriri ostida. Toshkent, «Yangi asr avlodi», 2002. B. 147-171.

Faktlar haqida ma'lumotlarni olish xususiyatiga ko'ra dalillar **dastlabki va hosila dalillarga** bo'linadi.²¹¹

Oraliqdagi daliliy axborot uning tashuvchisi borligi yoki yo'qligi bo'lish uchun asos bo'lib xizmat qiladi.

Masalan, huquqbuzarlik hodisasini kuzatgan guvohning ko'rsatuvlari shaxsiy dastlabki dalil hisoblanadi. Bunday guvohning ko'rsatuvlari, shuningdek uni so'roq qilish bayonnomasi dastlabki dalillardir.

Mazkur hujjatda aytilayotgan qandaydir hodisadan shaxsan xabardor bo'lgan shaxs tomonidan tuzilgan hujjat **dastlabki dalil** hisoblanadi. Shuning o'zi ekspert xulosasiga ham taalluqlidir.

Agar hodisani bitta shaxs kuzatib, so'ng bu haqda boshqasiga xabar bergan bo'lsa, shuningdek bu ikkinchi shaxs guvoh sifatida hodisa haqida ko'rsatuvlar berayotgan bo'lsa, bunday ko'rsatuvlar **hosila dalil** hisoblanadi. Bu holda axborotning ikkita tashuvchisi bor bo'lib ko'rinadi: birinchisi – hodisani kuzatgan (dastlabki tashuvchi) va ikkinchisi – hodisa haqida birinchi shaxsdan bilgan (ikkinchi tashuvchi).

Hujjat nusxasi ham hosila dalil hisoblanadi. Bu holda hujjat (asl nusxasi)ning tuzuvchisi axborotning birinchi tashuvchisi, undan nusxa olgan va tasdiqlagan shaxs esa axborotning ikkinchi tashuvchisi hisoblanadi.

Bir necha birlamchi manbalardan olingan axborotni qo'shish natijasida vujudga keladigan «qo'shiladigan» deb ataluvchi hosila dalillar ishi esa qiyinroq. Masalan, taftish hujjatlari, erkin buxgalteriya hujjatlari va hokazo.

Huquqbuzarlik qurollari va boshqa shu kabi obyektlarning fotosurati, hajmli va boshqa xil hujjat nusxalari ilmiy adabiyotda ko'pincha hosila ashyoviy dalillar deb ataladi.

Haqiqatan ham, fotosurat hajmli surat kabi original obyektidagi axborotni o'zgartirgan holda qaytadan hosil qiladi.

Mumkin qadar dastlabki dalillardan foydalanishga intilish hosila dalillar ishonchli xulosalarga olib kelolmasligini anglatmaydi. Hosila dalillardan dastlabki dalillarni topish uchun, ma'lum sharoitlarda esa ularni dalillarning yig'indisida tekshirish uchun foydalaniladi.

Hosila dalillar dastlabki dalilning to'liqligi va ishonchligini aniqlashga yordam berishi mumkin. Masalan, agar hodisani o'z ko'zi bilan ko'rgan guvoh o'z vaqtida boshqa shaxsga aytib bergan holatlarni esidan chiqargan bo'lsa, bunday shaxsni guvoh sifatida so'roq qilish hodisani o'z ko'zi bilan ko'rgan guvohning ko'rsatuvlarini to'ldirishga, kimning ko'rsatuvlari haqiqatga to'g'ri ekanligini hal qilishga imkon beradi.

Ayblovchi va oqlovchi dalillar. Bunday bo'linish haqiqiy ma'lumotlar mazmuniga asoslangan.

Mazkur shaxs tomonidan huquqbuzarlik sodir etilganini ko'rsatadigan dalillar yoki javobgarlikni og'irlashtiradigan holatlar **ayblovchi dalillar** deb e'tirof etiladi.

Oqlovchi dalillar – huquqbuzarlik sodir etganlikda ayblanayotgan yoki gumon qilinayotgan shaxsni oqlaydigan yoxud uning javobgarligini yengillashtiradigan holatlarni aniqlaydigan dalillardir.

²¹¹ Z.F. Inomjonova Jinoyat prosessi. Umumiy qism: T 2002. B. 147-171.

Dalillar xolisona voqelik faktlarini bilishga xizmat qiladi hamda ularning tahlili barcha holatlarni o'rganishga va haqiqatni aniqlashga imkon beradi. Bunday bo'linish dalillarni ayblovga nisbatan tizimlashtirishga ko'maklashadi, holbuki qonun har bir ish bo'yicha huquqbuzarni ham fosh qiladigan, ham oqlaydigan, shuningdek uning javobgarligini ham yengillashtiradigan, ham og'irlashtiradigan holatlarni aniqlashga va hisobga olishga majbur etadi.

Har bir dalilni to'g'ri baholash hamda uni ayblovchi yoki oqlovchi dalillar sirasiga kiritish uchun barcha dalillar birgalikda ko'rib chiqilishi lozim. Bu bo'linish shartlidir. Ish yuritish borasida shunday hollar bo'lishi mumkinki, bir qarashda oqlovchi dalillar sifatida bo'lganlar keyinchalik ayblovchi dalillar deb baholanadi va aksincha bo'lishi mumkin.

Oqlovchi dalillar orasida ayblanuvchining alibisi (lotincha alibi – qayerdadir boshqa joyda) alohida o'rin tutadi. Ishonchli isbot qilingan alibi shaxsni huquqbuzarlik sodir etganlikda ayblash imkoniyatini yo'qqa chiqaradi. Alibi har tomonlama tekshirilishi lozim.

Dalillar ayblovchi va oqlovchilarga bo'linishi munosabati bilan tez-tez uchraydigan «qoralovchi dalillar» tushunchasini aniqlab olish zarur. Avval adabiyotda bu tushuncha orqali ayblovchi va oqlovchi dalillar yoki faqat ayblovchi bilvosita dalillar ifoda etilar edi. Barcha ayblovchi, ham bevosita, ham bilvosita dalillarni qoralovchi dalillar deb atash to'g'riroq bo'ladi.

Isbotlash predmetida bosh faktga, ya'ni shaxsning aybdorligi yoki aybsizligiga nisbatan dalillar **to'g'ri va egri dalillarga** bo'linadi. Bu bo'linishning asosini isbot qilinadigan holatni asoslash jarayoni tuzilishidagi farq tashkil etadi.

Isbot qilinadigan holatni to'g'ridan to'g'ri va bevosita belgilaydigan dalil to'g'ri dalil, «oraliqdagi fakt» orqali bu holatni belgilaydigan dalil esa egri dalil deb ataladi.

Jinoyatni o'z ko'zi bilan ko'rgan guvohning ko'rsatuvlari, huquqbuzarning bosh egib, keyinchalik o'z aybini tan olish va huquqbuzarlik sodir etilgan holatlar haqida so'zlab berish sharti bilan kelishi – to'g'ri dalil.

Masalan, guvohlarning huquqbuzarlik sodir etilgan kunda huquqbuzarni uyda uxlamaganligi, u huquqbuzarlik sodir etilgan joydan ketayotganini ko'rganligi, avval jabrlanuvchiga ta'zirini berish bilan qo'rqitgani haqidagi ko'rsatuvlari, huquqbuzarlik sodir etilgan joyda huquqbuzarga tegishli ashyo topilgani va hokazolar – egri dalillar. Ular shunchaki «ikkilamchi holatlar»ni yoki «oraliqdagi faktlar»ni ko'rsatadi, tergovga qadar tekshiruv va surishtiruv organlari esa bular yordamida mazkur huquqbuzarlikni aynan kim sodir etganligi haqida xulosa chiqarishlari mumkin.

Huquqiy adabiyotda to'g'ri va egri dalillarni farqlash mezoni yuzasidan turli nuqtai nazarlar mavjud.

To'g'ri va egri dalillarni farqlash katta amaliy ahamiyatga ega bo'lib, u quyidagilardan iborat:

1) To'g'ri dalillar egri dalillardan yaxshiroq emas, egri dalillar esa to'g'ri dalillardan yomonroq emas degan fikrni anglab olishdan, to'g'ri dalillarning bahosini oshirishga hamda egri dalillarning bahosini kamaytirishga yo'l qo'ymaslikdan.

Amaliyotda shunday ishlar bo'ladiki, ular bo'yicha ayblov faqat egri dalillarga asoslanadi. Egri dalillarga asoslangan qaror to'g'ri dalillarga asoslangan qaror qanday qonuniy kuchga ega bo'lsa, shunday qonuniy kuchga ega bo'ladi.

2) Garchi egri dalillarning ahamiyati to'g'ri dalillarning ahamiyatidan kam bo'lmasada, ishlarni yuritish tajribasida egri dalillardan foydalanish to'g'ri dalillardan foydalanishga qaraganda

qiyinroqdir. To'g'ri dalil ushbu qidirilayotgan muhim faktni bevosita, hech qanday ko'maklashuvchi bo'g'inlarsiz ko'rsatadi. Egri dalil ikkilamchi, erkin faktni bevosita ko'rsatadi hamda faqat u orqali isbotlash burchi yuklatilgan shaxsga qidirilayotgan muhim fakt haqida xulosa chiqarish imkonini beradi.

3) Egri dalil aynan ikkilamchi faktni bevosita ko'rsatganligi uchun u boshqa dalillar bilan uzviy o'zaro bog'langan holda yuridik ahamiyatga ega bo'ladi. Tegishincha, faqat egri dalilga ishni hal qilish uchun yetarli isbotlovchi material deb qarash mumkin emas.

4) Haqiqiy faktlar huquqni muhofaza qilish organlarining gumon va taxminlari bilan almashtirib qo'yilmagani uchun egri dalillarning tasodifiy emas, balki xolisona bog'liqligini aniqlash zarur, sababli bog'liqlik nafaqat egri dalilni, balki egri dalillar yig'indisini isbotlash predmeti, huquqbuzarlik tarkibi bilan birga qamrab olishi lozim.

5) Nihoyat, egri dalillar yig'indisi ushbu shaxsning unga ayb qilib qo'yilayotgan huquqbuzarlik sodir etganlikda aybdorligi haqida xulosa chiqarish uchun yetarli deb, basharti o'zining tugallangan holda u qandaydir boshqa taxminlar, boshqa xulosalar mumkinligini istisno etsa, shuningdek ushbu xulosa faqat yagona sababli, tegishli haqiqiy ma'lumotlar yig'indisidan va ular haqidagi ma'lumotlardan kelib chiqadigan bo'lsa, e'tirof etilishi mumkin. Shuni nazarda tutish kerakki, isbot qilinmagan aybdorlik isbotlangan aybsizlikka teng, ayblov qarori taxminlarga asoslanishi mumkin emas va u ish yuritishda huquqbuzarning huquqbuzarlik sodir etganlikda aybdorligi so'zsiz isbotlangan taqdirdagina chiqariladi.

Demak, egri dalillar tarqoq faktlar va ular haqidagi ma'lumotlar emas, balki yagona tarkibiy qismlari o'zaro sababli uzviy bog'liqlikda va o'zaro bir-birini taqozo etgan yaxlit birlikdir. Aynan shunday ko'rinishda ular isbotlovchi va muqarrar kuchni tashkil etib, u muayyan shaxsning ma'lum huquqbuzarlik sodir etganlikda aybdorligi haqida fikr yuritishga imkon beradi.

Keltirilgan egri dalillarning tasnifidan ulardan foydalanishning quyidagi qoidalari kelib chiqadi:

- 1) egri dalillar ish bo'yicha faqat o'zining yig'indisida ishonchli xulosalarga olib keladi;
- 2) egri dalillar o'zaro va isbotlanadigan qoida bilan xolisona bog'langan bo'lishi kerak;
- 3) egri dalillarning tizimi (yig'indisi) shunday asoslangan xulosaga olib kelishi kerakki, u aniqlangan holatlarning boshqacha talqinini istisno etadi, holatlar bu dalillar asosida aynan aniqlanganidek bo'lganligidan oqilona shubhalarni istisno etadi.

Huquqshunos olim A.F.Koni yozganidek, egri dalillar "o'z yig'indisida va muayyan guruhda bo'lganida bir-birini mustahkamlab, tasdiqlab va bog'lab alohida ahamiyatga va kuchga ega bo'ladi. Bu ikkilamchi mayda holatlar huquqbuzarlik va uning uchun ma'lum bir shaxsning aybdorligi mavjudligi haqidagi taxmin atrofida oydinlashadi, bosqichma-bosqich alohidagi shubhani gumonga aylantirib, shuningdek unga kuchli ehtimollik va so'ngra unga vujudga kelgan mustahkam ishonchlilik xususiyatlarini bag'ishlaydi"²¹²

Dalillarni talqin qilish yuzasidan turlicha fikrlar, nazariyalar va qarashlar mavjud bo'lib, bu fikrlarni quyidagicha tasniflash mumkin:

- 1) Dalillarning arxaik konsepsiyasi.

²¹² Lukin V.M. Уголовно-процессуальная деятельность органов дознания: Автореф. дисс. канд. юрид. наук. – СПб.: Санкт-Петербургский университет МВД России, 2003. – С. 9.

Mazkur konsepsiya (tarafdorlari—A.Y.Vishinskiy²¹³ va L.YE.Vladimirov lar²¹⁴) 1958 yildagi Jinoyat-sudlov ishlarini yuritish Asoslari qabul qilingunga qadar keng tarqalgan bo‘lib, unga ko‘ra sud dalillariga-bu odatiy faktlar, hayotdagi hodisalar, narsalar, odamlar, odamlarning harakatlari, deb qaralardi.

2) Dalillarning mantiqiy modeli.

Bu konsepsiya (tarafdorlari-S.A.Golunskiy,²¹⁵ S.M.Kaz²¹⁶ M.A.Chelsov²¹⁷ va R.S.Belkinlar²¹⁸) ga asosan, jinoyat ishlari bo‘yicha dalillar deb real voqelikda mavjud bo‘lgan ma‘lumotlarga aytiladi. Bu konsepsiya 1958 yilda Jinoyat-sudlov ishlarini yuritish Asoslari qabul qilingandan keyin tarqalgan.

3) Dalillarning «ikkiyoqlamalik» konsepsiyasi.

Bu konsepsiya (tarafdorlari-A.I.Trusov²¹⁹ V.D.Arsenyev²²⁰ va M.S.Strogovichlar²²¹) ga binoan dalil deb faktlarga va ular olingan manbalarga aytiladi.

4) Dalillarning informatsion modeli.

Bu konsepsiya (tarafdorlari-V.Y.Doroxov²²² L.M.Karneyeva²²³ A.A.Xmirov²²⁴ A.D.Boykov va I.I.Karpets²²⁵ lar) ga asosan, dalil deb ma‘lumot (axborot) va uning manbasi (moddiy tashuvchisi) birligiga aytiladi. Unga ko‘ra, dalil tushunchasiga faktlar emas, balki faktlar to‘g‘risidagi axborotlar, ma‘lumotlar kiritiladi.

5) Dalillarning aralash (sintezlashgan) konsepsiyasi.

Bu konsepsiya (tarafdori-Y.K.Orlov²²⁶)ga ko‘ra dalil deb faktlarga ham, ular to‘g‘risidagi ma‘lumotlarga ham, shuningdek ularning manbalariga ham aytiladi.

Yuqoridagi konsepsiyalardan ham dalillarning jinoyat protsessida markaziy o‘rin egallaganligini anglash mumkin.

O‘zbekiston Respublikasi Jinoyat kodeksiga muvofiq, Ushbu Kodeks bilan taqiqlangan, aybli ijtimoiy xavfli qilmish (harakat yoki harakatsizlik) jazo qo‘llash tahdidi bilan jinoyat deb topiladi.

213 Vishinskiy A.Ya. Теория судебных доказательств в советском праве. - М., 1941. 146-б.

214 Vladimirov L.E. Учение об уголовных доказательствах. -СПб. 1910. 100-б.

215 Golunuskiy S.A. Вопросы доказательственного права в Основах уголовного судопроизводства Союза ССР и союзных республик. Сб. «Вопросы судопроизводства и судоустройства в новом законодательстве Союза ССР». - М., 1959. Б. 144-150.

216 Kaz S.M. Доказательства в уголовном процессе. Саратов. 1960. Б. 23-25.

217 Chelsov M.A. Советский уголовный процесс. - М., 1962. Б. 132-135.

218 Belkin R.S. Собрание, исследование и оценка доказательств. - М., 1969. Б. 10-12.

219 Trusov A.I. Основы теории судебных доказательств. - М., 1960. Б. 48-51

220 Arsenyev V.D. Вопросы общей теории судебных доказательств. - М., 1964. 92-б.

221 Strogovich M.S. Курс советского уголовного процесса. - М., 1968. Т. 1. Б. 288-289

222 Doroxov V.Ya. Понятие доказательства в советском уголовном процессе // Советское государство и право. 1964. №9. -Б. 108-117.; Doroxov V.Ya. Понятие доказательства // Теория доказательств в советском уголовном процессе. 2-ое изд. / Под ред. Н.В. Жогина. - М., 1973. Б. 197-228.

223 Karneyeva L.M. Доказательства и доказывание при производстве расследования. Горький. 1977. 7-б.

224 Xmirov A.A. Косвенные доказательства. - М., 1979. Б. 6-7.

225 Курс советского уголовного процесса. Общая часть. Под ред. А.Д.Бойкова и И.И.Карпеца. -М., 1989. 551-б.

226 Orlov Yu.K. Структура судебного доказывания и понятие судебного доказательства. «Вопросы борьбы с преступностью». Вып. 28. - М., 1978. Б. 86-101.

Ushbu Kodeks bilan qo'riqlanadigan obyektlarga zarar yetkazadigan yoki shunday zarar yetkazish real xavfini keltirib chiqaradigan qilmish ijtimoiy xavfli qilmish deb topiladi.²²⁷

XULOSA VA TAKLIFLAR: bugungi kunda iqtisodiyot sohasidagi jinoyatlarni aniqlash va ularni fosh etish va isbot qilish dolzarbligicha qolmoqda. Chunki iqtisodiyot sohasidagi jinoyatlar asosan havolaki normalardan tashkil topgan bo'lib, ularni aniqlash uchun aynan o'sha sohani bilish talab etiladi. Masalan bojxona to'g'risidagi qonun hujjatlarini buzganlik²²⁸ jinoyatining mohiyatini anglash uchun bojxona qonunchiligini birinchi navbatda Bojxona kodeksini bilish talab etiladi. Shuningdek iqtisodiyot sohasidagi jinoyatlar (*asosan iqtisodiyot asoslarni buzishga qaratilgan jinoyatlar*) odatda foyda olish yoki iqtisodiy maqsadni ko'zlagan holda xalqning, mamlakatning umumiy mulkiga zarar yetkazish orqali sodir etiladi. Buni isbotlash va mazkur zararining o'rni qoplatish va aybdorni javobgarlikka tortish uchun esa albatta ushbu jinoyatni fosh etish, uni isbotlash lozim bo'ladi. Albattaki, isbotlashning bosh asosi bu dalil hisoblanadi. Shu nuqtai nazardan bugungi kunda iqtisodiyot sohasiga oid jinoyatlarni aniqlash va ularni fosh etish bilan bog'liq jarayonlarda dalillarning huquqiy ahamiyatini o'rganish muhim ahamiyat kasb etmoqda.

1-taklif: hozirgi kunda "iqtisodiy jinoyatlar" iqtisodiyot sohasiga oid jinoyatlar tushunchasiga aniq ta'rif shakllantirilmaganini ko'rish mumkin. Shu sababli, ilmiy adabiyotlar va ilmiy tadqiqot ishlarni tahlil qilish natijasida, ushbu tushunchalarga quyidagicha mualliflik ta'rifi shakllantirildi:

Iqtisodiyot sohasidagi jinoyatlarning tushunchasi bu - O'zbekiston Respublikasi Jinoyat kodeksida belgilangan, milliy iqtisod, uning tarmoqlari yoki sohalariga zarar yetkazadigan yoki shunday zarar yetkazish real xavfini keltirib chiqaradigan ijtimoiy xavfli qilmishlardir.

2-taklif: O'zbekiston Respublikasi JPK 81-moddasini quyidagi tahrirda bayon qilish:

81-modda Dalillar va ularning turlari.

Ijtimoiy xavfli qilmishning yuz bergan-bermaganligini, shu qilmishni sodir etgan shaxsning aybli-aybsizligini va ishni to'g'ri hal qilish uchun ahamiyatga molik boshqa holatlarni **tergovga qadar tekshiruv organi mansabdor shaxsining**, surishtiruvchining, tergovchining va sudning qonunda belgilangan tartibda aniqlashiga asos bo'ladigan har qanday haqiqiy, **shu jumladan Elektron yoxud raqamli ma'lumotlar** jinoyat ishi bo'yicha dalil hisoblanadi.

Bu ma'lumotlar:

- 1) guvohning, jabrlanuvchining, gumon qilinuvchining, ayblanuvchining, sudlanuvchining ko'rsatuvlari,
- 2) ekspertning xulosasi va **ko'rsatuvlari**
- 3) ashyoviy dalillar, ovozli yozuvlar, videoyozuvlar, kinotasvir va fotosuratlar
- 4) **Elektron yoxud raqamli dalillar**,
- 5) tergov va sud harakatlarining bayonnomalari va boshqa yozma dalillar
- 6) **tergovga qadar tekshiruv natijasida olingan ma'lumotlar**.
- 7) **mutaxassisning xulosasi va ko'rsatuvlari** bilan aniqlanadi.

²²⁷ O'zbekiston Respublikasi Jinoyat kodeksi 14-modda

²²⁸ O'zbekiston Respublikasi JK 182-modda. <http://lex.uz/docs/111453>

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ИЗУЧЕНИЕ ПРОЦЕССА ПИТАНИИ С ИСПОЛЬЗОВАНИЕМ ПИТАЮЩИХ ЦИЛИНДРОВ ШЕВРОННОГО ТИПА НА ПРЯДИЛЬНЫХ МАШИНАХ

Мирзаев Отабек Абдукаримович

PhD, доцент, Каршинский инженерный экономический институт

E-mail: kiamoa@mail.ru

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Аннотация. Основным решением создавшейся проблемы является модернизация составных питающих цилиндров пневмомеханических прядильных машин, которая обеспечила бы снижение затратных статей и повышение конкурентоспособности пряжи по себестоимости и качественным показателям пряжи, а также создание перспективы для разработки новых моделей питающих цилиндров, который используется в зон питания пневмомеханических прядильных машинах. Целью и задачей исследований является проведение эксперимента с использованием новой конструкции предлагаемого питающего цилиндра шевронного типа и выработка научно обоснованных технических и технологических решений, обеспечивающих повышение показателей качества пряжи. В экспериментальных исследованиях применяли методы планирования, анализа, оптимизации эксперимента; корреляционного и дисперсионного анализ; математической статистики, текстильного материаловедения. Получены математические зависимости влияния параметров предлагаемого питающего цилиндра шевронного типа в зон питания пневмомеханической прядильной машины на удельную разрывную нагрузку нити, коэффициент вариации по разрывной нагрузке, коэффициент вариации неровному по линейной плотности и количество неспов в пряже.

Ключевые слова: волокнистая масса, промышленность, инженеры, конструкция, эксперимент, резиновая втулка, шеврон, воронки, лента, равномерность, наклонные рифлы, исследования, параметры, цилиндр, силы трения, желательности.

STUDY OF THE FEEDING PROCESS USING CHEVRON TYPE FEED CYLINDERS ON SPINNING MACHINES

Abstract. The main solution to this problem is the modernization of the composite feed cylinders of rotor spinning machines, which would reduce costs and increase the competitiveness of yarn in terms of cost and quality indicators of yarn, as well as create prospects for the development of new models of feed cylinders, which are used in the feed zones of rotor spinning machines. The goal and objective of the research is to conduct an experiment using a new design and the proposed chevron-type feed cylinder and develop scientifically based technical and technological solutions that ensure improved yarn quality indicators. In experimental studies, methods of planning, analysis, and optimization of experiments were used; correlation and variance analyses; mathematical statistics, textile materials science. Mathematical dependences of the influence of the parameters of the proposed chevron-type feed cylinder in the feed zones of a rotor spinning machine on the specific breaking load of the thread, the coefficient of variation in breaking load, the coefficient of variation in uneven linear density and the number of neps in the yarn were obtained.

Key words: fibrous mass, industry, engineers, design, experiment, rubber bushing, chevron, funnels, tape, uniformity, inclined grooves, research, parameters, cylinder, frictional forces, desirability.

Введение. Текстильная промышленность — крупнейшая из отраслей легкой промышленности, объединяющая производство всех видов тканей, трикотажа и других изделий. Использует по преимуществу сельскохозяйственное сырье. Текстильная промышленность в своем размещении может ориентироваться как на сырье, так и на потребителя. При этом возникает необходимость при разработке и реализации программ проследить полный цикл глубокой переработки по каждому виду первичного сырья — полуфабриката вплоть до готовой продукции конечного потребления. Словом, нужно обеспечить прогнозирование всего цикла организации производства — от сырья до готовой продукции с обоснованием целесообразности и окупаемости затрат.

Известна конструкция, в которой питающий цилиндр выполнен рифленным с прямыми рифлями (параллельными оси цилиндра), при работе данного цилиндра условием надежной работы подачи, без нарушения равномерности ленты, является преодоление сопротивления сил трения между лентой и столиком и создание необходимого перемещения с помощью питающего цилиндра. При этом на усилие зажима ленты к столику изменяется сила трения, также происходит некоторое скольжение ленты. Это скольжение зависит от расстояния между рифлями питающего цилиндра [1].

Недостатком данной конструкции составного питающего цилиндра является неравномерное распределение силы трения по длине питающего цилиндра, что приводит, но краям цилиндра некоторое отставание перемещения волокон ленты. За счет жесткого взаимодействия составного питающего цилиндра с волокнами происходит их повреждение. Кроме того, преждевременный выход из строя из-за мелких повреждений рифлей.

Материалы и методы. Задачей проблемы является обеспечение равномерности подачи волокнистой ленты по длине составного питающего цилиндра и снижение поврежденности волокон в ленте. Немного о преимущества использования хлопковые ленты приведено в таблице 1.

Таблица 1

Особая преимущества использования хлопковые волокнистое ленты

1	Мягкая ткань
2	Впитывание влаги за счет природных волокон, входящих в состав
3	Отсутствие аллергии при тесном контакте с кожей человека
4	Простота нарезки в процессе
5	Не электризуется на организме человека
6	Точная передача цвета
7	Сохранение формы волокон

Представленная и предлагаемая задача решается путем совершенствования конструкции составного питающего цилиндра в зон питания прядильного устройства с использованием наклонных рифлей в шевронной форме и выполнением цилиндра составным, т.е. с упругим оболочкам.

Устинная сущность новoga конструкции заключается в том, что составной питающий цилиндр прядильного устройства, содержащий приводной вал с жестко

установленной втулкой поверх которой расположены резиновая втулка с надетой на нее втулкой с наклонными рифлями, выполненной составной из двух частей, при этом наклонные рифли расположены симметрично в виде шеврона.

При этом шевронные наклонные металлические рифли на поверхности составного питающего цилиндра имеющих в зон питания при их взаимодействие с волокнами за счет горизонтальной составляющих сил части волокон по его краям, перемещаются к центру, происходит равномерность распределения их по длине питающего цилиндра. Так как используется данный вид зацепления для передачи большой мощности и скорости при отсутствии осевых нагрузок, то точность изготовления должна быть очень высокой, а следовательно, и себестоимость такого цилиндра получается высокой. Во-вторых, необходимость использования плавающего вала в конструкции. По этой простой причине инженеры стараются применять косозубую передачу, где это возможно, и только потом использовать шевронную. Таким образом, обеспечивается равномерность плотности волокон по ширине волокнистой ленты, тем самым и равномерность подачи ленты, а также снижение поврежденности волокон. Следует отметить, что все механические и технологических передачи имеют общие преимущества и недостатки. Это относится и к шевронному зацеплению. Рассмотрим особые сильные и важнейших стороны. Во-первых, высокая плавность хода, что достигается благодаря большому углу наклона зубьев. Следовательно, и габариты будут гораздо меньше по сравнению с косозубым колесом. Это для производстве позволяет несколько снизить массу изделия, а также размер в зон питания в целом.

Предлагаемая конструкция поясняется чертежом, где на рис.1 представлен общий вид составного питающего цилиндра прядильного устройства шевронного типа с упругими оболочками используемых в зон питания прядильных машин.

Конструкция предлагаемого питающего цилиндра прядильного устройства (см.на рис.1) состоит из симметрично расположенных составных наружными втулками 1 и 2 с наклонными рифлями, образующие шевронную форму, которые установлены на внутренней втулки 4 посредством резиновой втулки 3. Втулка 4 жестко установлена на приводном валу 5.

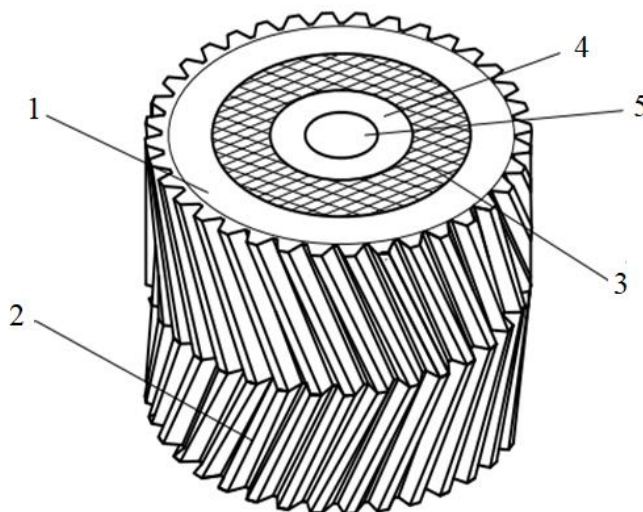


Рис .1. Упругая питающий цилиндр прядильного устройства имеющих в зон питания пневмомеханических прядильных машин

Предлагаемая конструкция работает следующим образом. При этом из-за шевронного расположения рифлей составных наружных втулок 1 и 2 захваченные волокна распределяются равномерно по всей их длине. Это обеспечивается смещением частей волокон к середине из краев наружных втулок 1 и 2 за счет горизонтальных составляющих сил воздействия рифлей на волокна. При взаимодействии зубчатый рифлей наружных втулок 1 и 2 с волокнистой лентой за счет прижимной силы происходит деформация резиновых втулок 3, амортизируя эти силы. Это фактически ликвидирует повреждения волокон имеющий составе ленты.. Питающий цилиндр прядильного устройства, содержащий приводной вал с жестко установленной втулкой, поверх которой расположена резиновая втулка с надетой на нее втулкой с наклонными рифлями, отличающийся тем, что втулка с наклонными рифлями выполнена из двух составных частей, при этом наклонные рифли расположены симметрично в виде шеврона. Таким образом, обеспечивается равномерность плотности волокон по ширине ленты, тем самым и равномерность подачи ленты, а также снижение поврежденности волокон [2] .

Для выбора оптимальной настройки зон питания пневмомеханических прядильных машин был проведен эксперимент с использованием математического планирования [3].

В качестве параметров оптимизации были выбраны следующие показатели.

Y_1 – коэффициент вариации по разрывной нагрузке, %;

Y_2 – коэффициент вариации по линейной плотности, %;

Y_3 – количество неспов в пряже на 100 м.

Y_4 – удельная разрывная нагрузка одиночной нити

Задачей оптимизации является поиск параметров в зонах питания пневмомеханических прядильных машин, при которых достигается минимальный коэффициент вариации по разрывной нагрузке, коэффициент вариации по линейной плотности, количество неспов в пряже на 100 м и максимальная удельная разрывная нагрузка одиночной нити.

Для определения регрессионных многофакторных моделей использовались результаты, полученных при обработке опытов с использованием питающего цилиндра прядильного устройства шевронного типа с упругими амортизаторами с изменением параметров в зонах питания.

В качестве факторов варьирования были выбраны:

X_1 – вращения составного питающего цилиндра прядильного устройства шевронного типа с упругими амортизаторами имеющий в зон питания, м/мин.

X_2 – модуль упругости упругий оболочки составного питающего цилиндра.

X_3 – нагрузка на питающий столик, Н.

Вращения питающего цилиндра прядильного устройства является решающим фактором для эффективной работы зон питания в установленном вместе с узлами дискретизации.

Однако неконтрольное вращение этого фактора приводит к росту поврежденности волокон, снижения прочности пряжи и др. Поэтому принимаем указанные данным и значение в качестве принимаем нижнего и верхнего уровней варьирования факторов X_1 .

Успешное применение резины в качестве материала деталей машин и полная реализация всех ее ценных физико-механических свойств могут быть достигнуты лишь при условии правильного конструирования резиновых деталей и выбора таких нагрузок, которые не вызвали бы перенапряжения деталей, их чрезмерного нагрева, появления необратимых деформаций и других разрушающих явлений. [4].

Упругая резина отличается от других технических материалов уникальным комплексом свойств, из которых главное — высокая эластичность. Это свойство, присущее каучуку — основному компоненту резины, делает ее незаменимым конструкционным материалом в современной мировой технике. Поэтому принимаем указанные значения в качестве нижнего и верхнего уровней варьирования факторов X_2 .

Большое влияние на процесс дискретизации играет сила зажима волокон при извлечении их из зон питания питающей пары, если это сила является недостаточной, то нарушается переход волокон со скорости питающего цилиндра на скорость дискретизирующего барабанчика. Если сила извлечения волокон из зон питания большей силе из зажима и больше разрывной нагрузки волокон, то происходит разбивание волокон. Согласно принятым техническим данным пневмомеханическим прядильной машине нагрузка на питающей столик может меняться от 24,0 Н до 30,0 Н. Поэтому принимаем указанные значения в качестве нижнего и верхнего уровней варьирования факторов X_3 .

Уровни и интервалы варьирования основных факторов эксперимента представлены

Таблица 2

Уровни и интервалы варьирования основных факторов

Факторы	Единицы измерения	Интервал варьирования	Уровень фактора		
			-1	0	+1
X_1 – вращение питающего цилиндра прядильного устройства	м/мин	0.05	0.35	0.40	0.45
X_2 – модуль упругости упругой оболочки питающего цилиндра	Н/мм ²	2	6	8	10
X_3 – нагрузка на питающий столик	Н	3	24,0	27,0	30,0

Для эксперимента выбрали план Коно, ортогональный второго порядка с тремя факторами на трёх уровнях. Матрица планирования эксперимента и результаты опытов представлены в табл. 3. Для выбора оптимальной настройки узла питания пневмомеханической прядильной машины был проведен эксперимент с использованием метода математического планирования [3]. В качестве параметров оптимизации были выбраны следующие показатели, получаемого пряжи с использованием питающего цилиндра шевронного типа в пневмомеханических прядильных машинах.

Y_1 – коэффициент вариации по разрывной нагрузке, %;

Y_2 – коэффициент вариации по линейной плотности пряжи, %;

Y_3 – количества несов в пряже на 100 м;

Y_4 – удельная разрывная нагрузка одиночкой нити $\frac{\text{сН}}{\text{текс}}$.

Задачей оптимизации является поиск нужных параметров узла питания пневмомеханических прядильных машин, при которых достигается минимальный коэффициент вариации по разрывной нагрузки, коэффициентов вариации по линейной плотности пряжи, количества несов в пряже на 100 м и максимальное значение удельной разрывной нагрузки одиночкой нити.

Результаты: Определение статических регрессионных многофакторных моделей (РМФМ) по данным эксперимента с факторным планированием.

Таблица 3

Матрицам планирования и результаты эксперимента

№ опыта	Факторы			Параметры			
	X_1	X_2	X_3	Y_1	Y_2	Y_3	Y_4
1	-1	-1	-1	15.0	3.9	502	7.2
2	-1	+1	+1	14.4	3.9	466	7.3
3	+1	-1	+1	13.8	3.6	391	7.5
4	+1	+1	-1	14.1	3.1	411	7.8
5	-1	-1	+1	14.0	3.4	431	7.7
6	-1	+1	-1	14.6	4.0	511	7.4
7	+1	-1	-1	15.1	3.9	473	7.2
8	0	0	+1	13.9	3.5	417	8.1
9	0	+1	0	13.7	3.3	483	8.0
10	+1	0	0	14.3	3.3	452	7.5
11	0	0	0	12.9	2.8	407	8.3
12	0	0	0	12.9	2.8	407	8.3

В результате реализации опытов и статитистической обработки результатов эксперимента получены регрессионные многофакторные математическое модели параметров.

$Y_1 - Y_4$ адекватные с 95% - ной доверительной вероятностью:

$$Y_1 = 13.327 - 0.092X_1 - 0.067X_2 - 0.292X_3 + 0.635X_1^2 - 0.120X_1X_2 + 0.010X_2^2 + 0.435X_3^2 \quad (1.1)$$

$$Y_2 = 3.108 - 0.168X_1 - 0.067X_2 - 0.093X_3 + 0.448X_1^2 - 0.206X_1X_2 - 0.052X_2^2 + 174X_3^2 \quad (1.2)$$

$$Y_3 = 433.393 - 24.053X_1 - 2.552X_2 - 20.802X_3 + 16.269X_1^2 - 16.851X_1X_2 + 25.869X_2^2 - 29.989X_3^2 \quad (1.3)$$

$$Y_4 = 8.159 + 0.076X_1 + 0.076X_2 + 0.076X_3 - 0.575X_1^2 + 0.147X_1X_2 - 0.095X_2^2 + 0.00X_3^2 \quad (1.4)$$

Для построения двухмерных поверхностей отклика полученные уравнения (1.1-1.4) были преобразованы в в двухфакторные зависимостей при оптимальные значений $X_3 = 0$ и использовано программа MAPLE.

$$Y_1 = 13.328 - 0.092X_1 - 0.067X_2 + 0.635X_1^2 - 0.120X_1X_2 + 0.010X_2^2; \quad (1.5)$$

$$Y_2 = 3.109 - 0.168X_1 - 0.068X_2 + 0.449X_1^2 - 0.207X_1X_2 - 0.051X_2^2; \quad (1.6)$$

$$Y_3 = 433.392 - 24.052X_1 - 2.552X_2 + 16.269X_1^2 - 16.851X_1X_2 + 25.769X_2^2; \quad (1.7)$$

$$Y_4 = 8.159 + 0.076X_1 + 0.076X_2 - 0.595X_1^2 + 0.143X_1X_2 - 0.095X_2^2; \quad (1.8)$$

Полученные поверхности отклика зависимостей $Y_1 - Y_4$ от факторов X_1 и X_2 параметров питающего цилиндра представлены на рис 2. Анализируя полученных математических зависимостей, можно сделать вывод, что модуль упругости оболочки составного питающего цилиндра шевронного типа оказывает на все параметры оптимизации, но больше всего прочностные характеристики получаемого пряжи.

Расчет функции желательности результатов эксперимента. Известно что, продукты прядения характеризуется как правило, совокупностью показателей. Из-за отсутствия тесной корреляционной связи между отдельными показателями часто затруднено сравнение различных материалов или их вариантов и выбор оптимальных из них. Поэтому для определения оптимального варианта необходимо использовать функции желательности. В качестве комплексного технологического критерия нами использовано обобщенная функция желательности D .

$$D = \sqrt[n]{d_1^{c_1} + d_2^{c_2} + d_3^{c_3} + \dots + d_n^{c_n}}. \quad (1.9)$$

где n – число рассматриваемых частных параметров оптимизации $d_1, d_2, d_3, \dots, d_n$ – частные функции желательности; $b_1, b_2, b_3, \dots, b_n$ – весомость каждого n -го критерия оптимизации. Для вычисления обобщенной функции желательности частные параметры преобразованы в безразмерные величины от нуля до единицы, в зависимости от желательности результата. С учетом степени влияния каждого критерия оптимизации на качество пряжи в целом были выбраны значения весомостей, указанные в табл.4.

Таблица 4

Весомость	b_1	b_2	b_3	b_4
Значения	1.2	1.3	0.8	1.4

Построения регрессионных модели для удельной разрывной нагрузки пряжи. Результаты обработки эксперимента на программе Maple в таблице 5.

Таблица 5

Коэффициенты трехфакторного эксперимента

Наименование	Коэффициенты	Стандартная ошибка
Свободный член	8.159	8.1E – 01
X_1	0.075	5.5E – 01
X_2	0.074	5.5E – 02
X_3	0.073	5.5E – 02
X_1X_1	0.595	1.3E – 01
X_1X_2	145	5.6E – 03
X_2X_2	0.087	1.3E – 02
X_3X_3	0.007	1.1E – 02

Сумма квадратов отклонений 2.215E – 01

Среднее квадратное отклонение 2.211 E – 01

Адекватность полученного уравнение проверялась по критерию Фишера $F_R = 1.058$; $F_T[P_D = 0.95; f\{S_y^2\} = 11; f\{S_{max}^2\} = 4] = 5.93$.

Так как $F_R < F_T$, то полученную математическую модель можно считать адекватной с доверительной вероятностью 95%.

Полученные поверхности отклика зависимостей (Y_4) от факторов вращения питающего цилиндра прядильного устройства шевронного типа с упругими амортизаторами (X_1) и модуль упругости упругий оболочки питающего цилиндра (X_2) представлены на рис 2.

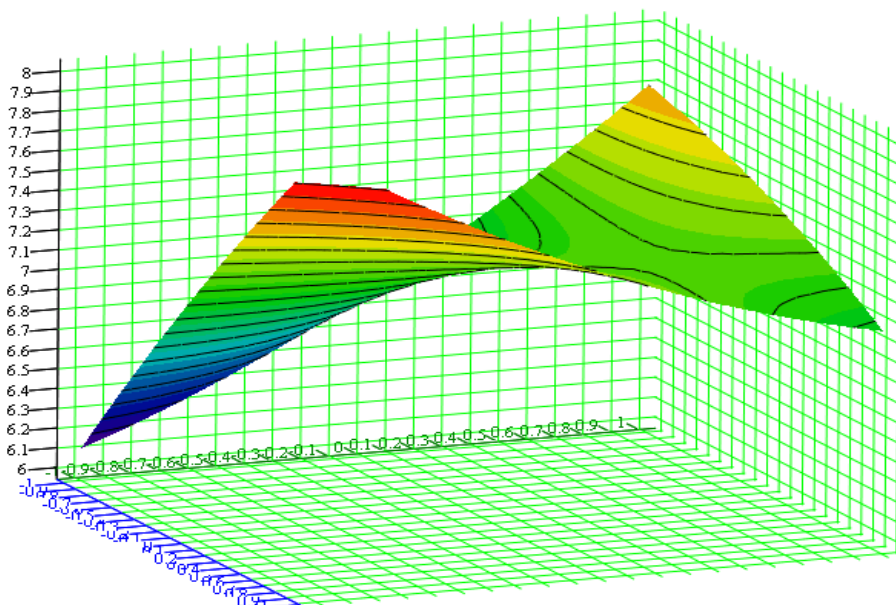


Рис 2. Зависимость удельной разрывной нагрузки пряжи (Y_4) вращения питающего цилиндра прядильного устройства шевронного типа с упругими амортизаторами (X_1) и модуль упругости упругий оболочки питающего цилиндра в зон питания (X_2).

При этом нагрузка на питающий столик избрана неперменным ($X_3 = 1$) или $X_3 = 27$ Н.

Обсуждение. Выявлены параметры составного питающего цилиндра имеющий в зон питания шевронного типа для пневмомеханических прядильных машин с использованием методов планирования эксперимента и оптимизации целевой функции на базе экспериментальных испытаний при выработке пряжи линейной плотности 50 текс. Для каждого технологического параметра получена регрессионная математическая модель, анализ которой позволяет сделать обсуждения о влиянии данного фактора варьирования на качество получаемого пряжи.

Вывод. После экспериментальных результатов можно сделать заключение, что выбор необходимой упругой оболочки составного питающего цилиндра дает возможность для получения качественной пряжи с требуемыми уровнями. Экспериментальном результатом таких исследований должно быть создание инженерных и технических методов расчета упругих оболочки составного питающего цилиндра имеющих в зон

питании шевронного типа на усталостную прочность, обеспечивающие их высокую надежность и длительную выносливость в современных пневмомеханических прядильных машинах используемой в текстильном промышленности.

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